

VOCATIONAL STUDENTS' ENGAGEMENT IN DISCOVERY LEARNING METHOD-ASSISTED FACTUAL REPORT WRITING

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Abstract

Student engagement in learning to write is neglected. Indeed, students' engagement plays a crucial role in the writing classroom. In the writing classroom, students are expected to be able to write simple text. Discovery Learning is a constructivist learning method that engaged students actively in learning to write. Therefore Discovery Learning is expected to enhance students' engagement. This present study aims to explore students' engagement in the Discovery Learning method-assisted factual report text. This current study used a qualitative research method with a basic interpretative study to offer descriptive accounts to understand a phenomenon utilizing data acquired through interviews, observations, and documentation. The obtained data were analyzed by thematic analysis. This study was conducted at a vocational school in Karawang in a class of eleven-grade and involved five students in collecting the interview data. The findings found that there are three phases that potentially cope with students' cognitive engagement, behavior engagement, and emotional engagement. It consists of stimulation phase, data collection phase, and data process phase. The simulation phase engaged students to obtain writing ideas, the data collection phase engaged the student to write collaboratively, and the data process phase engaged students to write completely. In sum up, three dimensions of engagement cope students to write well.

Keywords: Discovery Learning, Factual Report Text, Student Engagement, Writing

INTRODUCTION

Students must master four language skills in learning English: listening, speaking, reading, and writing. Through writing, people can express their feelings, thoughts, and ideas, which can help them obtain the information they get from their experiences. It can be a tool to transfer information and knowledge to others without the limitation of time. It is in line with Byrne (1984); Damanik (2020), writing is a form of written communication to express ideas, wishes, and thoughts and have people communicate with each other even in impossible conditions without any verbal conversation. Writing activities is related to generating ideas, arguments, and opinions, using appropriate grammar, choice of vocabulary, revising, and editing until becoming a good final written text (Rovikasari et al., 2020). In addition, writing is an indirect communication form that needs deep thinking. It cannot be separated from the whole learning process that the students experience during their studies at school (Indriyanti & Prasetyo, 2018). In senior high school, students learn how to write descriptive, recount, biography, procedural, narrative, and factual reports. Factual report text is one of the texts taught in the second semester of second grade. A factual report is a kind of scientific text that provides accurate and relevant information about the world's natural, cultural, and technological phenomena, focusing on the more general thing than descriptive text (Mushtoza, 2016).

Through pre-observation, the researcher noticed that students occasionally had trouble writing a text. The problems students faced included confusion about how to begin writing and pour ideas into good paragraphs or texts. Students could not find an idea and hardly developed it into sentences and paragraphs (Kamilah & Nuryanti, 2021). The lack of vocabulary and word selection usually happens when the topic is unrelated to students' daily activities. In addition, the learning model used is less attractive, so a more attractive learning model is needed to increase students' interest, and the media used does not attract students' attention (Ndruru, 2020). The teacher only uses a textbook, explains the material, and gives the student some assignments. In sum up, the students lack to engage in the writing classroom. They lack participation and effort, in simple way not asking a question or giving an opinion or taught.

The difficulties in writing make the students afraid of making a text and not interested in the writing classroom. In this situation, the teacher needs to find the optimal teaching strategies to get the students interested in writing. Indeed, engagement in the learning process, especially in the writing classroom, plays an essential role in improving academic achievement. Dotterer & Lowe (2011); Orr (2016) claimed that classroom engagement is crucial to students' educational experiences because it correlates with achievement. The beneficial effects of student engagement are also seen in lower rates of delinquency, substance abuse, and depression (Wang & Fredricks, 2014). Engagement is appealing because it is a "meta-construct" that incorporates external activities, internal thoughts, and emotions (Fredricks et al., 2004). The three types of engagement have roles in language learning (Hiver et al., 2021). These include behavioral engagement, learners' voluntary involvement in writing, interactional initiative, and the amount of semantic content produced while on task. Emotional engagement frequently shows up in learners' emotional reactions as they engage in activities or tasks involving the target language, indicating distinct positive feelings like enjoyment and enthusiasm. Negative feelings, on the other hand, such as worry, boredom, irritation, and rage, show emotional disengagement or disaffection. Cognitive engagement generally concentrates on linguistic expressions, such as peer interactions, students' questioning, hesitation, repetition, volunteering responses, exchanging ideas, providing direction, informing, and explaining. One method that potentially engages students in the writing classroom is the Discovery Learning method. Discovery Learning methods allow students to observe, think, ask questions, classify, predict, measure, and discover materials independently (Siagian, 2018). In addition, the technique of Discovery Learning emphasizes the learning process and students being problem solvers because the model will be student-center. The teacher will allow them to acquire new knowledge by interpreting, analyzing, and summarizing the teacher's material (Simatupang, 2020). These experiences can help students with fear and little enthusiasm in the writing classroom (Anggraini, 2020). The Discovery Learning model is a way to train students to improve their writing skills. The Discovery Learning model also can prepare students to work together, interact well with classmates, and deepen students knowledge (Ndruru, 2020). The Implementation of Discovery Learning using six stages in Discovery Learning, including stimulation, problem statement, data collection, data processing, verification, and generalization (Kementerian Pendidikan dan Kebudayaan, 2017). Hence, as students' engagement is essential and rarely conducted in the Discovery Learning method, it is important to study on how discovery method engages students in factual report writing. Therefore, this study focuses on the ways Discovery Learning can assisted vocational students' engagement in factual report writing.

METHOD

This study used a qualitative research with basic interpretative study (Ary et al., 2010) to provide descriptive accounts targeted to understanding a phenomenon using data collected through interviews, observations, and documentation. This research conducted at one of the vocational schools in Karawang, West Java, Indonesia at XI Nursery 1 that consist of 35 students. 33 female students and 2 male students. The range of their age is around 15-16 years old. There are three stages in instructional procedure: pre-activities, while-activities, and post-activities. This instructional procedure was adopted from (Anggraini, 2020), (Harmer, 2004), (Kementerian Pendidikan dan Kebudayaan, 2017), (Listyotami et al., 2018), and (Rovikasari et al., 2020). The detailed of three stages as follows:

Pre-activities

On this stage, the teacher conveys the learning objectives at the meeting that takes place. The teacher also conveys an outline of the scope of the material and the learning methods to be used. The last, the teacher inducting students with asks questions related to the lesson to be carried out.

While-activities

There are six stages of Discovery Learning during the main activities. It consist of stimulation phase, problem statement phase, data collection phase, data process phase, verification phase and generalization phase. In the beginning of main activities, the teacher stimulates the student by providing text and pictures (Rovikasari et al., 2020). Then, students observe and explain the information they have obtained. In this activity, the teacher asks students questions related to the text of the factual report (Anggraini, 2020). In this stage, students are also asked to read the text aloud and translate it into Indonesian (Kementerian Pendidikan dan Kebudayaan, 2017). After that is problem statement phase. The teacher guides students to ask questions related to the definition, social functions, generic structures, language features, and detailed text information (Rovikasari et al., 2020). Next, data collection phase. Students are divided into groups, then asked to read and discuss information about the text and its social functions, generic structure, and linguistic features by opening dictionaries and books, surfing the internet, or other sources (Rovikasari et al., 2020). The role of the teacher is to guide the students in this activity. In addition, students are asked to choose one picture and observe it (Anggraini, 2020). Then, the teacher asks the students to write a list of objects and start writing freely (Harmer, 2004). In addition, teachers ask students to process their prewriting into drafts in data process phase. The process here means classifying which sentences can be developed and which cannot (Anggraini, 2020). After they finish their initial draft, they need to edit the draft. Perhaps the order of the information is unclear, ambiguous, or confusing, then write the final version of the text of their factual report (Harmer, 2004). The following stage is verification phase, students present their work, and teachers provide feedback so that students know whether the work is right or wrong (Listyotami et al., 2018). The last phase is generalization phase, teacher and students concluded what they had learned (factual report).

Post-activities

In post activities teachers appreciate and motivate students regarding the learning that has taken place.

RESULTS AND DISCUSSION

Results

There are six stages of Discovery Learning method, consists of stimulation phase, problem statement phase, data collection phase, data process phase, verification phase and generalization phase. Reference to the observation, all the six stages of Discovery Learning have their roles in learning to write factual report text. Stimulation phase inducting students by providing text and pictures to build insight related to writing factual report text. It is held during an early first meeting in 30 minutes. Following stage, the problem statement phase has the role of discussing and gaining knowledge about factual report text. It occurred around 30 minutes, in the middle of the first meeting. The next stage is data collection phase. Students' activities are observing the picture to gain much information and making a list. It happened in around 20 minutes, at the end of the first meeting. In addition, data process phase to process their prewriting to the final version (Harmer, 2004). It is almost appeared at a second meeting. It is around 50 minutes. After that, the verification phase shows students writing results in front of the class by presenting their task group and having the teacher's feedback. It takes place 10 minutes at the second meeting. The last, generalization phase has the conclusion during learning. It occurred 10 minutes before the second meeting ended. Although six Discovery Learning phases could theoretically involve students in learning to write, only three stages involve students in writing consist of stimulation phase, data collection phase, and data process phase.

Stimulation Phase Leads Students to Obtain Writing Ideas

The stimulation phase is the first stage of Discovery Learning. This phase engaged students in cognitive engagement that guided students to gain the ideas to write factual report text. Based on observation, the stimulation phase is held during an early meeting in 30 minutes. Students' activities in this phase are addressed to observe the text and picture provided by the teacher. These text and picture related to factual report. The goal is to have background knowledge of what will be written. After that, the teacher asks the students related to picture. The question such as "have you ever seen this animal?" and "where you can see this animal?" It also to stimulated students' minds to remember their prior knowledge and experiences. Teacher provide stimulation through questioning that can expose students to the internal conditions that drive exploration to write their experiences. In other activities, the teacher asked the students to read aloud the text and translate it into Bahasa Indonesia.

The ways students earn the ideas to write in Discovery Learning method are various. This finding is traced from interview transcription as follows:

Researcher : How will you obtain ideas in writing?

P1: Observe an object carefully.

P2: Usually, the structure has already been found out, right. if the first thing is the introduction, it must be what the general description of an image is. (I've been given the picture) Yes, Indonesian is also the same. It's just that if it's English, it's difficult to translate. Yes, language switching. Yes, because usually, we want to make the text dizzy first, and the structure also doesn't understand. It would also be finished with a story if it were a few minutes.

P3: From the brain itself, it seems to come out suddenly. Look at the picture first, and then the discussion will be later. This is what the good words are; that's how it is; later, they will make the words, sometimes I am.

P4: When I look at the picture, it's like thinking about it right away.

P5: First, see what the overall purpose of the picture is. Yes, Garuda, there are various kinds of Garuda, there is Pancasila, Bhinneka Tunggal Ika. I also asked friends who knew some ideas were explored; their opinions were expressed. (it is mean from observing the picture?) Yes, observing the picture.

(Interview data 1)

Concerning Interview data 1, how students obtain ideas in writing factual report text assisted Discovery Learning from pictures observation, text structures, and students' own taught. Students gain the writing ideas well through the stimulation phase. Thus students have active and independent engagement in the writing class. This selection imputes from interview transcription as follows:

Researcher : What do you think that Discovery Learning can help you independently and actively learn how to understand factual report text in the writing classroom?

P1: Quite helpful, the way is to understand all the structure of the text.

P2: If today's one is active because we have explained the first time, we already understand better for the next stage, like to make another example, we can already be alone like before.

P3: It helped me to help earlier.

P4: Yes, it really helps Miss to be easier to understand.

P5: Yes, it really helped sist, now also when the group work was also directly "Oh yes this" understands how to make a definition.

(Interview data 2)

Appertaining to the Interview data 2, almost all participants stated that Discovery Learning assists them to comprehend actively and independently how to write factual report text.

Data Collection Phase Builds Students to Write Collaboratively

The data collection phase is the third stage of Discovery Learning. This phase engaged students in cognitive engagement, behaviour engagement and emotional engagement that motivated students to write factual report text collaboratively.

Figure 1 Data Collection Phase Activities



Connected with observation, students gain more information about factual report text, consisting of a definition, social functions, generic structure, and linguistic features, by opening dictionaries and books. These activities are done by a group discussion of 5 to 6 students. After that, Students also select one picture and observe it. Then, the students write a list of objects to generate as many ideas quickly, and discovering a distinct focus on the topic. These represented that the teacher has guided the students. It happened in around 20 minutes, at the end of the meeting.

Students' interactions while the classroom activities were fluent. The interaction between students, students with the teacher, and students to the material. This declaration indicates from the interview transcription as follows:

Researcher : How did you interact with your teacher, peers, and the materials generally?

- P1:**The way I interact with the teacher is by getting closer to the teacher and often asking about the lessons that the teacher has mastered.
- P2:**So it's easy to blend in, and the teacher is also more fun. It's not too stressful for us. It seems awkward. If the teacher was also friendly from the beginning, it's better to be open.
- P3:**If it is with the teacher, if you ask the teacher, I answer. If it's the same as a friend, it's normal, but the discussion is smooth.
- P4:**Yes, discussions with each other. Sometimes also if, for example, knowing the answer. If the teacher asks for something, knows, answers, for example.
- P5:**If I'm with a friend, there's a little understanding of the interaction. If, for example, the teacher asks, I answer. The discussion group was just like the group had an interaction path.

(Interview data 3)

Appropriate to Interview data 3, the participants argued that they have good interactions with teacher and peers. Students ask the teacher about the material, the teacher and students have a good relationship, and students have discussions well.

Discussions in the group occur with the initiation of students in various ways. This understanding refers to interview transcription as follows:

Researcher : Do you have initiative to discuss in group? In what ways do you initiate to have discussion?

- P1:**Yes, it is very initiative, the way is to gather with group members, and we complete the task together.
- P2:**Immediately discuss, immediately have the initiative together. Oh yes, someone is instructed; first, look at the picture. Later this someone is what they think is? Just mention it. So one person was one opinion. (You're the one whose initiative?) Yes, let it be done quickly. It's more inviting because if they are not invited, they think we can do it ourselves, so they don't want to work. So it is better to be asked.
- P3:**I started hehe, but yes, if the friend is invited, it's easy to cooperate. It can be talked to carefully like Let's get started. Who made this, who thought it was. But if there are friends who are a bit difficult to instruct, sometimes I am lazy.
- P4:**There was, Miss, but yes. It's like where the discussion is going to start.
- P5:**There is, yes, to the core first. The first one was told to make a title. We thought about it together. According to the instructions, I also had time to write the first time. First to work on the task.

(Interview data 4)

Peculiar to Interview data 4, the participants expressed that they had the initiative to start the discussion and have collaborative activity. They initiate their collaborative activity by gathering and discussing, following the teacher's instructions, and dividing the tasks of each group member.

During learning to write factual report text through a group, students enjoy the moment with the reason. This decision traces from interview transcription as follows:

Researcher : What did you enjoy about factual report text through Discovery Learning in the writing classroom? Are you happy work in a group? Why?

- P1:**Really enjoyed it. The reason I enjoy being in groups is to practice my fellow friends' cohesiveness or to get a job done quickly.
- P2:**If that's fun, it's about helping each other. Some are looking in the dictionary, others are making Indonesian, and others think.
- P3:**Enjoying it, a sense of comfort also when studying in groups. It's fun even though two more people disappeared. Because it can be invited to cooperate, so everyone thinks.

P4: It's comfortable, exciting, and fun to be satisfied because group work is all work. It's not just like one or two. Looking for this, looking for it.

P5: Yes, it's fun to study in groups. But friends who think the only part of it. Not all of their help. (but have you been invited?) I've been asked too, but the person is silent. I don't know, because of shame or something.

(Interview Data 5)

As regards the Interview Data 5, the participants said they enjoy writing factual report text through Discovery Learning and happy work in a group. They can train the cohesiveness of friends in completing a job, helping each other, and dividing tasks and responsibilities equally to make the work easier.

Data Proses Phase Assists Students to Write Completely

The data process phase is the fourth stage of Discovery Learning. This phase engaged students in cognitive engagement that assisted students to write factual report text completely. As concerns observation, the data process phase almost happened at a meeting. It is around 50 minutes. The activities are students process their prewriting to become a draft. Once they have completed their draft, they need to edit it to become the final version.

Researcher : What do you think about the final version of your writing through discovery?

P1: Not entirely satisfied because I still want to continue learning so that I can master the material.

P2: I'm satisfied because I dare to present and appreciate others. As the result of the task we are working on is done.

P3: Not bad, but I think I will be more satisfied with my results (but group studying makes it easier for you?). It's easier. So what's the point of looking for that word? So understand it yourself.

P4: Quite satisfied, Miss, because in writing there are several parts, like what was it? Make a list first, continue to make the sentence, then to the final result (but satisfied with the final result?) Satisfied. (More satisfactory results of group cooperation or own results?) If one's results are not sure anyway.

P5: I'm quite satisfied, because of what the heck? The task is not completed, but in general, it is not detailed everything. From the picture that was divided earlier. (If there's more time, you'll write it again?) Yes, add the writing again.

(Interview Data 6)

Proceeding from the Interview Data 6, participants expressed that Discovery Learning assisted students in completing their writing activities in this phase and felt that they were satisfied with the results of writing done in groups. Although indeed, if given more time, some want to continue the writing process and explore the writing material.

Discussion

Stimulation Phase Leads Students to Obtain Writing Ideas

In learning to write factual report text mediated Discovery Learning method begins with stimulation phase. In this phase, students were provided an opportunity to share an opinion about what they saw and knew in the text and picture as an example of factual report text. They

also were stimulated to give feedback on teacher's questions. It engaged them in cognitive engagement since they were stimulated to actively involved in writing learning. It is same with (Hiver et al., 2021) stated that The majority of research on cognitive engagement in language learning has been on verbal manifestations, such as peer interactions, students' asking, hesitancy and repetition, volunteering answers, exchanging ideas, giving guidance, informing, and explaining. It means that peer interaction students questioning and answering has included at this study to engaged students cognitively. Students have various ways to get the ideas for writing report text mediated Discovery Learning method. Obtaining writing ideas can be taken from observing a picture as the illustration of writing. Knowing the structure of the factual report, as Harmer (2004) stated, writers have to consider the content structure of the piece, that is, how best to sequence the facts, ideas, or arguments they have decided to include. Another way students' own taught that rich prior knowledge and experiences are easy to conjure ideas and their processes in their mind is strengthened by Harmer (2004) argued that since they might complete all of their planning in their brains, they might not even take any preliminary notes at all. However, they will have prepared.

In addition, learning to write factual report text assisted Discovery Learning makes students engage actively and independently in the classroom. It causes in the Discovery Learning method, the teacher does not give the material directly, but students must search and find what the material is by observing from the example and stimulation provided by the teacher. This statement, strengthened by Mushtozza (2016), argued that the teacher should possess the techniques of giving a stimulus to the students to enable them to explore the goal. Students are faced with something confusing and do not give generalizations of the material, so they are encouraged to investigate on their own. In other side, Bohny (2016) states that Discovery Learning involves students analyzing data for patterns or common characteristics and developing and testing hypotheses based on those observations. It is strengthened those students engage in the writing classroom as active and independent is important to gain knowledge.

Data Collection Phase Builds Students to Write Collaboratively

The data collection phase of Discovery Learning contributes to building students to write collaboratively. Discussing in a group enables students to write collaboratively as they were facilitated to exchange writing ideas. In addition, Discovery Learning allows students to interact well with teachers, peers, or material. Students' interaction is illustrated in how they ask and answer questions while group discussions and ask the teacher when they can not find the answer. It is in line with Hiver (2021), which emphasizes student questioning, volunteering answers, and peer interaction. Regarding interview data, students expressed that when they already have a group and get the picture divided by the teacher, they have the initiative to start the discussion and have collaborative activity with peers. Their initiate presented the collaborative activity by gathering and discussing what they wanted to write based on the picture and the students' ideas. On the other side, following the teacher's instructions and dividing the tasks of each group member for the writing activities. In addition, those activities belong to behavioral engagement. It is supported by Hiver et al., (2021) behavioral engagement in language learning is often on learners' voluntary involvement in writing, interactional initiative, and the amount of semantic content produced while on task. Also strengthened by Fredricks (2004) that behavioral engagement activities include responding to the teacher's directions to activities requiring student initiative. On another side, Bohny (2016) conveyed the thought about the definition of Discovery Learning. Discovery Learning is any learning where the students discover a logical answer, idea, principle, or issue on their own or through

discussion with others through considering facts, experiences, and examples. It supported that having group activities or their own to find the materials by observing the reality and the sample and experiences are part of the Discovery Learning method.

Students' problems during learning to write include confusion on how to begin writing and how to pour ideas into good paragraphs or texts. As stated by Kamilah & Nuryanti, 2021, students could not find an idea and hardly developed it into sentences and paragraphs. Then, the lack of vocabulary because the point is not related to students' daily activities. However, in the data collection phase, students writing activities were helped by the picture familiar with their daily lives; as a statement by Muhtoza (2016) stated, the topic was about whatever around them. Thus, they were familiar with all of the topics called contextual topics. Further, the writing activities are still planning, a stage of writing by Harmer (2004) and supports collaborative writing in groups. Even though students faced obstacles while writing, they enjoyed writing factual report text through Discovery Learning. Students felt free and happy learning to write, specifically in a group, because they can practice cohesiveness in solving a problem, helping each other, and dividing tasks and responsibilities to make the task easier. According to Hunzer (2012), collaborative writing assignments may be entertaining and advantageous for students from various backgrounds with appropriate strategic planning. It is strengthened by Johnson and Johnson (1979); Storch (2013), writing about collaborative groups, believe that in a supportive climate, where students feel comfortable disputing each other's ideas, such a conflict can be a positive force. In this phase, students have engaged themselves emotionally because they have positive emoting during learning to write. In line with Trowler, 2010, students who engage emotionally experience affective reactions such as interest, enjoyment, or a sense of belonging. Then strengthened by Hiver et al., (2021) expressed in language learning, emotional engagement is often manifested in learners' affective reactions as they participate in target language-related activities or tasks, expressions of discrete positive emotions such as enjoyment and enthusiasm.

Data Proses Phase Assists Students to Write Completely

The data process phase engaged students in cognitive engagement that assisted students in writing factual report text completely. Students' activities in this phase were addressed to writing chronologically. It is started with prewriting, revising, and final version. It is the same what has been suggested by Harmer (2004) writing process needs to follow some steps-planning, drafting, editing, and final version. In addition, Osima and Huguo (1998) clearly stated that there are four main stages in the writing process, including prewriting when choosing narrowing a topic and brainstorming or generating the idea, planning to organize the thoughts into an outline, and revising drafts until becoming the final copy.

In this phase, students engaged themselves in the writing process of drafting, revising, and writing the final version of the text. After the previous stages, students prepare to think, take notes, talk to others, brainstorm, outline, and gather information. Theirs engaged cognitively in the writing activities because they contribute to writing activities. Students also face difficulties arranging to prewrite and translating to English during this phase. As Brown (2004) states, writing is the most challenging skill for foreign language learners because it involves several components that must be considered, such as content, organization, vocabulary, language use, and punctuation. Despite the difficulty in this phase, almost students were satisfied with the final version of the factual report text that a group worked. Their feelings about the final version and process become the final version, including emotional engagement. As stated by Fredricks,

Blumenfeld, and Paris 2004; Jimerson, Campos, and Greif 2003; National Research Council and Institute of Medicine 2004; Fredricks, et al 2011 emotions engagement in schoolwork as involving interest and pride in success.

CONCLUSION

Based on the research findings and discussion, the researcher concluded that there are six phases of Discovery learning: stimulation phase, problem statement phase, data collection phase, data collection phase, verification phase, and generalization phase. However, only three phases that potentially cope students to engage and write well. It consists of the stimulation phase, data collection phase, and data process phase of discovery learning. Stimulation phase engaged students cognitively through seeking students' background knowledge of writing topics, sharing opinions, and giving feedback on a teacher's questions, as means of obtaining writing ideas. Data collection phase cognitively engaged students to become actively and independently involved, contributing to learning to write and good interaction with teachers, peers, or material. Further, students' behavioral engagement covers students' initiative to start the discussion in the group work. Data process phase engaged behavioral students in collaborative writing activities with peers. Moreover, while learning the three phases engaged students, emotionally encompassed students' writing interests such as happiness, enjoyment, and enthusiasm during learning, especially in teamwork, and satisfaction with the final version of their task.

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