

THE EFFECT OF DISCOVERY LEARNING MODEL ON STUDENTS' ABILITY IN WRITING PROCEDURE TEXT AT GRADE X OF SMA SWASTA MERANTI IN 2025/2026 ACADEMIC YEAR

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ABSTRACT

This study aimed to determine the significant effect of the Discovery Learning model on students' ability in writing procedure texts at Grade X of SMA Swasta Meranti in the 2025/2026 academic year. Writing is considered one of the most complex language skills because it requires the integration of multiple components such as content, organization, vocabulary, grammar, and mechanics. Therefore, an effective instructional model is needed to support students in improving their writing ability. This research applied an experimental quantitative method using a pre-test and post-test control group design. The population consisted of 64 students, which were divided into two groups: an experimental group and a control group. The experimental group was taught using the Discovery Learning model, while the control group was taught using a conventional method. The data were collected through writing tests and analyzed using the t-test formula. The findings showed that the experimental group achieved a higher improvement compared to the control group. The result of the t-test calculation indicated that the obtained value was higher than the t-table value at the significance level of 0.05. This means that the alternative hypothesis was accepted. It can be concluded that the Discovery Learning model has a significant effect on students' ability in writing procedure texts. The model enhances students' engagement, critical thinking, and ability to organize ideas effectively.

Keywords: *Discovery Learning, Writing Ability, Procedure Text, Experimental Research.*

INTRODUCTION

English has long been considered an important subject in Indonesian education, especially at the secondary school level, because it serves as an international language used in education, science, technology, and global communication. The teaching of English in Indonesia is officially governed by Law Number 20 of 2003 on the National Education System, which highlights equal educational opportunities and the need to develop human resources who are able to compete at a global level. In accordance with this regulation, the Merdeka Curriculum places English not only as a means of developing language skills but also as a tool to encourage students' critical thinking, creativity, and global awareness. This curriculum emphasizes a student-centered approach, where learners are actively involved in exploring texts, identifying patterns, and building their own understanding through meaningful learning experiences. Such an approach is in line with contemporary educational views that prioritize active participation and learner independence (Andriani et al., 2024; Prima, 2024; Rohmi & Wahyuni, 2023).

At the senior high school level, English instruction is directed toward developing four key language skills listening, speaking, reading, and writing, which together build students' communicative competence. However, even with the implementation of the Merdeka Curriculum, many classrooms in Indonesia still tend to apply teacher-centered methods. In this situation, teachers play a dominant role by delivering explanations, while students mostly act as passive recipients of information. This conventional approach often leads to low levels of student participation, minimal interaction, and limited chances for learners to practice productive skills, especially writing. As a result, a gap can be seen between the goals set by the curriculum and the actual learning outcomes achieved by students (Munandar & Mustika, 2021; Srimaharani et al., 2022; Yusmayani, 2023).

Among the four language skills, writing is often regarded as the most difficult, particularly for students learning English as a Foreign Language (EFL). This is because writing involves more than just language knowledge; it also requires cognitive processes such as developing ideas, organizing them in a logical way, and expressing them clearly in written form. In addition, students need to understand and apply various elements of writing, including grammar, vocabulary, text organization, and mechanics, while following the structure of particular text types. Because of these demands, many learners struggle to produce texts that are well-organized and meaningful. For this reason, writing is seen as a higher-level skill that requires both linguistic competence and critical thinking (Prima, 2024; Satriani et al., 2022; Yulanda & Sevrika, 2022).

One of the key text types taught at the senior high school level is the procedure text, which is intended to give clear, step-by-step instructions for carrying out a task or reaching a particular goal. This type of text is important not only in academic settings but also in everyday life, as it helps students develop logical thinking, arrange actions in a systematic way, and convey instructions effectively. To write a good procedure text, students need to understand its generic structure, consisting of the goal, materials, and steps, as well as its language features, such as imperative verbs, sequencing words, and action verbs. However, for many learners, especially those who have limited exposure to English, mastering these aspects can be quite challenging. (Inggris & Utama, 2024; Putri et al., 2025; Srimaharani et al., 2022).

Previous studies have consistently indicated that students encounter various difficulties when writing procedure texts. These challenges include identifying the correct text structure, organizing ideas in a logical sequence, selecting appropriate vocabulary, and using accurate grammatical forms. For example, (Munandar & Mustika, 2021) found that students often struggled to arrange steps in the correct order and to use imperative verbs properly. In a similar vein, (Elisa, Elda. fnasution,ausiah. robiyatul, 2025) reported that students had trouble expressing their ideas clearly and distinguishing the main components of a procedure text. In addition, (Putri et al., 2025) highlighted that these problems are influenced not only by internal factors, such as low motivation and limited language proficiency, but also by external factors, including less effective teaching strategies and a lack of opportunities for active learning. These findings suggest that the issue of writing is not solely an individual challenge but also a systemic one, which requires improvements in teaching practices.

A similar condition was found at SMA Swasta Meranti, where initial observations showed that students' ability in writing procedure texts was still relatively low. Many of them had difficulty identifying the text structure, organizing steps in a logical order, and using appropriate language features. Their writing often lacked clarity and coherence, and they tended to depend heavily on the teacher's explanations instead of developing ideas on their own. Moreover, students displayed low levels of participation and motivation during the learning process, which further influenced their writing performance. These conditions suggest the need for a teaching approach that can actively involve students and promote more independent learning.

One teaching model that is considered effective in overcoming these challenges is Discovery Learning. This approach is student-centered and encourages learners to actively explore, investigate, and build their own understanding through activities such as observation, experimentation, and problem solving. According to (Andriani et al., 2024), Discovery Learning involves a series of processes that stimulate students' critical and logical thinking in discovering new concepts. In line with this, (Munandar & Mustika, 2021) argue that this model helps students achieve a deeper understanding through direct experience rather than relying on passive learning. This approach is particularly suitable for teaching writing, as it gives students the opportunity to analyze text structures, recognize language patterns, and apply what they

have learned in their own writing.

The effectiveness of Discovery Learning has been supported by a number of empirical studies. (Yusmayani, 2023) found that applying this model significantly improved students' ability to write procedure texts. Similarly, (Rohmi & Wahyuni, 2023) reported that Discovery Learning increased students' engagement and active participation during the learning process. In addition, (Prima, 2024) highlighted that this approach helps develop higher-order thinking skills, which are essential in writing activities. (Yulanda & Sevrika, 2022) also showed that collaborative learning within a Discovery Learning environment can enhance students' writing performance. Other research, such as (Rahayu & Pramuji, 2022), further confirmed that this model fosters critical thinking and problem-solving abilities, both of which are important for producing effective writing.

From a theoretical point of view, Discovery Learning is based on constructivist learning theory, which holds that knowledge is built actively by learners through experience and interaction. This perspective suggests that students learn more effectively when they are directly involved in the learning process, rather than simply receiving information from the teacher. In the context of writing instruction, this implies that students need opportunities to explore texts, recognize patterns, and develop their own understanding of writing conventions. (Satriani et al., 2022) argued that discovery-based learning enables students to gain a deeper understanding of language features and enhances their ability to produce coherent texts. This theoretical basis further strengthens the use of Discovery Learning in teaching writing.

Although there has been a growing amount of research on Discovery Learning, further investigation is still needed, especially in specific contexts such as its application within the Merdeka Curriculum and in teaching procedure text writing at the senior high school level. Each educational setting has its own characteristics, including students' backgrounds, classroom environments, and teaching practices, all of which can influence how effective a particular instructional model is. Therefore, conducting empirical research is necessary to determine whether Discovery Learning can truly improve students' writing skills in a particular school context.

Based on the identified problems, as well as the theoretical and empirical support, this study aims to examine the effect of the Discovery Learning model on students' ability to write procedure texts in Grade X at SMA Swasta Meranti in the 2025/2026 academic year. It is expected that this research will provide empirical evidence regarding the effectiveness of Discovery Learning in enhancing students' writing performance, while also offering practical guidance for teachers in applying student-centered learning strategies. In addition, the findings are expected to contribute to the improvement of English teaching practices, particularly in developing students' writing skills through more meaningful and engaging learning approaches.

METHODS

This study employed a quantitative approach with an experimental research design to investigate the effect of the Discovery Learning model on students' ability in writing procedure texts. The specific design used was a pre-test and post-test control group design, which involved two groups: an experimental group and a control group. Both groups were administered a pre-test to measure their initial writing ability. The experimental group then received treatment using the Discovery Learning model, while the control group was taught using a conventional teaching method. After the treatment, a post-test was administered to both groups to measure the improvement in students' writing ability and to determine the effectiveness of the treatment.

The research was carried out at SMA Swasta Meranti during the 2025/2026 academic year. The population consisted of all tenth-grade students, totaling 64 students divided into two classes. Since the population was relatively small, total sampling was used, meaning all students were included as the sample. The sample was divided into two groups: class X-1, with 34 students, served as the experimental group, and class X-2, with 30 students, served as the control group. The grouping was determined using a random sampling technique to ensure objectivity and reduce potential bias.

The instrument used in this study was a writing test in the form of a procedure text task, administered twice as a pre-test and post-test. In both tests, students were asked to write a procedure text based on a given topic with a similar level of difficulty. Students' work was assessed using an analytic scoring rubric covering content, organization, vocabulary, grammar, and mechanics. These aspects were used to evaluate how well students could produce clear, coherent, and properly structured procedure texts.

Data collection was conducted in three stages: pre-test, treatment, and post-test. The pre-test was given to measure students' initial ability. During the treatment phase, the experimental group was taught using the Discovery Learning model, which included stages such as stimulation, problem identification, data collection, data processing, verification, and generalization. Through these steps, students were encouraged to actively explore, analyze, and build their own understanding of procedure texts. Meanwhile, the control group received conventional instruction, where the teacher explained the material directly and students completed tasks without discovery-based activities. After the treatment, the post-test was administered to measure students' improvement.

The data collected were in the form of numerical scores from students' writing tests, representing their performance based on the assessment criteria. These scores were then organized and tabulated for further analysis.

To analyze the data, an inferential statistical method using the t-test was applied to determine whether there was a significant difference between the mean scores of the experimental and control groups. The analysis included calculating the mean scores, determining the deviation, and comparing the obtained t-value with the t-table at a significance level of 0.05. If the calculated t-value was higher than the t-table value, the alternative hypothesis (H_a) was accepted, indicating that the Discovery Learning model had a significant effect on students' ability in writing procedure texts.

RESULTS AND DISCUSSION

This study adopted a quantitative approach with an experimental design to explore the impact of the Discovery Learning model on students' ability to write procedure texts. The research used a pre-test and post-test control group design, involving two groups: an experimental group and a control group. At the beginning, both groups were given a pre-test to assess their initial writing ability. The experimental group was then taught using the Discovery Learning model, while the control group received conventional instruction. After the treatment, a post-test was administered to both groups to measure improvement and evaluate the effectiveness of the teaching model.

The data in this study were taken from the results of the pre-test and post-test given to both the experimental and control groups. The pre-test was carried out before the treatment to identify students' initial ability in writing procedure texts, while the post-test was conducted after the treatment to measure the improvement in their writing skills. The tests were designed to evaluate several aspects of writing, namely content, organization, vocabulary, grammar, and mechanics. These aspects were chosen because they reflect the key elements of good writing and allow for a thorough assessment of students' performance.

The comparison of the pre-test and post-test results clearly shows students' progress after the implementation of the Discovery Learning model. The experimental group experienced a considerable increase in their average score, rising from 65.5 in the pre-test to 85 in the post-test. This result indicates that students significantly improved their writing skills after being taught through Discovery Learning. In contrast, the control group showed only a slight improvement, with the mean score increasing from 64 to 71. This difference suggests that conventional, teacher-centered methods are less effective in improving students' writing ability compared to student-centered approaches like Discovery Learning.

Furthermore, the improvement in the experimental group can also be observed qualitatively through the students' writing products. After the treatment, students demonstrated better organization of ideas, clearer use of procedural steps, and more appropriate use of language features such as imperative verbs and sequencing words. Their writing also showed fewer grammatical errors and improved coherence and cohesion. These qualitative improvements support the quantitative findings and indicate that the Discovery Learning model not only improves students' scores but also enhances the overall quality of their writing.

To find out whether the difference between the experimental and control groups was significant, a t-test was applied. The result showed that the calculated t-value (9.58) was much higher than the t-table value (1.99) at the 0.05 significance level. This means that the difference between the two groups is statistically significant, indicating that the improvement in the experimental group did not occur by chance but was influenced by the treatment given. Therefore, the alternative hypothesis (H_a) is accepted, while the null hypothesis (H_0) is rejected. This result confirms that the Discovery Learning model has a significant effect on students' ability in writing procedure texts.

The effectiveness of the Discovery Learning model can be viewed from several aspects. First, it encourages active learning, which is very important in developing writing skills. Through this model, students are not just passive listeners but are actively involved in exploring information, analyzing examples, and building their own understanding of the material. This active participation helps students gain a deeper understanding of the structure and features of procedure texts. As stated by (Munandar & Mustika, 2021), Discovery Learning allows students to construct knowledge through exploration and investigation, resulting in more meaningful learning experiences.

Second, Discovery Learning helps students develop critical thinking skills, which are very important in the writing process. Writing requires students to arrange ideas in a logical order, evaluate information, and express their thoughts clearly. Through activities in Discovery Learning, students are trained to identify problems, analyze information, and make conclusions, which improves their ability to think critically and systematically. (Andriani et al., 2024) state that this model supports the development of critical and logical thinking, which plays an important role in helping students produce well-organized and coherent texts.

Third, this model also supports students in understanding the structure of procedure texts more effectively. During the Discovery Learning process, students are guided to examine examples of procedure texts and identify key components such as the goal, materials, and steps. This process helps students internalize the structure and apply it in their own writing. As a result, they are able to organize their ideas more clearly and produce texts that are easier to understand. (Srimaharani et al., 2022) highlight that a good understanding of text structure and language features is essential for creating effective procedure texts.

Fourth, Discovery Learning can increase students' motivation and involvement in the learning process. Conventional teaching methods often make students passive and less interested in classroom activities. In contrast, Discovery Learning includes interactive

activities such as group discussions, problem-solving tasks, and presentations, which create a more lively and engaging learning atmosphere. As a result, students are more motivated to participate actively, and this has a positive impact on their learning outcomes. (Rohmi & Wahyuni, 2023) found that Discovery Learning improves students' engagement and participation, which leads to better academic achievement.

Fifth, the collaborative element in Discovery Learning also plays an important role in improving students' performance. In this approach, students work in groups to exchange ideas, share knowledge, and give feedback to one another. This kind of learning environment helps students learn from their peers while also developing their communication skills. In addition, collaboration allows students to gain different perspectives and deepen their understanding of the material. (Yulanda & Sevrika, 2022) showed that collaborative learning activities can improve students' writing ability through interaction and the exchange of ideas.

Besides improving overall writing ability, the Discovery Learning model also gives positive results in specific aspects of writing. In terms of content, students are able to produce ideas that are more relevant and detailed. For organization, they can arrange their ideas in a more logical and coherent way. In vocabulary, students tend to use more suitable and varied words to express their thoughts. In grammar, there is clear progress in sentence structure and accuracy. Meanwhile, in mechanics, students show better use of punctuation, capitalization, and spelling. These improvements show that Discovery Learning supports the development of all elements of writing.

Furthermore, the results of this study are in line with previous research on the effectiveness of Discovery Learning in improving writing skills. (Yusmayani, 2023) found that the use of this model significantly enhanced students' ability in writing procedure texts. Likewise, (Prima, 2024) stated that Discovery Learning helps develop higher-order thinking skills, which are important in the writing process. These findings strengthen the results of this study and provide further evidence that Discovery Learning is an effective teaching model.

The findings of this study also align with constructivist learning theory, which highlights that learning becomes more effective when students actively build their own understanding. In the Discovery Learning approach, students are not simply receiving information from the teacher but are actively involved in the learning process. They are encouraged to explore, analyze, and discover knowledge on their own, which helps them achieve deeper understanding and retain information more effectively. This approach is especially suitable for teaching writing, as it allows students to develop their skills through continuous practice and direct experience.

Another important contribution of Discovery Learning is its role in developing students' higher-order thinking skills. Writing is not just about putting words together into sentences; it is a complex cognitive activity that involves analyzing information, combining ideas, and evaluating the quality of what is written. Through Discovery Learning, students are regularly engaged in activities that stimulate these thinking processes, such as identifying patterns in texts, comparing examples, and making conclusions based on their observations. These activities encourage students to think more deeply about the material and how to apply it in their writing. As a result, students are better able to produce texts that are not only grammatically correct but also well-organized and meaningful. The development of higher-order thinking skills is essential for academic success, as it helps students become more critical and independent learners.

The results of this study are in line with earlier research that emphasizes the effectiveness of Discovery Learning in improving students' writing skills. A number of studies have shown that student-centered approaches, especially Discovery Learning, can significantly help students organize their ideas, apply appropriate language features, and produce coherent texts.

(Yusmayani, 2023) for example, found that the use of Discovery Learning led to clear improvement in students' ability to write procedure texts, particularly in terms of organization and clarity. In the same way, (Prima, 2024) reported that this model supports the development of higher-order thinking skills, which are essential in writing. The similarity between these findings and the results of the present study strengthens their validity and shows that Discovery Learning is a dependable and effective approach for teaching writing.

Furthermore, the findings of this study are also consistent with constructivist learning theory, which views learning as a process where students actively build their own knowledge through experience and interaction. In Discovery Learning, students are not passive learners but are actively involved in exploring, analyzing, and discovering information independently. This active involvement helps them gain a deeper understanding of the material, as they are directly engaged in constructing knowledge rather than simply memorizing it. As a result, students are able to retain what they have learned for a longer time and apply it more effectively in their writing tasks. This theoretical perspective provides a strong explanation for why Discovery Learning can improve students' writing ability.

Based on the findings, it can be concluded that the Discovery Learning model not only improves students' writing ability but also helps develop other important skills, such as creativity, independence, and collaboration. During the learning process, students are encouraged to explore ideas freely, share their opinions, and work together with their peers to solve problems. These activities support the development of creativity by allowing students to think beyond usual patterns and produce original ideas. At the same time, students become more independent because they are trained to search for information, analyze it, and make decisions on their own. The collaborative nature of this model also strengthens teamwork and communication skills, which are important for students' personal and social growth.

However, despite its many benefits, the implementation of Discovery Learning also comes with some challenges that need careful attention. One of the main difficulties is the amount of time required, as students need enough time to explore, analyze, and discover information independently. This can be challenging to manage within limited classroom hours, especially when teachers must cover a wide range of material. In addition, some students may find it difficult to adjust at the beginning, particularly those who are used to teacher-centered methods where explanations are given directly. These students may feel unsure or confused when they are expected to learn more independently, which can affect their performance during the early stages of the process.

Another issue concerns the teacher's role in facilitating the learning process. Even though Discovery Learning highlights student independence, teachers still have an important responsibility in guiding and supporting students during learning activities. They need to design appropriate tasks, give clear instructions, and monitor students' progress to ensure that the learning objectives are achieved. In addition, teachers should provide suitable feedback and assistance, especially for students who face difficulties. Without proper guidance, students may find it hard to understand the material, which can reduce the effectiveness of the learning process. Therefore, successful implementation of Discovery Learning requires teachers to have strong teaching skills and a good understanding of the model.

Classroom management is also a key factor that affects the success of Discovery Learning. Since this approach involves group work and interactive activities, teachers must be able to manage the classroom well to create a supportive learning environment. This includes organizing students into groups, ensuring active participation, and maintaining discipline during the lesson. If the class is not managed properly, learning activities can become less organized and less effective, which may hinder students' progress. For this reason, teachers need to apply effective classroom management strategies when using this model.

Despite these challenges, the overall results of the study show that the advantages of Discovery Learning are greater than its limitations. This model creates a more engaging and meaningful learning experience, which leads to a significant improvement in students' writing ability. By actively involving students in the learning process, Discovery Learning helps them gain a deeper understanding of the material and improves their ability to apply what they have learned in writing tasks. It also supports the development of important skills such as critical thinking, creativity, and collaboration, which are essential for both academic and personal growth.

Furthermore, the successful use of Discovery Learning in this study shows that it has strong potential to be applied in other contexts and subjects. Teachers can adjust this model to suit different learning goals and classroom situations, making it a flexible and practical teaching approach. By using Discovery Learning, teachers can create a more student-centered classroom that encourages active participation and meaningful learning, which can help improve the overall quality of education, especially in teaching writing.

In conclusion, Discovery Learning is an effective strategy for improving students' ability to write procedure texts. It not only improves students' writing performance but also helps develop important skills such as critical thinking, creativity, independence, and collaboration. Although there are some challenges in its implementation, these can be addressed through good planning, effective classroom management, and proper teacher guidance. Therefore, Discovery Learning can be considered a valuable approach in teaching writing, particularly in helping students produce clear, well-organized, and meaningful procedure texts.

CONCLUSIONS

Based on the findings of the study, it can be concluded that the application of the Discovery Learning model has a significant impact on students' ability to write procedure texts at Grade X of SMA Swasta Meranti in the 2025/2026 academic year. This conclusion is supported by the data analysis, which showed that students in the experimental group, who were taught using Discovery Learning, experienced greater improvement than those in the control group who learned through conventional methods. This improvement is evident from the comparison of pre-test and post-test scores, where the experimental group showed a more noticeable increase in writing performance.

In addition, the statistical analysis using the t-test revealed that the calculated t-value was higher than the t-table value at the 0.05 significance level. This means that the alternative hypothesis (H_a) is accepted and the null hypothesis (H_0) is rejected. Therefore, it can be concluded that the use of the Discovery Learning model significantly enhances students' ability in writing procedure texts.

The improvement in students' writing can also be seen in several aspects. Students were better able to organize their ideas, arrange steps more clearly, and use appropriate language features such as imperative verbs and sequencing words. Moreover, students became more active and engaged during the learning process, as they were encouraged to explore, analyze, and build their own understanding. This active participation helped them gain a deeper understanding of procedure texts and improved their ability to produce clear and meaningful writing.

In summary, the Discovery Learning model can be considered an effective teaching strategy for improving students' writing skills, especially in writing procedure texts. By promoting active learning, critical thinking, and student-centered activities, this model creates meaningful learning experiences that support students in developing their writing ability more effectively.

Suggetions

Based on the conclusion above, the following suggestions are proposed.

English teachers are suggested to implement the Discovery Learning model in teaching writing, particularly in teaching procedure texts, by guiding students through structured stages such as identifying the text structure, analyzing language features, and composing texts independently, so that students are able to improve their ability in organizing ideas and producing coherent procedure texts.

Students are suggested to actively participate in each stage of the Discovery Learning process, especially in analyzing examples of procedure texts and practicing writing tasks, in order to strengthen their understanding of text structure and improve their writing performance.

Future researchers are suggested to apply the Discovery Learning model in different contexts, such as other text types or different educational levels, by using varied instruments or longer treatment duration, so that more comprehensive findings about the effectiveness of the model can be obtained.

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