
WRITING ENGLISH PROCEDURE TEXTS BY DISCOVERY LEARNING AT STUDENT SMP BINA SATRIA MEDAN

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ABSTRACT

The aims of this study was to know how to writing procedure text and the reasons behind the use text procedure. This study was observed and analyzed from the interaction in the class. The method in this study was a descriptive qualitative research where the researcher used a description table as data because the researcher was required to examine the data from the conversation and properly explained the results of the data that had been collected. In this study, there were 3 generic structure of procedure text , namely goal, material/ ingrediens, step. Based on the data, there were 25 text procedure that used . It consisted of 13 text that use goal, and 8 textmaterial/ ingredien, and 4 use step. Procedure text is a text that contains the steps or stages that must be taken to achieve the desired goal and there are explanations/descriptions of these steps. Procedure texts containing one step or stage are arranged informatively using continuous step requirements/options with explanations that are universal, logical, objective, actual and accurate. The first type of procedure text, Simple Procedure Text, is a procedure that can be completed in just two or three steps. . Example: Procedure for operating an iron. Second Complex Procedure Text, which consists of many steps and these steps are tiered with sub steps for each step.

Keyword : Writing, Procedure text, discovery

INTRODUCTION

Meanwhile, the steps section contains the methods taken to achieve the goal (this section usually cannot be changed in order). After conducting observations, it turned out that there were still many students who had difficulties with writing. Another factor that makes it difficult for students to learn to write is that teaching methods are not varied, the learning process by teachers tends to be towards achieving targets for curriculum material. There are still many teachers who only use conventional learning in the learning process. With the right method used by the teacher, it will be easier for students to be conveyed by the teacher.

Writing skills as the last skill are difficult for most learners. According to Suandi, et al. (2018: 53), writing skills are an activity express ideas and information obtained from cognitive skills, then write them down for readers to understand. This means that good writing is writing that is appropriate standard rules of the Indonesian language and being able to express meaning for the reader in accordance with ideas or information written by the author.

Choosing a relevant learning model is certainly not easy to do. Asyafah (2019: 23-24) states that in choosing a learning model you must have a theoretical rationale logical, in accordance with the learning objectives to be achieved, paying attention to student behavior, and learning environment. Theoretical rationale is needed as the basis for using learning models because the choice of model must be adjusted to the material being studied. These four things is a special characteristic that a learning model must have. From this, class characteristics is an important thing that must be considered because of the teacher's skill in using the model be useless if it does not suit the characteristics of the student. Teachers can't just do anything determine the learning model used. This is due to errors in choosing The learning model will have an impact on the learning process and student learning outcomes.

In learning to write procedural texts, students are emphasized to have prior experience write a procedure text. The experience to be written must be valid and proven succeed. In this case, teachers can choose relevant learning models, one of which is discovery learning model. Kurniasih and Sani

(2014: 66-67) stated that the discovery model Learning can create a feeling of joy in students due to the process of investigating until success, understand basic concepts and ideas better, encourage students to think and work on initiative themselves, and learn to utilize various types of learning resources. Thus, model discovery .Learning can make students independent.

The Problem of the Research

Based on the background above, the problem is formulated as what kinds of procedure text used by the student in Bina satria ?

REVIEW OF RELATED LITERATURE

Procedure text is a text that gives us commands or instructions for do something. Procedure text is text designed to describe how something is achieved through a sequence of actions or steps. So you can concluded here, procedure text is a type of text that aims to describe an order or instruction about how something is to be achieved in a sequence or steps the right step. And usually the title of the procedure text begins with "how to".

Examples include "how to make a cup of tea", "how to use the computer", and many more there are many other examples. Based on the results of observations, learning English which took place at SMP Bina satria has not been carried out as expected. Process Learning is still monotonous so students feel bored when participating in activities learning. This causes the learning process to run slowly and partially material is difficult for students to understand so that learning objectives are not achieved (Arifin, et.al, 2022). This is shown by student learning outcomes which are still far below the Criteria standards Minimum Completeness (KKM) for English subjects at SMP Bina satria as many as 75.

The results of Faizah's research (2016), resulted in the finding that learning outcomes are a series of behavioral changes obtained by students after experiencing the process learning learning. Furthermore, the research results of Friskilia et al (2018), produced the finding that learning outcomes are a series of causes and effects that can be used as an assessment indicator in different conditions. Meanwhile, according to Nasrun (2015), learning outcomes

are changes in behavior that occur in students after carrying out learning actions and the learning process. Furthermore, Nurjan et al (2021), stated that learning outcomes are a measure of student progress that is seen from assessments after carrying out learning process activities at school. With Thus, learning outcomes are an assessment that can be observed and measured student behavior through changes in attitudes and skills during activities in the environment school. These changes can be interpreted as improvement and development it is better if it is observed and measured against previous events (Koriati, et.al, 2021).

Example procedure texts

1. Banana Cake

Ingredients:

200 gram (300ml) Flour

4 eggs

100 ml sugar

75 ml oil

2-3bananas (smoothed)

1 teaspoon salt

1 teaspoon ovalet

butter

Steps:

1. Mix eggs with high speed, then add sugar and ovalet. Mix it until it is smooth for about 10 minutes.

2. Add oil, flour, and salt little by little in turn, and then add bananas. Add those ingredients until it is mixed well.

3. Pour the dough into a baking pan which has been smeared with butter and flour.

4. Bake in 200°C temperature for about 25 minutes.

2. Milk Cake

Ingredients:

100 ml milk

50 ml oil

150 gram sugar

4 eggs

200 gram flour

1/2 teaspoon SP

2 tablespoon chocolate paste

1 drop pandanus paste

Chocolate mesis

Steps:

1. Beat the eggs, SP and sugar until interleaved and the colour is pale by using mixer.
2. Decrease the mixer speed. Add flour, milk, and oil.
3. Divide the dough into three parts.
4. The first dough is given pandanus paste, the second dough is given chocolate paste, and the third dough is let white then sprinkle chocolate mesis.
5. Prepare a baking pan which has been smeared with butter and flour. Heat the baking pan onto the stove.
6. Pour the chocolate dough and steam it for 10 minutes. Then, pour the white dough and steam it for 10 minutes. After that, pour the pandanus dough and steam it for 20 minutes.
7. After it is not hot anymore, serve it.

3. Kastangels**Ingredients:**

- 200 gram butter
- 100 gram margarine
- 200 gram cheese
- 3 eggs
- 550 gram flour
- 2 yolks
- 100 gram cheese

Steps:

1. Mix butter, margarine, eggs until it becomes white dough, add cheese, and flour.
2. Knead it until all of the ingredients are mixed well. If the dough is not sticky on our hands, take it a handful and put it onto the table. Pour a little flour, and roll the dough until the thickness is 1 cm.
3. make horizontal lines and make vertical lines over the horizontal lines. Make square until the dough is out. Arrange it tidily on the baking pan which has been smeared with butter and flour.
4. Smear the dough with yolk and sprinkle cheese on it.
5. Put it into the oven and bake it for about 25 minutes with little fire.
6. Arrange it tidily into the jar and shut it well.

4. Red Velvet Bull**Ingredients:**

- 550 gram flour
- 200 gram Margarine
- 50 gram butter.

50 gram eggs

- 125 gram smooth sugar
- 125 gram White cooking chocolate, melt it out.
- 100 gram cashews
- 150 gram
- 10 gram red colour paste

Steps:

1. Stir margarine, butter, and sooth sugar using mixer with medium speed.
2. Add eggs and flour.
3. Stir all of the ingredients until they are mixed well. Knead it and give red colour paste about 2 tablespoon. Then, shape it becomes circle and put the cashew on it. After that, put it on the baking pan.
4. Bake the dough in the oven for about 30 minutes, then cool it down.
5. Dye it in the white chocolate. Serve it and put it into the jar. Shut it well

Discovery learning can also be interpreted as a learning process that occurs when students are not given concrete information. However, they are more required to be able to organize their understanding and information independently (Maulida & Aminah, 2020). Students are trained to get used to being scientists (Nur, 2020). So they are not just consumers.

However, it is also hoped that they can participate actively even as producers of knowledge (Suryono, 2020). On the other hand, the results of Patandung's research (2017) produced findings that discovery learning consists of at least two ways, including: (1) free discovery learning or discovery learning without instructions or direction and (2) guided discovery learning, namely learning that requires the role of the teacher as a facilitator in the learning process.

RESEARCH METHODOLOGY

research uses descriptive analytical methods with a qualitative approach. This research was carried out at SMP Bina Satria for three months, The subjects of this research are students IX class with 32 students consisting of 17 female students and 115male students. To obtain the data needed in this research Observation techniques are used, namely the researcher makes direct observations of use of discovery learning

methods in English lesson materials to improve student learning outcomes. Data collection uses gifts student worksheets and observation sheets. This class action data processing uses descriptive analysis technique by comparing learning outcomes in the first cycle with learning outcomes in the second cycle. The discussion of this research uses two cycles, namely the results of the first cycle and the second cycle with each cycle having four stages, namely: planning, implementation, observation and reflection.

RESULTS AND DISCUSSIONS

Learning mastery in the initial test results of 32 students, found only 5 students (16%) who achieve the specified KKM, namely 75. Apart from the low learning achievement results students, students' indifferent attitudes towards the learning process, explanations of the material also come into play neglected, as illustrated in the following table.

Table 1. Learning Completeness Initial Test Results in Initial Conditions

HASIL TEST AWAL	JUMLAH	PERSENTASI
Siswa tuntas	5	16%
Siswa tidak tuntas	27	84%

Hasil Tes Awal Jumlah Prosentase
Siswa Tuntas 5 16%
Siswa Tidak Tuntas 27 84%
Jumlah 32 100%

RESULTS AND DISCUSSIONS

Discovery learning model applied to English subjects product text material has had a significant effect on improving students' abilities, absorb and understand learning material effectively and efficiently, and improve student learning outcomes. The influence of implementing discovery learning This model is also proven by the results of classroom actions carried out by researchers, namely student learning achievements in English subjects by applying it The discovery learning model has been able to reach a proven stage of success with thirty-one students achieving the established KKM standards.

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