

CHAPTER I

INTRODUCTION

A. Background of the Study

English learning in school is a key component of the Indonesian education curriculum, especially in the context of enhancing students' international communication skills. According to Sagala (2024) English has become the universal language of business, science, technology, and education in an era of globalization which means having solid knowledge of English is crucial for anyone pursuing a job or academic study in these disciplines. Therefore, learning English, especially in junior high school, is very important. The main goal of learning English is to improve language skills in both social and academic contexts. Effective teaching strategies are needed to develop language skills such as speaking, listening, reading, and writing.

One of the language skills involved in learning English is writing. Writing is a productive activity that requires a step-by-step, structured process. Therefore, the writing process must be carried out step by step. According to Sa'adah (2020), The writing process consists of four main steps, namely planning, drafting, editing, and final version. In junior high school curriculum, students are expected to be able to understand various types of texts, such as procedure text. While in real life, students often face problems. Based on Riski et al. (2025) Mastering the text's structure, appropriate language use, vocabulary, grammar, and spelling are some of

the problems. To overcome these problems, a combination of strategies and learning media is needed to make the learning process easier for students.

Teaching writing is very important because it not only develops language skills but also sharpen students' critical thinking skills. During the teaching process, strategies and teaching media that support the learning contents, especially text types, are necessary. One of the text types learned is the procedure text. According to Aisah (2019), a procedure text is a kind of text that explains the steps needed for creating something. This text aims to help students practice writing the steps involved in an activity, such as how to prepare food or drinks, how to use tools, and how to care for certain objects. The structure of this text consists of the purpose, materials, and steps. In other words, studying procedure texts provides benefits that are relevant to their daily lives.

Discovery learning is a student-centered approach to teaching writing, particularly procedure texts. This strategy uses investigation and observation to help kids discover vocabulary and text structure. Due to this, students must participate actively in the learning process. According to Syamsidah et.al (2023) with active engagement, pupils have a greater probability of remembering and understanding the subject matter than merely passively listening and observing. While it focuses student activities in identifying language patterns, text structures, and logical steps, this strategy is highly applicable to utilize when learning to write, especially in procedure texts. As a result, Discovery learning not only improves students' comprehension of

Not only the subject matter but also fosters their independence and engagement in the writing process.

Visual media plays a crucial function in helping students develop concepts more concretely and meaningfully while enhancing the written education process. Picture series are one of the most useful media because they may spark students' imaginations and help them visualize the steps or sequence of events. According to Erniwati (2021), the picture series helps kids develop their creativity and imagination so they can write well. Students become more effective at organizing the text, selecting the right words, and coherently communicating concepts with the help of the visual stimulation. This is especially relevant to junior high school procedure texts, where students require assistance in order to arrange the stages of activities in order. As a result, the use of picture series not only enhances students' critical thinking skills in writing, but also supports students' motivation and active participation during the learning process.

The use of a discovery learning technique with picture series in classroom learning activities significantly enhances student participation and motivation. Discovery learning is a modern teaching strategy that enables students to actively observe, investigate, gather information, and make their own conclusions while being guided by the instructor. For instance, a study conducted in a junior high school environment by Widana & Handayani (2022) demonstrated that the application of this strategy greatly raised student motivation. Moreover, a Picture Series serves as a visual media that

makes the material's flow more understandable. According to a study by Rany et al. (2023), the usage of Picture Series greatly enhanced students' writing proficiency and had an impact on learning motivation as both highly and lowly motivated students who were taught using this approach did better than those who were taught using traditional methods. This finding gives support to the theory that a picture series motivates students to take a more active role in understanding the procedure text structure and communicating it verbally or in writing. Students learn actively and critically when these two components are merged, and they also receive visual aids to help them understand the logical flow of a process. This combination provides structured learning, facilitates students' idea creation, and improves their comprehension and memory throughout class activities.

When teaching writing, especially procedure texts, students can be guided to produce text logically and systematically through the use of Picture Series and Discovery Learning. Procedure texts with a structure of steps and goals are ideal for teaching using visual media to demonstrate the process. Through exploratory activities, students can learn about the purpose and structure of the text using discovery learning. According to certain research, pupils' abilities can be improved through discovery learning. The research conducted at SMPN 1 Langsa by Hidayat (2020) demonstrated the successful application of the discovery learning approach in learning procedure text. In addition, the combination of discovery learning with picture series successfully guides students to write procedure text logically

and systematically.

In writing class, Picture Series helps students build ideas progressively and effectively. Also, an picture series can improve the kids' writing abilities. For example, a study conducted by Indriyanto et al. (2019) at Sultan Iskandar Muda Junior High School on seventh-grade students revealed that students who used picture series media scored significantly higher than those who did not, demonstrating the beneficial effects of visual media on procedure text writing. With this research evidence, the use of discovery learning strategy with Picture Series media is worthy to be included as an effective learning strategy in the context of junior high school, especially to improve the skill of writing procedure text.

The use of Picture Series and discovery learning has been covered independently in a number of earlier studies. For instance, research from Sriningsih's (2020) demonstrates that using discovery learning effectively might enhance students' learning results when it comes to creating procedure texts. In the meantime, Fauzana et al. (2017) discovered that Picture Series is useful for assisting students in formulating concepts and arranging process steps logically. Based on these studies, there are still limits in studies that combine the two methodologies in teaching writing, particularly procedure text for junior high school students. The results of this study indicate that the use of the Picture Series as a teaching tool in conjunction with discovery learning strategies is appropriate as part of successful teaching strategies in junior high school settings, especially for the

development of procedure text writing skills.

By utilizing the discovery learning strategy with Picture Series media, this research is anticipated to aid in the development of writing learning strategies in the seventh grades. Additionally, it is expected that the findings of this study would serve as a guide for educators in creating creative and useful learning models to guide student in structuring and organizing their writing systematically

Based on the explanation above, the researcher is interested in conducting research with the title **“Using Discovery Learning Strategy Combined With Picture Series to Teach Writing of Procedure Text for the Seventh Grade Students of SMPN 1 Takeran.”**

B. Research Problems

1. How to use discovery learning strategy and picture series to teach writing procedure text for the Seventh grade students of SMPN 1 Takeran?
2. What are the problems faced by students during utilizing discovery learning strategy and picture series to teach writing procedure text for the Seventh grade students of SMPN 1 Takeran?
3. What is the solutions to overcome the problems during utilizing discovery learning strategy and picture series to teach writing procedure text for the Seventh grade students of SMPN 1 Takeran?

C. Purpose of the Study

1. To describe how to use discovery learning strategy and picture series to teach writing procedure text for the Seventh grade students of SMPN 1 Takeran.
2. To explain the problems faced by students during using discovery learning strategy and picture series to teach writing procedure text for the Seventh grade students of SMPN 1 Takeran.
3. To explain the solutions to overcome the problems during using discovery learning strategy and picture series to teach writing procedure text for the Seventh grade students of SMPN 1 Takeran.

D. Research Focus

This research focuses on the using of discovery learning strategy combined with picture series in teaching writing of procedure texts to the Seventh grade students of SMPN 1 Takeran. It explores this strategy and media are used in the classroom setting. Furthermore, the study also investigates the problems faced by the students during the learning process using this strategy and media, as well as the possible solutions to overcome those problems.

E. Significance of the Study

1. Students

This study is expected to help students actively engage in the writing process through discovery learning and picture series.

2. English Teachers

This study is expected to provide practical insights to English teachers regarding the application of discovery learning combined with a picture series in the classroom

3. Future Researchers

This research may serve as a useful reference for future researchers interested in exploring innovative strategies and visual media in teaching writing.

F. Definition of Key Terms

To avoid misinterpretation and ensure conceptual clarity, the key terms used in this study are defined as follows:

1. Writing skill refers to the ability to express ideas, thoughts, and feelings through written language in a coherent, organized, and grammatically correct manner. As stated by Nunan (2003), writing is the mental work of inventing ideas, thinking about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.
2. Teaching writing is defined as an instructional activity that focuses on guiding students to convey their ideas through written text as a form of productive writing skill. According to Hasibuan (2013), Teaching writing as productive skills requires teachers to direct students to produce their expressions in written form and needs more elements of

skills such as using appropriate words, proper sentences and correct spelling that is different from speaking.

3. Discovery Learning Strategy is a student-centered instructional model that encourages learners to gain understanding by exploring, analyzing, and drawing conclusions independently or collaboratively, under the guidance of the teacher. Based on Niman et al (2024), Through the process of learning, this model guides pupils to make a discovery.
4. Picture Series refers to a sequence of related images arranged logically to represent a process or series of actions. Putra (2014) states that the images in a picture series are designed to relate to one another, allowing students to perceive them as a unified set of events.
5. Procedure text is a type of factual text that provides instructions on how to do something or how something is done through a series of ordered steps. Aisah (2019) defined that procedure text is a kind of text that explains the steps needed for creating something.