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Implementation of Discovery Learning Model to Develop Students Ability in Comprehending Descriptive Text About Tourism Place at Junior High School

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ABSTRACT

Many junior high school students have difficulty comprehending descriptive text, especially in understanding the use of adjective vocabulary. Traditional teaching methods are often considered less effective in the learning activity. The purpose of this study is to investigate how the Discovery Learning model supports students in developing comprehension skills and encourages active participation during the learning process. This study employed a descriptive qualitative research design. Data were collected through classroom observation, interviews with the English teacher and students, questionnaires, and documentation of students' learning activities. The data was managed by combining all collected data and additional sources, which were also analysed using triangulation. The findings show that the Discovery Learning model encourages students to be more active, curious, and engaged in their learning activities. Students were able to identify detailed information about the descriptive text about tourism places, especially regarding adjective vocabulary. In conclusion, the Discovery Learning model supports students' comprehension and creates a more interactive learning environment.

1. Introduction

According to Ramdhani's (2020) research, Article 3 of Law Number 20 of 2003 concerning the National Education System outlines the educational goals as developing students' potential to become human beings with faith and fear of God Almighty, fostering dignified character, health, knowledge, competence, creativity, independence, and ultimately becoming democratic and responsible citizens. Therefore, the teacher plays a crucial role in the success of teaching and learning activities. They must be capable of developing teaching and learning activities and selecting learning models that are in harmony with curriculum objectives, thereby

assisting students in acquiring knowledge, comprehending, skills, and fostering interest in learning process (Sari, N. 2020).

The quality of the learning process is directly related to learning outcomes because teachers and students directly face each other as subjects and learning objects. Hence, teachers need to have the ability to choose and implement learning models that suit students' characteristics (Kinanti & Hernawan, 2022). It is up to the teacher to decide what materials and methods will be used and when they will be used. The teacher then looks at the students' interests, the availability of materials, the support from the environment, and the teacher's resources to ensure that the time spent on literacy activities is in harmony with learning goals (Kurniasari et al., 2023).

Each student has different abilities and experiences in teaching and learning activities, including in comprehending descriptive text. Some students have difficulties comprehending descriptive texts, such as figuring out main ideas, social functions, language features, and vocabulary limitations, which are also major factors in obstructing comprehension of descriptive texts (Vana & Nurhaeni, 2024). Ramdhani (2020) also said that our brains are automatic to comprehend a text. Discovery Learning helps you create an image of the reading in mind. Many factors can influence understanding of what students have read, including prior knowledge and the ease with which students can recall information. However, reading skills also play significant role, including the ability to comprehend the words you read, their meanings, the arrangement of the text, and the desire to read it.

Developing skills and knowledge is a process that involves training and managing a person. Development means adding more things that can influence how someone acts or how they achieves something (Gaffar et al., 2021). Teachers must improve teaching methods to encourage students to learn more actively. Additionally, a teacher should be able to understand what students need and how they learn. Encouraging students to engage in deeper thinking during the learning process is crucial. Thus, the researcher decided to apply the Discovery Learning model to develop abilities and overcome difficulties that prevent the learning of descriptive texts because the students will be more involved in English learning activities (Febrianti Udin & Syamsia, 2022). A learning model helps students reach their learning goals and build important skills. Additionally, it helps teachers identify individual student strengths and design lessons that enhance learning outcomes (Rahma et al., 2023).

According to Luthfi Abdillah (2022), the Discovery Learning model suggest students strengthen their learning by engaging in activities such as experiments and projects. Participating in learning activities will help students in comprehend crucial concept in the subject. A learning structure like this is very fundamental to implement. Discovery Learning allows students to learn and investigate various objects on their own. The results students gain will always be remembered, not easily forgotten, and sustained over time (Nuraini, 2022). Students must individually learn and acknowledge existing questions based on what they have gained through their experiences. This way of learning can also help improve

vocabulary and grammar ability because students learn and experience it (Anggraini, 2020).

Researchers assume that Discovery Learning can effectively apply to descriptive text learning activities. It can assist students' comprehension skills because Discovery Learning makes students the center of learning, where the students become more active in exploring learning and answering questions based on tests and learning experiences independently. Discovery Learning is a mental process where the teacher only provides guidance and instructions, and the student discovers on their own. Discovery Learning can facilitate the learning process to become more significant (Firdaus & Yukamana, 2024).

The study aimed to investigate the implementation of the Discovery Learning model in teaching descriptive text to junior high school students. It focuses on how this model enhances students' comprehension skills and encourages their active participation during learning activities. The research examines the strategies teachers employ to apply Discovery Learning effectively and explores students' responses and engagement throughout the learning activities. In addition, the study aims to identify the difficulties students face and how these difficulties influence their understanding of descriptive text, especially in acquiring adjective vocabulary. The findings aim to provide practical insights for teachers and are expected to offer recommendations for enhancing the quality of learning through active, student-centred approaches.

2. Methodology

This study used a qualitative method and a qualitative descriptive approach, because the researcher aims to find out the process of learning and teaching descriptive text for junior high school students using the Discovery Learning model and whether this learning model is effective in assisting students' comprehend skills descriptive text about tourism places. Based on the explanation, the data collection techniques used by researchers in this study were observation, questionnaire, and interview. After collecting the data, the data will be analyzed in more depth that various groups can form and accept a scientific conclusion

The researcher uses three research instruments to collect data to answer research questions: observation, interviews, and questionnaire. Observation was accomplished to obtain data on student activities during the teaching and learning process in the classroom with a Discovery Learning strategy and record data that has been heard, seen, experienced, and based on the activities that have been performed. Following the observation, the researcher distributed questionnaire to students, including questions about their experience during learning activities using the Discovery Learning method implemented. Afterward, the researcher managed interview activities to obtain data from the observation checklist and questionnaire responses.

Triangulation is used to check the accuracy of research data. Triangulation means acquiring data that combines various data from existing sources. Thus, in this study, data triangulation was managed by combining observations, questionnaires, interviews, and merging other data sources that had been acquired. The research then analysed descriptively. According to (Arikunto, 2019), descriptive research explore a condition, circumstances, or event, with the results provided as a research report. This stage aims identify the pattern predicted by the researcher, so the research can be completed using three instruments and the data verified using triangulation.

3. Results and Discussion

This study's participants were from one of the VIII classes at MTs Plus Darul Hufadz and needed assistance in developing their ability to comprehend descriptive text. The research participants consisted of 30 female students. The participants were assessed using a research sheet that addressed aspects of their comprehension of descriptive texts about tourism places. Before the research, the classroom learning method still uses a teacher-centred learning model. Student participation in learning activities is also very limited. This lack of active student involvement makes the learning process less effective and results in low achievement of basic competencies, such as mastery of adjective vocabulary and comprehensive understanding of information. This situation indicates the need to change learning methods to be more interactive and student-centred.

The classroom learning conditions indicate that the learning process is still dominated by the teacher, so students have little opportunity for active involvement. During learning activities, students tend to simply listen to the teacher's explanation rather than be encouraged to explore the material independently. The lack of variety in learning methods also makes students easily bored and less motivated to participate in lessons. This condition impacts the low achievement of expected basic competencies. Students struggle to rephrase the content of texts they have studied. Furthermore, evaluation results indicate that most students have not achieved optimal learning outcomes. This situation demands improvements in the learning process.

During the research, the learning process was carried out according to the learning activity plan using the Discovery Learning model. Learning focused on activities that encouraged students be more active in understanding descriptive texts. The researcher directly observed the learning process to assess student responses and engagement. The activities include stimulation, problem statement, data collection, data processing, verification, and generalization. In addition to observation, data were collected through questionnaires and interviews. Both questionnaires and interviews were used to collect data on students' learning interests, participation, and understanding of the material being studied. Students were given access to a questionnaire after completing the entire learning activity. After all students had completed the questionnaire, three were randomly selected for an interview, one at a time. The interview questions can be seen in Table 1.

Table 1. The interview Question

No.	The Interview's Guide for Student
1.	What difficulties do students encounter when understanding descriptive texts?
2.	How does the teacher respond when students experience difficulties in understanding descriptive texts?
3.	What procedures or learning steps do students follow to understand descriptive texts through the Discovery Learning model?
4.	What are students' perceptions of the use of Discovery Learning in learning descriptive texts?
5.	To what extent does the Discovery Learning model facilitate students' understanding of reading materials?
6.	What obstacles do students still face when using the Discovery Learning model to understand descriptive texts?
7.	How does the teacher evaluate students' reading comprehension in classroom learning?

Based on the research that has been conducted, researcher have found that some students can correctly identify information in descriptive text about tourism place. Nevertheless, many students still face difficulties, for instance, their incapability to recognize between the main idea and supporting idea in the text, or their incapability to analyze the language features used in the text, which can happen due to students' limitations regarding vocabulary. Because of these limitations, when students are faced with questions about synonyms or meanings of adjectives, they feel difficulties. Hence, they must read the text repeatedly in order to understand the questions at hand. However, with the results, students still struggle to understand the entire text, and some answer the objectives test carelessly.

The process of comprehending descriptive text is not an easy task. Thus, teacher must improve the learning techniques used so student can easily understand the text. The learning process involves communication between teachers and students, and the outcome is valuable for learning activities. Using a learning model is one of the factors that affect student's learning motivation or capability. The steps accomplished in the Discovery Learning model are adjusted to the teaching and learning activities related to descriptive texts about tourism place. Based on the observations, the implementation steps of the Discovery Learning model for descriptive texts about tourism place are as follows: stimulation, problem statement, data collection, data processing, verification, and generalization.

The initial stage is stimulation. At stimulation stage, students are involved to a relevant problem to engage their interest. The teacher begins the learning process by asking questions to the students and providing a brief introduction about the definition, purpose, structure, and grammatical rules of descriptive texts as preparation for the next steps, so that the students have a strong foundation in understanding the material to be studied and can improve their comprehension. Furthermore, the teacher provides an example of descriptive text and directs the students to explore the material further using other learning media, such as source books or the internet. Hence, the students will feel confronted with relevant problem that can stimulate curiosity. Subsequent to the stimulation phase, the teacher

provides problems or statements related to the descriptive text about tourism place. The teacher provides students with the opportunity to identify text according to the concepts or material that have been explained during the stimulation phase. In addition, students can formulate hypotheses and are given time to ask questions about the material presented regarding the text. This encourages students to think critically in finding answers aimed at solving problems. The descriptive texts given can be seen in Figure 1 and Figure 2.



Bromo Mountain

Mount Bromo is an active volcano that is a major tourists attraction in East Java. This mountain is commonly referred to as Mount Brahma. Because Brahma was taken from the name of the god of Hindu. Mount Bromo is in the Probolinggo district, Lumajang, and Malang.

Many tourist visit mount Bromo. To enjoy its exotic view and the local culture of the local people who live around it. Mount Bromo has an altitude of 2,329 meters above sea level. Mount Bromo is surrounded by a sand sea which is about 10km². At the top of Mount Bromo there is a crater that can spout fire, which has a diameter of approximately 800 meters. The air on Mount Bromo is cold. So visitors need to wear thick jackets, gloves, hats and other warm clothes in order not to get cold.

In Bromo Mountain, the visitors can enjoy beautiful view such as the sand sea, Bromo crater, Teletubbies hill and sunrise view. At sunrise visitors can watch the sun rise behind the summit of Mount Bromo with a beautiful twilight sky, soft fog, and sunlight illuminating the horizon creating an extraordinary view. Visitors can ride horses, take pictures, adventure by jeep, visit Pura Luhur Poten, enjoy the night atmosphere with a sky full of stars, enjoy the view of the sunrise, witness the traditional ceremony of the Tengger tribe.

Figure 1. Descriptive Text About Mount Bromo

During the data collection stage, students are asked to gather further information about the given descriptive text to collect relevant information to verify the accuracy of the existing information. In the descriptive text material about tourism place, students are asked to find additional information about the tourism place and analyze the given questions, such as the rules of language feature, one of which is the use of adjectives along with their synonyms. This aims to help students remember and understand more about the language features used in descriptive text. At this stage, the teacher can guide students in collecting relevant data and keep track of their progress, including assisting them when they encounter difficulties. Therefore, students can build new vocabulary knowledge and understand how information is well-organized in descriptive texts, as well as analyze the language

features used. In this context, students will gain broader insights and deeper understanding.



Liang Beach

Liang Beach in central Maluku has been crowned as the most beautiful place in Indonesia by the United Nation Development Program (UNDP) in 1990. This was due to its captivating underwater scenery. Liang is the popular name for the beautiful beach which is located in Liang village. It also has another name, Hunimua Beach.

The white carpet of sands stretches along a one-kilometer long and 300-meter wide beach. There are certain months when the beach is calm and only little wind breezing, which is between September to November and April to May. During other times, the beach is turbid because of the high waves.

Hunimua is 40 kilometers away from the Pattimura International Airport and there are many options to reach the spot. Besides taxis, Trans Ambonia buses are available at Rp10,000 per ride. The road is so smooth that it only takes 30 minutes to get there. Despite the minimal tourism facilities, Liang Beach can be a more tempting tourism destination than you can imagine.

Figure 2. Descriptive Text About Liang Beach

During the data processing stage, students can analyze, process, and apply all the new information or knowledge they have acquired. To help students analyze and understand, teachers give students time to focus on the problems that have been given in the previous stage. Students can also discuss in small groups to exchange ideas. This stage can help students in improving their skills in analyzing information well. The verification process is implemented to ensure that students have understood the main concepts of the descriptive text that has been given, based on the information they have found. This stage is important in ensuring that the student's understanding has been well-formed and thorough. Through verification, teachers can identify students who are still experiencing difficulties in certain areas and provide feedback that is appropriate to the obstacles experienced by students. Thus, this stage is not only the closing moment of learning activities, but also the beginning where students understand more deeply and continuously about descriptive texts.

The primary focus on the generalization stage is to give students the opportunity to evaluate the entire learning process by applying the Discovery Learning model. Students are asked to consider what they have learned about the comprehension of descriptive texts, as well as relate learning to previous experience and knowledge, to understand the relevance and implications of the material given. At this stage,

teachers and students also draw conclusions from the activities that have been carried out to be applied in the future. Thus, students not only understand the material theoretically, but can also apply it in practical contexts.

Upon completing all stages of the learning process, an evaluation was carried out to measure the extent to which students' understanding of descriptive texts had improved. This evaluation includes a questionnaire filled out by all students, as well as in-depth interviews with a few randomly selected students. Referring to the results of the questionnaire that has been filled out by students, it was found that 83% of students felt delighted and experienced an enhancement in comprehending by applying the Discovery Learning method. Students feel that they can more easily understand the descriptive text material about the tourism place given, and are also motivated to take part in descriptive text learning. However, only 66% agree that Discovery Learning is applied to other materials or subjects.

To strengthen the statements on the questionnaire, the researcher conducted interviews with three randomly selected students. As the statement from respondent in interview session, the researcher found these three students have the same concerns about their limited vocabulary. According to student A, sometimes they know the meaning of the vocabulary but struggle to find the synonyms. Student B stated they only know vocabulary up to recognizing words in English without knowing their meanings. Meanwhile, student C admitted that they have heard and know some vocabulary, but when presented in text, they tend to forget and have to read the text multiple times. Student B also noted that they feel that they understand well what has been read and explained, but in the next meeting, when given a different text, they cannot remember fully what has been explained before. However, when provided with the Discovery Learning method, students find that what is explained becomes easier to understand. Despite facing difficulties with the teaching method provided by the teacher, they experience significant improvement in comprehension and the ability to identify texts more deeply.

This research effectively gathered important information about students' understanding of descriptive text about tourism place through observation, questionnaires, and interviews. The use of the triangulation method, which is combining various data sources, guarantees that the results of this research are valid and accurate. From the data obtained, it can be seen that students have experienced a significant improvement in comprehending descriptive texts about tourism place. Furthermore, this research provides a systematic and in-depth insight into the effectiveness of the Discovery Learning approach in enhancing students' ability to read and comprehend descriptive texts. Students also prove higher learning motivation and better analytical skills.

The teacher holds a crucial role in guiding, supporting, and creating a learning environment that enables academic and personal growth for students. Effective classroom management allows teachers to provide clear instructions, establish positive relationships with students through constructive interactions, and serve as role models for students, thus creating an environment that supports learning goals. Furthermore, effective classroom management also upholds the creation of a

conducive learning environment, where students feel safe, free to express their opinions, and valued as individuals (Alfiyani & Darmawan, 2023).

Yulianengsih (2023)'s research also reinforces the suitability. Classroom management is one of the efforts made by teachers to maintain a conducive classroom environment that meets the needs of students, as the natural conditions will encourage students to develop, be active, and creative in their learning. Therefore, it is important for teachers to continually improve classroom management to enhance students' abilities and provide a lasting learning experience for them. One teaching method that aligns with this approach is Discovery Learning. Through Discovery Learning, students can participate in collaborative learning, improve their understanding, and expand their vocabulary. Students actively participate in this process, acquire necessary skills, and have enjoyable and fulfilling educational experiences (Ardiyani & Puspitaloka, 2025).

Some research has highlighted how this method enables learners to construct their knowledge. The first research from Made et al. (2020) aims to explain the application of descriptive text with Discovery Learning to implement reading comprehension. It revealed that students still struggle to comprehend the text due to low reading interest and unfamiliar with the vocabulary on the text. To address the problems the students faced, Discovery Learning is perceived as an efficient model learning to assist the students, and the result is Discovery Learning has the potential to enhance students' reading comprehension in descriptive text. Every student shows their own progress improvement in the research activity.

Purwati et al. (2023) also stated on their research the application of Discovery Learning on descriptive text viewed as valuable because it helps students integrate their high-order thinking skill (HOTS), encourages students to actively respond to questions from teacher or peers, sharpens their problem-solving ability, and knowledge transfer, not only memorize theories and concepts. Yuliati et al. (2023)'s research result also shows that Discovery Learning can foster students' enthusiasm and confidence in their ability to complete assigned tasks. When students are motivated to learn, whether from within or through outside rewards, they feel more encouraged and enthusiastic. This helps them reach their learning goals. It is undoubtedly supported by systematic and careful lesson planning (Susanti et al., 2025). Drawing from Gulo et al. (2023), despite the fact that Discovery Learning still has deficiency, on balance, this learning model was successfully implemented as one of learning models that can help students solve problems.

The frequent obstacles regularly encountered by students on comprehending are determine main idea, recognize generic structure, and having limited vocabulary knowledge. Based on this research, students' ability in reading comprehending can increase and reach the minimum competence criterion supported by attentive preparation. It can provide good results in overcoming the problems faced by students. As evidenced by Firdaus & Yukamana (2024), with passionate motivation, Discovery Learning can help improve students' comprehending ability. With three cycles that have been passed, the score of each cycle shows that there is a good improvement. Through Discovery Learning, the knowledge gained by

students will be easily remembered and last long. Besides that, students' cognitive abilities in finding and solving problems can be developed.

Teachers are encouraged to develop Discovery Learning and apply it to other learning materials, utilizing engaging instructional media that stimulate students' creativity rather than relying solely on textbooks. Learning methods should encourage students to take an active role and engage with their environment. Approaches such as discussions, experiments, and exploration beyond the classroom make learning more meaningful and less theoretical (Sundari et al., 2025). Most importantly, the school is required to support teachers in providing suitable facilities and infrastructure (Sirok Bastra, 2020). As evidenced by Iskandar (2025), the Discovery Learning model emphasizes active student participation in independently finding answers to questions to engage their curiosity. The availability of sufficient reference sources is therefore essential.

The application of Discovery Learning has been successful in other subjects and has been provided significant results. According to Kasmiana et al. (2020), who compared between class who use Discovery Learning and who do not use Discovery Learning in physics. Students who engage in Discovery Learning appear to experience positive responses and improvements, such as becoming active throughout entire learning competencies. Some subject need to be presented well and accurately so students can understand all the material concepts conveyed by the teacher. Based on several studies, Discovery Learning has been proven to develop learning outcomes and also to examine other aspects in research. Based on Mutmainnah & Kaharuddin (2025), the Discovery Learning model can be integrated with educational technologies, such as animated videos. This combination has been shown to significantly enhance student interest and improve learning outcomes.

Based on Mbato & Wijaya (2020)'s research, the use of Discovery Learning is beneficial, engaging, and supportive of reading skill development, enhancing learner activity and reading improvement. The majority of the students wanted to use Discovery Learning to enhance their comprehension of the text they realized that this strategy could also make them more engaged and committed to the teaching and learning process. Students can actively learn through this model during the learning process by independently discovering established research procedures, making the knowledge more cognitively sustainable. Discovery Learning is a pedagogical approach that motivates students to ask questions, formulate temporary answers, and derive general principles from practical experience (Khasinah, 2021).

Strengthened by Albab et al. (2024)'s research, students are treated as active participants in the process of constructing information based on their past experiences and expertise. Relevant exercises and inquiries that support students in making connections between ideas and drawing their conclusions serve to support this process. To create meaningful learning, the teacher facilitates discussions and helps students develop their thought processes. The positive response of students to the application of the Discovery Learning model demonstrates that this approach is practical in developing important aspects, such as independence, collaboration, and

self-confidence, which ultimately lead to learning satisfaction for all students. (Dewi et al., 2023)

Despite the positive outcome of Discovery Learning, based on Ridha (2025) research from the students' perspective the Discovery Learning method prevents reading comprehension. Many students struggle to grasp lengthy texts due to unclear instructions and insufficient vocabulary. Additionally, the learning environment can be discouraging, making it even harder for them to stay motivated and actively engage with the material. Therefore, before using Discovery Learning, the teacher, as a facilitator and instructor, needs to prepare the learning material thoroughly to make the whole learning process more manageable and guide the student to respond to the problem that they face (Firmansyah et al., 2021). Discovery Learning requires teachers take on a more dynamic role, actively guiding student in answering or solving the problem they face. During the learning process, students can seek information from teacher. When the teacher steps into the spotlight, students are inspired to dive deeper into their learning (Sanjaya et al., 2019).

4. Conclusion

Based on the research findings, it can be concluded that a learning activity requires an appropriate teaching model that can help students develop abilities, comprehend, knowledge, creativity, and critical thinking. Implementing the Discovery Learning model with stages: stimulation, problem statement, data collection, data processing, verification, and generalization can assist students in developing those aspects. In this research, Discovery Learning helps students improve their ability to comprehend descriptive texts about tourism places. Evidence from the research shows students actively express opinions, discuss with peers, and answer questions correctly. However, not all students enjoy learning activities using Discovery Learning. In spite of that teacher can further develop this teaching method to their subjects with more engaging and motivating media for students to learn.

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