



## **Optimizing Students' Ability in Understanding and Producing Recount Texts through Discovery Learning**

**Liatun\*<sup>1</sup>, M. Iqbal Alibi<sup>2</sup>, Nur Imamah Yuliatin<sup>3</sup>, Chairatul Umamah<sup>4</sup>, Raziqah<sup>5</sup>, Muhammad Jusak<sup>6</sup>**

<sup>1-4</sup>Universitas Islam Madura, Indonesia

<sup>5-6</sup>SMAN 3 Pamekasan, Indonesia

\*Corresponding Author. E-mail: [Tsalia11104@gmail.com](mailto:Tsalia11104@gmail.com)

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### **Abstrak**

Penelitian ini bertujuan untuk menerapkan model Discovery Learning di kelas XC SMAN 3 Pamekasan untuk meningkatkan pemahaman dan kemampuan siswa dalam menulis teks recount. Metode penelitian ini menggunakan Penelitian Tindakan Kelas (PTK), yang diadaptasi oleh Kemmis dan McTaggart. Sebanyak 31 siswa dari kelas XC SMAN 3 Pamekasan menjadi subjek dalam penelitian ini. Penelitian ini dilakukan dalam dua siklus yang terdiri dari perencanaan, tindakan, observasi, dan refleksi. Observasi, dokumentasi, dan tes tertulis digunakan untuk mengumpulkan data. Hasil penelitian menunjukkan bahwa kemampuan siswa mengalami peningkatan pada siklus I yaitu sebesar 24,81 poin atau 46,49%, dengan nilai rata-rata pretest 53,38 menjadi 78,19. Namun pada siklus II nilai rata-rata menurun menjadi 76,59. Penurunan ini terjadi sebesar 1,60 poin atau -2,05%, namun meskipun terjadi penurunan, masih ada peningkatan dari pre-test sebesar 43. Penurunan ini disebabkan oleh faktor internal dan eksternal. Sebagian besar 51% dipengaruhi oleh faktor eksternal, yang terjadi di dalam kelas pada saat post test karena pada saat post test bertepatan dengan adanya razia handphone siswa sehingga secara langsung mempengaruhi mood dan fokus siswa dalam mempersiapkan diri menghadapi tes. Oleh karena itu diperlukan pengelolaan kelas yang ketat dan inovatif selama pembelajaran dan penilaian untuk meminimalisir gangguan dari luar.

Kata Kunci: discovery learning, pemahaman teks, penelitian tindakan kelas, teks recount

### **Abstract**

*This study aims to apply Discovery Learning model in class XC SMAN 3 Pamekasan to improve students' understanding and ability to write recount text. This research method used was Classroom Action Research (CAR), which was adopted by Kemmis and McTaggart, 31 students from class XC SMAN 3 Pamekasan became the subjects in this study. The research was conducted in two cycles consisting of planning, action, observation, and reflection. Observation, documentation, and written tests were used to collect data. The results showed that the students' ability increased in cycle I and there was an increase of 24.81 points or 46.49%, with the average pretest score of 53.38 to 78.19; however, in cycle II, the average score dropped to 76.59 the decrease is 1.60 points or -2.05% but despite the decrease, there is still an increase from the pre-test of 43.51% This decrease was caused by external factors, which occurred in the classroom at the time of the post test because at the time of the post test it coincided with a cellphones raid that directly affected the mood and focus of students in preparing for the test. herefore rigorous and innovative classroom management is required during learning and assessment to minimize external distractions.*

*Keywords: classroom action research, discovery learning, recount text, text comprehension*



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## **Introduction**

English is one of the international languages that has a very important role in various fields in the era of globalization, ranging from technology, culture, history, and especially in the field of education. At present, foreign languages—particularly English—hold an important role in the field of education (Hernanda et al., 2022).. Furthermore, in Indonesia, mastery of English is crucial for preparing learners to compete internationally.

English plays an important role in the era of globalization as an international communication as an international communication tool, English provides access to cutting-edge information, technological advancements, and broader educational and employment opportunities. In Indonesia, English language learning in schools is an essential element to prepare learners to face global challenges and improve their competitiveness in the labor market. According to Mauliska et al, (2024)., English language learning in Indonesian schools is an important element in preparing students for globalization and competition in the job market. This is reinforced by the findings of E Sharizan et al, (2020) which showed that the integration of global competencies in the English curriculum can improve students' readiness to face the challenges of the world of work and higher education. Ariani, (2023) Stating that English proficiency is one of the solutions to be able to understand the content of a text. However, the implementation of English language policies in the education system in Indonesia faces challenges such as lack of funding, teacher competency training which includes evaluating teacher standards in the learning process and improving the quality of education in English language learning which emphasizes learners' comprehension and skills in reading texts (Alya Audria & Zaitun Qamariah, 2023).

An understanding of different types of texts is an important component of the English curriculum in Indonesia. Students are expected to understand and produce various types of

texts—such as narrative, descriptive, expository, and recount—in order to develop comprehensive linguistic skills (Nabilah, 2024).. This ability not only enhances students' linguistic competence, but also prepares them to communicate effectively in various social and academic contexts. The Merdeka Curriculum emphasizes the importance of developing communication competence through the introduction and production of various genres of authentic texts that are relevant to students' lives (Kemdikbudristek, 2022). Furthermore, research by Azhar et al., (2024) demonstrates that the use of appropriate learning methods can improve students' reading comprehension skills of various types of English texts.

The one of types of text in English is Recount text, which aims to recount past experiences or events chronologically, is one of the text types taught in senior secondary education. However, many students face difficulties in writing a good recount text, especially in the aspects of text structure, grammar, and idea development. Based on the initial observation in class XC of SMAN 3 Pamekasan, it is found that students have difficulties in understanding and writing recount texts. They tend to be passive in the learning process and less able to recognize the structure and linguistic features of recount text independently. This led to the low quality of their texts and the lack of understanding of the material. To overcome the problem, discovery learning method is proposed as an alternative approach in learning recount text. This method emphasizes on students' active participation in the learning process through exploration, concept discovery, and independent problem solving. The application of discovery learning has been proven to improve students' engagement and their learning outcomes in writing recount texts. For example, research by Purnamasari (2020) showed that students taught with the discovery learning method showed significant improvement in the quality of their writing, including in the aspects of content, organization, grammar, vocabulary, and writing mechanics. Research by Nisa &

Apsari (2024) showed that although students experienced difficulties in grammatical aspects when writing recount texts, the use of the discovery learning method helped them identify and overcome these errors independently, thus improving their understanding of the text structure. Research conducted by Rosnija, et al. (2024) showed that the application of discovery learning can significantly improve students' reading comprehension of narrative text. Therefore, it is expected that this model can also improve students' ability to understand and write narrative texts. Rosnija, (2024) research showed that tenth grade students at MAN 1 Magelang city had an average score of 54 in recount text writing, which was below the minimum standard of 70. This indicates the need for effective pedagogical interventions to improve students' ability in writing recount texts.

The purpose of this study is to optimize the ability of students of class XC SMAN 3 Pamekasan in understanding and producing a recount text through the application of the Discovery Learning approach. Discovery learning was chosen because it is one of the effective learning methods to increase interest in learning. It can also be facilitated by certain learning methods and is a guided learning method (Castronova, 2002). This approach is expected to increase students' engagement in the learning process, improve the quality of their written work, and enhance their understanding of the structure and linguistic features of recount text.

Some previous studies have been conducted on discovery learning in recount text learning. First, a study conducted by Rosnija, (2024) entitled “*The Use Of Discovery Learning Method To Teach Reading Narrative Text*”, the study aims to determine the effectiveness of the discovery learning method in the learning process of reading comprehension narrative text English, from the research it was proven that the use of discovery learning was effective in teaching reading comprehension narrative text. Second, research conducted by Nengsih et al., (2023) with the title “*Penerapan Model Discovery Learning Dengan Diskusi Kelompok Materi Recount Text Untuk Meningkatkan Aktivitas Dan Hasil Belajar Kelas X Sman 1 Payakumbuh*”. The results of the study are by

applying the discovery learning model and the discussion model can improve the activity and learning outcomes of English.

From these two studies, it has similarities with the research to be carried out, namely the application of the discovery learning model. Still, the difference is that the research aims to improve student learning activities. In contrast, this study employs the discovery learning model to assess the improvement in students' understanding of creating their recount text.

The novelty of this research lies in its application of the Discovery Learning model specifically to the context of teaching recount text writing in a senior high school in Pamekasan, while simultaneously investigating the interplay between pedagogical intervention and classroom management challenges.

The significance of this study is twofold. First, it offers practical contributions for English teachers by presenting an effective model for teaching writing and emphasizing the critical importance of controlling the learning environment to achieve optimal results. Second, it contributes to the academic field by providing a nuanced case study that acknowledges that learning improvement is not always linear and can be affected by external variables, thus offering a more holistic view of Classroom Action Research.

## **Method**

Classroom Action Research (CAR) method was used in this research. This methodology aims to improve students' ability to understand and write a Recount text by applying the Discovery Learning model. CAR was chosen because it allows teachers to directly identify problems in the learning process and apply practical solutions to improve the quality of learning in the classroom. In addition, CAR is a structured and continuous process that includes planning, action, observation and reflection (Suciani et al., 2023). CAR is a systematic approach designed to assist teachers in improving learning practices through repeated cycles of reflection and action (Utomo et al., 2024). CAR is a research model that allows researchers to continuously evaluate learning

strategies carried out in the classroom. The CAR method in its implementation includes planning, action, observation, and finally reflection (Syariah & Ilmu, 2020). The Kemmis and McTaggart model is optimal for educators and researchers to then find and deal with various problems that occur during learning systematically (Keguruan et al., 2019). The flow of PTK implementation of each cycle can be seen in the figure below:

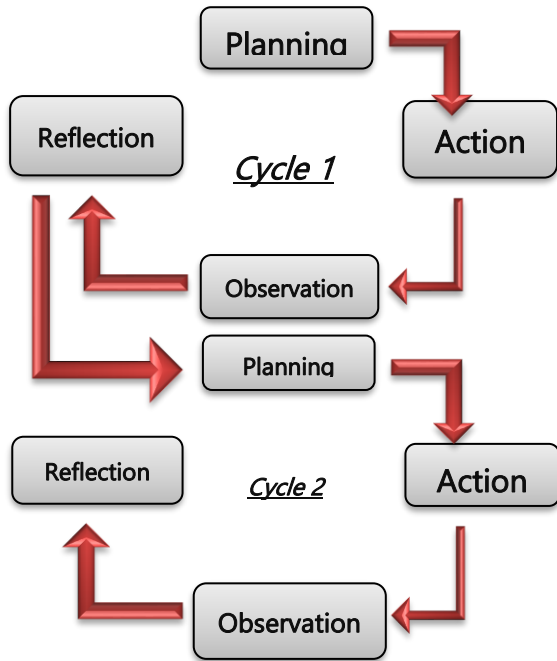


Figure 1. Cycle of CAR (Syariah & Ilmu, 2020)

This CAR activity was carried out at SMAN 3 Pamekasan in class XC in the even semester of the 2024/2025 school year. The subjects of this study were 31 students of class XC who had various levels of ability in understanding and creating or writing a recount text. However, from the implementation of this PTK from the pretest to the post-test of Cycle II, only 31 students were present (out of the initial total of 36 students) and received the assessment in each cycle. This class was chosen because, based on the initial observation conducted, it showed that some students had difficulty identifying the parts or structure of the recount text, its linguistic features, and actively participating in learning, which tended to be lacking. This observation is in line with the findings or observations of Nengsih et al., (2023) who stated that students' low learning activities will affect their learning outcomes in English

lessons. From this condition, class Xc was chosen as the class to be the location of class action research for the application of the Discovery learning model to improve understanding and skills in writing recount text. In applying the Discovery learning model, there are 6 steps or syntax below:

Table 1. Syntax of Discovery Learning (Purnamasari & Argawati, 2020)

Syntax of Discovery Learning	Teachers' activity	Students' activity
Stimulation	Presenting an example of a recount text	Read and observe the text.
Problem Statement	Direct students to find the differences between the recount text and other text types (e.g. descriptive text). The teacher asks: "What is the purpose of this text?" "What is the order of the story?"	Discuss in small groups about the structure of the text, the verbs used, and the time frame.
Data Collection	Provides a learner worksheet with guiding questions such as: "What is the structure of the recount text?" "What verbs are widely used?"	Fill in the learner worksheet based on the text that has been read, looking for information from the text.
Data Processing	Guide students to draw conclusions together from the results of the learner worksheet.	Organize information from the learner worksheet into an understanding of the recount text.
Verification	Provide small questions/quizzes to test understanding,	Answer questions, discuss, correct

	such as sorting mistakes recount text parts or choosing the right verb.
Generalization	Guide students to draw conclusions: "What are the characteristics of recount text?" "How to write a correct recount text?" Conclude orally/written about recount text. (presentation)

Data was collected through repeated recount text writing and comprehension tests, observation of students' activities, and documentation of the learning process. The test consists of three parts, Part A which contains multiple choice, Part B reading comprehension, and the last part C which is a writing task. Part A consists of 3 multiple choice questions, part B contains a one paragraph personal recount text and there are 3 short essay questions based on the text, part C contains a writing task about personal recount text. This test was given before and after the application of the discovery learning model to measure the improvement of students' comprehension and writing skills. Documentation was used to document learning activities and students' work. The collected data was then analyzed using descriptive quantitative method. Descriptive quantitative is one method that describes the results of research that can be generalized systematically and measurably (Santoso, 2016). Quantitative analysis is applied to measure the improvement of students' understanding and writing test scores. The data was analyzed by calculating the average of each test given including; pre-test, cycle I and cycle II. The average test results were obtained from the following formula:

$$\text{Mean} = \frac{\sum X}{N}$$

Note:

- $\sum X$  = total score of all students
- $N$  = total number of students

Percentage of improvement used too to measure the progress of students' learning outcomes from pre-test to post-test in each cycle from the following formula:

$$\text{Percentage increase} = \frac{\text{new score} - \text{old score}}{\text{old score}} \times 100\%$$

## Results and Discussion

This section presents the results and discussion of the CAR, which aims to improve the ability of XC class students at SMAN 3 Pamekasan in understanding and writing recount text by implementing the Discovery learning method. Before the action was given, students were first given a test or pretest, after which the research action was carried out for two cycles and ended with a posttest at the end of each cycle to measure the development of students' understanding and writing skills.

### Pre-test stage

The pretest was given to students on Wednesday, April 30, 2025 with a time allocation of 30 minutes. During the pretest, almost all students were confused because they had not learned recount text at all. The pretest was carried out before the action was implemented to review students' initial ability to understand recount text. From 31 students who became the object of research, the pretest data was obtained as the table follows:

Table 2. Student's Score of Pre-Test

Number of student	Total Score of Pretest	average
31	1706	53,38

Based on the table of pretest results above, out of 31 students, the average score was 53.38. The average score shows that most

students do not understand recount text both from the definition and structure and still have difficulty in writing recount text logically and using past tense correctly.

The pretest percentage can be seen in the description of table 3 below:

*Table 3. Student's Score of Pre-Test*

Number of students	Total Score of Pretest	Average	Percentages
31	1706	53,38	53,38%

From the total pretest score of 1706, an average of 53.38 was obtained so that the percentage was 53.38%, this percentage can be a comparison of the improvement of recount text understanding and students' ability to write recount text. This is in line with the findings Sánchez & Lopez-Pinzon, (2019) that writing skills are one of the productive abilities that require complex cognitive processes and gradual practice. Observations of students' writing and comprehension in answering some questions in each section in the pretest showed some common problems, including:

1. Incomplete recount text structure - many students only wrote one paragraph without the reorientation part and many were wrong in the order of the recount text structure.
2. Inappropriate use of tenses, especially in the use of simple past tense.
3. Limited vocabulary - many students mixed Indonesian or only used basic verbs such as 'go', 'eat', 'sleep'.
4. Illogical or incoherent storylines, indicating a lack of narrative understanding.

These findings in pre-test indicate that students' basic skills in understanding and writing recount texts are still low. Therefore, an appropriate learning action is needed to help students build an understanding of the structure and language in recount texts. One of the approaches chosen is the use of the Discovery Learning model, which is expected to increase students' active participation and encourage students to discover the form and structure of the text through exploration.

### Cycle 1 stage

#### 1) Planning

In this planning stage, the researcher made a Learning Module in accordance with the discovery learning model and selected relevant media for the implementation of recount text learning. The researcher also made Learner Worksheets (LKPD) to be given to students as part of the discovery learning syntax.

#### 2) Action

Cycle I was held on Thursday, May 08, 2025, starting from the first hour to the second hour, namely 07.00 - 08.45 WIB. To find out the results of learning in cycle I, a post-test was conducted on Thursday, May 12, 2025. This learning stage is divided into 3 parts, namely opening, core activities and finally closing. This learning activity begins with the opening stage, namely the researcher greeting students, asking class representatives to lead prayers together and taking attendance of students. The core activities took place using the main method in this study, namely the Discovery Learning method which includes six Syntax, including Stimulation, problem statement, data collection, data processing, verification, and finally generalization which has been described in table 1 above.

To start the discovery learning method, students were first formed into 6 groups with 6 students in each group. Students began to read and observe examples of personal recount text given by the researcher in the group. Then they began to discuss and fill in the worksheet given, during this process the researcher went around the class to observe the discussion process and their observations and provide feedback if anyone did not understand from the worksheet given.

This discovery learning syntax ends with generalization, where students conclude orally about the recount text they discussed in the group by randomly selecting members of each group using the wheel of games application as representatives to present the results of their discussion. The implementation of cycle I can be seen in Figure 2 below:



Figure 2. process of Discovery Learning

3) Observation

The active participation of students in class XC SMAN 3 Pamekasan showed a significant increase from the pretest results. In the implementation of cycle I, students began to actively discuss and ask about what they did not understand from the worksheet given by the researcher. However, there were still some students who were less excited about the learning.

4) Reflection

In this section, the researcher discusses the results of the learning in cycle I as well as the acquisition of the scores from the post-test given to be compared with the pretest results. In this reflection section, an evaluation of the results of cycle I is also carried out so that if there are deficiencies, they can be improved in the next cycle stage.

After the implementation of the discovery learning model in the learning process of Recount text in cycle I, Students' scores in the post-test of cycle I can be seen in 4<sup>th</sup> table below:

Table 4. Student's Score of Post-test I

Number of students	Total Score of Pretest	average of
31	2500	78,19

The total score of 31 students was obtained as many as 2,500 so that an average of 78.19 was obtained. This means that there is an increase from the pretest and after the implementation of cycle I.

This proves that the application of the discovery learning model is effective in improving students' understanding and writing skills, they have started writing by paying attention to the structure of the recount text (orientation, events, and reorientation) although there are still some parts of the answer that are less precise. The post-test of cycle I percentage can be seen in the description of 5<sup>th</sup> table below:

Table 5. Student's Score of Post-test I

Number of students	Total Score of Cycle I	Average	Percentages
31	2500	78,19	78,19%

The students' average score increased to 78.19%, which means an increase of 24.81 points or 46.49% from the pretest score. This increase shows that Discovery Learning helps students discover the structure of recount texts actively through observing text examples, group discussions, and writing exercises. Students were more active in asking questions, writing personal experiences, and began to understand sentence patterns in simple past tense.

**Cycle II stage**

Cycle II was conducted on Thursday, May 22, 2025. The learning stages in cycle II are simpler because they see the average score of students which increased by 46.49%. In cycle II this was carried out as a stabilization of cycle I which was carried out by reviewing the learning material about recount text that had been learned in cycle I. Initially, this learning review will use an LCD projector to

display examples of recount text in the form of videos to make it easier for students to re-understand recount text, but due to constraints from the HDMI cable connecting to the laptop in the class, so the researcher took the alternative by sending teaching materials to the class WhatsApp group. The researcher reviewed the learning and students while paying attention to what the researcher explained and the teaching materials that had been given. After the learning review, a cycle II post-test was given to determine students' level of understanding in understanding recount text and writing recount text.

The post-test results of cycle II showed an average score of 76.59. Although there was a slight decrease from cycle I (by 1.60 points or -2.05%), this result still showed an increase of 43.51% compared to the pretest. The results of the assessment can be seen in 6<sup>th</sup> and 7<sup>th</sup> tables below:

Table 6. Student's Score of Post-test II

Number of students	Total Score of Pretest	average
31	2449	76,59

Table 7. Student's Score of Post-test II

Number of students	Total Score of Cycle II	Average	Percentages
31	2449	76,59	76,59%

From the results of the post-test cycle II, a total score of 2449 was obtained from 31 students and an average score of 76.59 was obtained with a percentage of 76.59%. From these results there was a decrease in scores from the first cycle post-test by 1.60 or a decrease of 2.05%, this decrease was caused by several external factors, which occurred in the classroom at the time of the post-test because at the time of the post-test it coincided with the raiding of students' cellphones so that it directly affected the mood and focus of students in preparing themselves for the test According to Supena et al., (2021), in constructivist-based learning such as discovery learning, the learning process is not only influenced by the design of the action but also by the psychological and environmental

conditions of students. In terms of writing quality, there was a significant improvement between the pre-test and post-test of Cycle II. If in the pretest students tended to copy examples or write in Bahasa Indonesia, in the Cycle II post-test most students were able to write recount texts with a complete structure, more consistent use of simple past tense, and more fluent ideas. Students also began to use temporal connectives (then, then, finally) and express opinions more expressively. This shows that students not only understand the text structure theoretically, but can also apply it in a personal context.

However, the score still shows an increase of 43.51% compared to the pre-test. Comparison between pretest until cycle II can be seen in the figure 4 below:

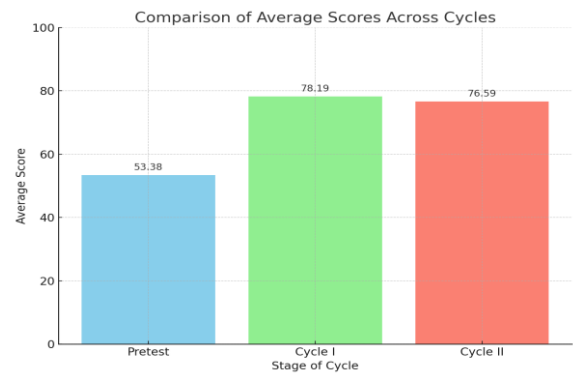


Figure 4. Diagram of CAR

In the diagram, the x-axis is the implementation of the test from the pretest to the post-test cycle II, while the Y-axis is the average score of students during the test in each cycle. The blue-colored diagram bar is the average result of the pretest score of 53.38 and shows the lowest diagram bar among the other diagram bars, this shows that before the implementation of discovery learning the value of students is still low. The green colored diagram bar shows the average value of the first cycle post-test of 78.19, and there was an increase of 24.81 points or 46.49%. The red bar shows the results of the average value of the second cycle post-test of 76.59. From the average diagram of the post-test cycle II, it can be seen that it is lower than the average value of the post-test cycles I, the decrease is 1.60 points or -2.05% this is due to several things as mentioned above, but despite the decrease, there is still an increase from the pre-test of 43.51%.



Thus, it can be concluded that the discovery learning model is able to develop students' writing skills gradually both in terms of understanding text structure, mastering grammar, and the ability to develop writing content. These results are in line with the view. Although most students showed improvement, some students still had difficulties in creating complete paragraphs or in using the past tense consistently. Therefore, in the next implementation, teachers can strengthen the individual guidance process, provide more varied additional examples, and provide sufficient reflection time for students to develop their writing more thoroughly.

### Conclusion

The results of the class action research in class XC SMAN 3 Pamekasan showed that applying the discovery learning model can help students understand and write a sequence of recount text. This was shown by an increase in the mean score from the pretest of 53.38 to 78.19 in cycle I; in cycle II, the mean score dropped to 76.59, but the result remained higher than the pretest and showed an overall significant improvement. The uncondusive classroom atmosphere, the level of student boredom, and the decline in student mood were the causes of the decline in cycle II results. However, students' writing showed better idea development, better text structure, and qualitatively better language use. Therefore, Discovery Learning is still a useful learning method to improve students' understanding as well as ability in writing recount texts, especially if supported by a supportive learning environment and consistent teacher guidance.

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