**ABSTRAK**

**MARAWATI**. “Peningkatan Pembelajaran Menulis Karangan Deskripsi Melalui Model Pembelajaran Penemuan (*Discovery Based Learning*) Peserta Didik Kelas VII SMP Negeri 1 Polombangkeng Utara, Kabupaten Takalar”. *Tesis*. (Dibimbing oleh Jufri dan Akmal Hamsa).

Penelitian ini bertujuan untuk mengkaji, (1) proses pelaksanaan model pembelajaran penemuan (*discovery based learning*) dalam meningkatkan keterampilan menulis karangan deskripsi peserta didik kelas VII1 SMP Negeri 1 Polombangkeng Utara Kabupaten Takalar, dan (2) hasil menulis karangan deskripsi melalui model pembelajaran penemuan (*discovery based learning*) peserta didik kelas VII1 SMP Negeri 1 Polombangkeng Utara Kabupaten Takalar. Penelitian ini merupakan penelitian tindakan kelas (*class action research*). Fokus penelitian adalah aktivitas guru dan peserta didik, serta keterampilan menulis karangan deskripsi melalui model pembelajaran penemuan (*discovery based learning*). Sumber data penelitian adalah guru bahasa Indonesia kelas VII1 dan peserta didik kelas VII1 berjumlah 33, terdiri atas 17 laki-laki dan 16 perempuan. Data penelitian adalah data aktivitas guru dan peserta didik, serta data hasil keterampilan menulis karangan deskripsi melalui model pembelajaran penemuan (*discovery based learning*). Instrumen yang digunakan adalah format pengamatan aktivitas guru dan peserta didik, serta format penilaian menulis karangan deskripsi. Teknik pengumpulan data yang dilakukan adalah observasi aktivitas guru dan peserta didik, serta tugas menulis karangan deskripsi. Analisis data proses dianalisis secara deskriptif kualitatif, sedangkan data hasil menulis karangan deskripsi dianalisis secara deskriptif kuantitatif. Hasil penelitian menunjukkan bahwa terjadi peningkatan pada (1) proses pelaksanaan model pembelajaran penemuan (*discovery based learning*) yang tampak pada aktivitas guru dengan kategori sempurna dan peningkatan frekuensi keaktifan peserta didik siklus I dan siklus II, (2) hasil pembelajaran menulis karangan deskripsi dari siklus I ke siklus II yang tampak dari skor yang diperoleh peserta didik setelah melalui 3 penskor. Skor yang diperoleh peserta didik pada siklus I yaitu skor 4 sebanyak 5 (15%) peserta didik, skor 3 sebanyak 13 (39%) peserta didik dan skor 2 sebanyak 15 (46%) peserta didik dengan nilai rata-rata 2,46. Kemudian, siklus II skor yang diperoleh peserta didik meningkat, yaitu skor 4 sebanyak 15 (45%) peserta didik, dan skor 3 sebanyak 18 (55%) peserta didik dengan nilai rata-rata 2,86. Pada siklus II penilaian hasil menulis karangan deskripsi peserta didik sudah memenuhi standar Kriteria Ketuntasan Minimal (KKM) yang digunakan guru bahasa Indonesia di sekolah tersebut yakni 2,66 dengan kategori baik.

vii

**ABSTRACT**

**MARAWATI**.2014. *Improving Writing Descriptive Essay Through Discovery Based Learning Model of The Seventh Grade Students at SMPN 1 Polombangkeng Utara in Takalar* (supervised by Jufri and Akmal Hamsa).

This study aims to study on (1) the process of implementing discovery based learning to improve descriptive essay writing skills of the seventh grade students at SMP Negeri 1 Polombangkeng Utara in Takalar; and (2) the outcomes of writing descriptive essay through discovery based learning model of the seventh grade students at SMP Negeri 1 Polombangkeng Utara in Takalar. This study is a class action research which focuses on the activity of teachers and learners, as well as descriptive essay writing skills through discovery based learning model. The data source was Indonesian language teacher in class VII1 with 33 participants, consisting of 17 boys and 16 girls. The instrument used is the observation format of teachers and students’ activities, as well as the descriptive essay writing assignment. Data were collected through observation as well as essay writing task. Analysis of the data process was by qualitative descriptive, while data from essay writing was analyzed through quantitave descriptive. The results showed that there is an increase on (1) the process of implementing the discovery based learning model that can be seen from the teacher activity in perfect categories and an increased frequency of active learners on the first cycle and second cycles; (2) students’ learning outcomes from the first to the second cycles obtaine from three scorings. It was discovered that there were 5 (15%) students in the first cycle obtained score of 4, score of 3 by 13 (39%) students, and scores of 2 obtained with as many as 15 (46%) students by the mean score of 2,46. Then, the scores of students were increased on the second cycle, score of 4 were obtained by 15 (45%) students, and score of 3 obtained with as many as 18 (55%) students by the mean score of 2,86. On the second cycle, the assessment results of students’ descriptive essays writing have meet the Criteria of minimum completeness (2,66) used by Indonesian language teacher in the school which categorized as good.

viii