Improving Literacy Skills in Description Texts Using the Discovery Learning Learning Model in Adventist 1 Middle School Students in Manado

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Abstract: Literacy is a series of a person's thinking abilities both in understanding a text and outside the text when it comes to work, family and society. This literacy will be experienced in everyday life, both in learning, working and interacting in other social worlds. This research aims to measure the increase in literacy skills in the descriptive text of class VIII students at Adventist Middle School1 Manado uses a discovery/disclosure based learning model or Discovery Learning (PDL). This research uses quantitative descriptive methods and the research subjects are students in class VIII-2 of SMP Advent 1 Manado for the 2023-2024 academic year, totaling 25 students. The techniques used in this research to collect data are observations, interviews and written tests. Meanwhile, data analysis in this research uses a percentage formula. The results of the research show that students have an overall score of 84.44%, which is considered capable of literacy. Using a discovery/discovery-based learning model can improve students' thinking skills to be more active and creative and increase students' self-confidence in the learning process. This also helps students prepare themselves to take the Computer-Based National Assessment exam.

Key words: literacy skills, descriptive text, discovery learning learning model.

INTRODUCTION

Literacy is a person's ability to manage and understand information when carrying out the process of speaking, reading and writing. A person's language skills can be seen through the person's self-literacy, namely listening ability, speaking ability, reading ability and understanding writing. According to UNESCO, literacy is a manifestation of real skills, which are specifically real cognitive skills, which are specifically cognitive skills of reading and writing, which are independent of the context in which those skills are obtained from anyone. (Purwati, 2017). Literacy is also the ability to be literate in individuals. Literacy is not only defined as literacy in the true sense, for example reading books and the like, but also includes the ability to read and understand ideas visually, when seeing billboard advertisements or seeing billboard advertisements or posters, because not everyone is able to translate and understand the visual message displayed. That is why many advertisements and billboards are often accompanied by sentence messages to make it easier to understand and read the message.

In the current era of globalization, reliable human resources are needed who understand literacy. Literacy is very important because a person can become the literate that the nation and state

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need to advance the world of education so that they can compete globally with other countries. By being literate, a person has the awareness to move forward and be abledeal with various levels of difficulties faced in life.

The government, through the minister of education and culture, in collaboration with the minister of communication, technology and information technology, announced a digital literacy program called cyberkreasi. This is a movement to prevent dangers that may arise from the large amount of negative content on various social networking sites and websites, which contain false news. Apart from that, digital literacy is also actively published by various general public, non-profit institutions and academics.

When the Covid outbreak hit, teaching and learning activities were moved from offline learninginto networked learning or the current popular term online to offline. In response to this, students must adapt to keep up with technological advances, and take part in learning activities and do online assignments. With advances in technology, students can find precisely and accurately the assignments given via the existing website network. However, on the one hand, the types of questions that require reasoning to sharpen the brain are often ignored due to the availability of answers on existing websites. They are less able to develop the potential that exists within themselves. Another impact is that the use of mobile phones or what can be called smartphones makes students less able to participate in tasks and responsibilities at school and at home. One skill, namely writing, is often overlooked.

Based on massDue to the problems that occur above, this research is motivated by the problem at Advent 1 Middle School Manado, especially class VIII, that students' Indonesian language learning still lacks the ability to express in writing the reading texts they hear, see and read in detail due to self-indulgence through technological sophistication. make students simply use their sense of hearing, paying attention to the lessons given. This transition makes students less likely to use their thinking power, less creative and creative when given the task of understanding a descriptive text and identifying existing objects and retelling the contents of the story. This makes teachers have to find effective learning methods to regenerate self-confidence to increase the potential that exists within students and develop it into the process of learning activities.

Literacy skills can be applied in all subjects. And one of the most superior ones is the Indonesian language subject. Regulation of the Minister of Education and Culture of the Republic of Indonesia Number 37 of 2018, class VIII Indonesian language lessons have core competency (knowledge) 3.2 understanding knowledge (factual, conceptual and procedural). Based on his curiosity about science, technology, art, culture related to phenomena and events visible to the eye. Core competency (skills) 4.2 try, process and present in the concrete domain (using, parsing, assembling, modifying and creating) the abstract domain (writing, reading, calculating, drawing, composing) according to what is learned at school and other sources same point of view/theory. These two core competencies are used to see students' abilities and skills in literacy by not only speaking or reading, but also in writing and finding things from what they see.

Researchers use a learning modeldiscovery learningto see the literacy skills of students. Discovery learning is a teaching model characterized by active learning experiences centered on students where they discover their own ideas and derive their own meaning. Researchers are very interested in conducting this research because there is a change in the learning process from online learning back to offline learning after the Covid-19 outbreak ends and they can meet directly with students so that they provide appropriate services to improve literacy skills. Students are more specialized in speaking, reading and writing.

Research entitled "Project Discovery Learning" based on literacy to improve thematic learning outcomes Silmy Nauli Izati, Wahyudi, Martin Sugayati, Satya Wacana Christian University, 2018.

This research was conducted through classroom action research consisting of two cycles on class V students at Salatiga State Elementary School 05. The results of the increase show an increase in student activity from 78.13% to 84.38%. Increased student activity from 78.13% to 84.38%. This increase in student activity had an impact on the completion of the thematic learning outcomes aimed at cycle 1, which was 70.6%, increasing to 82.35% in cycle 2. Based on the results of this research, it can be concluded that the implementation of literacy-based discovery learning projects can increase thematic learning activities. The difference between the research conducted by Silmy Nauli Izati and friends and this research is that this research used a stringer model with research subjects in class V elementary school totaling 35 students, whereas in this research there were 35 students with quantitative research.

In line with presearch entitled "Application of the HOTS (High Order Training Skill) oriented discovery learning model in learning descriptive text material in class VII" by Sakila SMP Negeri 2 Singkawang, 2020. In the results of this research, class VII students appear active in the learning process because they respond with good questions put forward by the teacher and their high participation in asking and responding to the topics being discussed in the lesson, there is an increase. This is due to the application of discovery learning methods. Students' ability to solve problems increases thanks to this learning method. However, the problems faced by students are that they are still not used to discovery learning, so teachers have to think about various methods in this type of learning. So teachers motivate their students to remain active in learning with guidance and direction and develop learning as best as possible. The method used is experimental. The data collection technique has the same similarities as the researcher, only different in the research object.

The Influence of the Discovery Learning Learning Model Using Audio Visual Media on the Literacy of Group B Children by Widya Maya Sari and friends at Surabaya State University, in 2023 stated that the influence of the discovery learning model using audio visual media on the reading and writing literacy abilities of group B children in Kindergarten Dharma Wanita Bulus using a quantitative research approach, the research results show that the experimental pretest and experimental posttest scores are 0.000 <0.05. This shows that there is a significant change in pretest control and posttest control, namely 0.025 > 0.05, which shows that there is no significant change. Based on the hypothesis proposed, Ha is accepted, Ho is rejected. This means that there is a significant influence of the discovery learning model using audio-visual media on the literacy of children in group B at Dharma Wanita Bulus Kindergarten.

Based on the existing problems described above, the researcherconducting classroom action research by applying the discovery learning model to improve the literacy skills of class VIII students at SMP Advent 1 Manado.

RESEARCH METHODOLOGY

This research uses quantitative descriptive methods. The quantitative descriptive method is research that takes problems or focuses attention on problems as they exist when the research is carried out. This research uses 2 cycles and each cycle consists of 6 components, namely stimulation (providing stimulation), problem statement (identifying problems), data collection (data collection), data processing (data processing), verification (proof), generalization (drawing conclusions) . The number of students is 25 people, consisting of 16 male and 9 female students.

Before carrying out the research objectives, students were given an explanation regarding descriptive text literacy.After students understand the material presented, the teacher distributes question sheets to determine students' understanding of literacy which is divided into 2 cycles. Besides students working on questions, the teacher asks short questions regarding the material that

has been discussed. The research was carried out from October to November during Indonesian language class hours.

The research is said to be successful if class VIII students and students achieve a score of ≥ 80% so it can be concluded that the students are in the literate category, which means they are able to literate in descriptive texts in accordance with the research objectives.

RESULTS AND DISCUSSION

Based on the data obtained by the researchers, there was a significant difference between cycle 1 and cycle 2. The following are the results of the students' existing literacy skillscan be seen in the cycle 1 table and the description of the questions for assessing students' literacy abilities using the discovery learning model.

No	Question Description	Question Form	Ability Description	Cognitive Domain	Difficulty Level	Question Weight
1	What is an example of an appropriate topic to describe in a descriptive text? A Keep it clean C New badminton ball B Dangers of smoking D Beautiful view of Mount Klabat	PGT	Reading literacy /understand	C2	Currently	7
2	Mention one step in writing descriptive text? A Looking for ideas C Determine the object to be or main ideas described B Determine the title D Express personal opinions according to pandn	PGT	Literacy reading/comprehension	C2	Currently	17
3	Based on the results of patient satisfaction surveys in outpatient services, which survey results are closest to the maximum and minimum figures? A Service requirements and C Implementing competency procedures and service time B Service time and tariff D The behavior of officers and costs the quality of infrastructure	PGT	Reading literacy /understand	C1	Currently	7
4	From the paragraph above, what moral message can we take about a person's character? A Every person has a C Straightforward people unique personality tend to be ignorant B Don't just look at D Empathy is a personal people from the responsibility outside view	PGT	Literacy reading/comprehension	C2	Currently	18
5	What is the important message in the descriptive text above entitled a little paradise in a house? A Family is a place where we C Mother prepares delicious share joy and sorrow food B Brother & Brother love D Dad came home with a lot each other of smiles	PGT	Literacy understands	C1	Currently	7
6	Determine the structure that includes the main characteristics of the subject, conditions or surrounding circumstances as well as conclusions from the descriptive paragraph fragments below...	Essays	Reading literacy /understand	C2	Currently	9
7	Make an example of descriptive text with the theme "Panorama at the foot of Mount Soputan".	Essays	Writing literacy (critical thinking)	C3	Hard	35
					Total score	**100**

From the description of the questions displayed in the table above, it can be seen that the number of questions consists of seven numbers divided into five multiple choice questions and 2 essay questions. Each question consists of understanding literacy and writing literacy (critical thinking) in the medium and difficult categories with a weight of one hundred questions each. By

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using the discovery learning method, students and girls are very enthusiastic because each of them is given the opportunity to explore as much information as they can and convey it back verbally and also review the responses given by the teacher to ask questions.

Below we will show somestudents' pa and the results of research on improving descriptive literacy using the discovery learning learning model for class VIII students at SMP Advent 1 Manado.

Table 4. 1 Literacy Ability Test Results in Text Description of Class VIII-2 Students at Advent 1 Middle School Manado using the discovery learning learning model

| No | Respondent 's Name | Assessment/Score Aspects | | | Mark |
| | | Write | Read | Speak | |
		35	30	35	
1	AD	26	24	25	75
2	BB	24	22	24	70
3	C.A	23	24	27	74
4	C.M	22	25	25	72
5	CP	20	24	25	69
6	FR	28	25	27	80
7	GH	25	27	25	77
8	NO	28	25	29	82
9	GT	27	25	28	80
10	JP	25	24	22	71
11	JW	21	25	29	75
12	KL	22	25	20	67
13	MW	25	19	25	69
14	MK	25	26	21	72
15	NT	26	20	17	63
16	NR	27	30	23	80
17	PK	25	29	20	74
18	PP	20	24	20	64
19	RP	19	25	21	65
20	ST	15	25	32	72
21	SS	20	24	28	72
22	SP	25	24	21	70
23	ST	29	25	29	83
24	SS	25	22	28	75
25	VMs	14	28	34	76
Amount		586	616	625	1827

Literacy Ability Test Results in Text Description of Class VIII-2 Students at Advent 1 Middle School Manado using the discovery learning learning model

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Table 4.2 Results of Teacher Assessment Analysis

AD Student	
Writing Ability	Has abilities that are categorized as good in critical thinking so that he gets a score of 34 in literacy in writing descriptive texts.
Reading Ability	Have good skills in reading comprehension so that you get a score of 28 in reading literacy questions in descriptive text but have not yet reached the specified score
Speaking ability	Has good ability in solving problems so he got a score of 33 in speaking but has not yet reached the specified score
Teacher Notes	Students are very good at critical thinking and good at understanding what they read in descriptive texts, however, Continue to improve literacy skills to be better

BB Student	
Writing Ability	Have the ability to think critically so that you get a score of 30 in literacy in writing descriptive texts but have not yet reached the specified score
Reading Ability	Have abilities that are categorized as good enough in understanding reading so that you get a score of 30 in reading literacy questions in descriptive texts and achieve the predetermined score
Speaking ability	Has the ability to solve problems in literacy so that he gets a score of 27 in speaking ability but has not yet reached the specified score
Teacher Notes	Students are good at critical thinking and good at understanding what is read in descriptive text, however, But the ability to speak is further improved

CA Students	
Writing Ability	Have abilities that are categorized as good in critical thinking so that you get a score of 30 in literacy in writing descriptive texts and achieve the predetermined score
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	Have good ability in solving problems so that you get a score of 30 in speaking ability but have not yet reached the specified score
Teacher Notes	Students have good skills in speaking, writing and reading descriptive text.

CM Student	

Writing Ability	Has abilities that are categorized as good in critical thinking so that he gets a score of 30 in literacy in writing descriptive texts and has achieved the target score
Reading Ability	Have the ability to understand reading so that you get a score of 25 in reading literacy questions in descriptive text but have not yet reached the specified score
Speaking ability	Have abilities that can be categorized as good in solving problems so that you get a score of 30 in speaking ability and have achieved the specified score
Teacher Notes	Students are very good at critical thinking and quite good at solving problems in descriptive text literacy questions
	There must be further improvement in understanding reading material in terms of literacy

CP Student

Writing Ability	The ability to think critically is still not optimal so it gets a score of 20 in literacy in writing descriptive text and has not yet reached the specified score
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	Have abilities that can be categorized as very good in solving problems so that you get a score of 30 in speaking ability and have achieved the specified score
Teacher Notes	Students are very good at understanding reading material and quite good at solving problems in descriptive text literacy questions, however, Critical thinking must be further improved to improve writing skills in literacy matters

FR Student

Writing Ability	Have the ability to think critically so that you get a score of 34 in literacy in writing descriptive text
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	Has the ability to solve problems so that he gets a score of 31 in speaking ability
Teacher Notes	Students are very good at critical thinking, this is proven by achieving excellent grades Continue to maintain the abilities that have been achieved

GH students

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Writing Ability	Having a score in critical thinking gets a score of 29 in literacy in writing descriptive text but has not yet reached the specified score
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	Have the ability to solve problems so that you get a score of 25 in speaking ability but have not yet reached the specified score
Teacher Notes	Students are quite good at understanding what is read in descriptive text, however, There must be further improvement in critical thinking and solving problems in numeracy literacy questions in descriptive texts

GK students

Writing Ability	Have the ability to think critically so that you get a score of 32 in literacy in writing descriptive text
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	Has the ability to solve problems so that he gets a score of 33 in speaking ability but has not yet reached the specified score
Teacher Notes	Students are quite good at writing, reading and speaking because the grades obtained are categorized as very good in literacy

GT Student

Writing Ability	Have the ability to think critically so that you get a score of 30 in literacy in writing descriptive texts but have not yet reached the specified score
Reading Ability	Have the ability to understand reading so that you get a score of 25 in reading literacy questions in descriptive text but have not yet reached the specified score
Speaking ability	Have abilities that can be categorized as good in solving problems so that you get a score of 35 in speaking ability and have achieved the specified score
Teacher Notes	Students are very good at solving problems on literacy questions in descriptive texts. Students are very good at speaking, they just need to improve their reading literacy so they can maximize their writing abilities

JP student

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Writing Ability	Have the ability to be categorized as very good in critical thinking so that you get a score of 35 in literacy in writing descriptive texts and have achieved the specified score
Reading Ability	The ability to understand reading is still not optimal so it gets a score of 24 in reading literacy questions in descriptive text but has not reached the specified score
Speaking ability	speaking ability is still not optimal and getting a score of 22 in speaking ability has not reached the specified score
Teacher Notes	Must be further improved in the ability to read reading material and speaking skills

JW Student	
Writing Ability	the ability to think critically has not yet reached the mark so it gets a score of 21 in literacy in writing descriptive texts
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	Has the ability to solve problems so that he gets a score of 21 in speaking ability but has not yet reached the specified score
Teacher Notes	Must be further improved in critical thinking and speaking skills

KL students	
Writing Ability	Have the ability to think critically so that you get a score of 30 in literacy in writing descriptive texts but have not yet reached the specified score
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	obtained a score of 25 in speaking ability but has not yet reached the specified score
Teacher Notes	Students are quite good at understanding what is read in descriptive text, however,
	Must improve more in speaking

MW Student	

Writing Ability	Have abilities that are categorized as very good in critical thinking so that you get a score of 30 in literacy in writing descriptive texts and have achieved the specified score
Reading Ability	The ability is categorized as not being optimal in understanding reading so that it gets a score of 30 in reading literacy questions in descriptive text
Speaking ability	speaking ability scored 25 and has not yet reached the specified score
Teacher Notes	Students have very good abilities in thinking critically and understanding reading material in literacy questions in descriptive texts. Must improve further in reading and speaking

MK students

Writing Ability	Have the ability to be categorized as very good in critical thinking so that you get a score of 35 in literacy in writing descriptive texts and have achieved the specified score
Reading Ability	reading ability scored 26 but has not yet reached the specified score
Speaking ability	Does not have good speaking skills so he gets a score of 21 in speaking ability and has not reached the specified score
Teacher Notes	Students have quite good abilities in critical thinking. However, there must be further improvement in understanding reading material and speaking skills

NT Students

Writing Ability	Have the ability to be categorized as very good in critical thinking so that you get a score of 35 in literacy in writing descriptive texts and have achieved the specified score
Reading Ability	the ability to understand reading obtained a score of 28, which is not close to the maximum number
Speaking ability	Obtaining a score of 17 in speaking ability is very far from achieving the specified score
Teacher Notes	Students have quite good abilities in critical thinking. Must be further improved in understanding reading material and speaking skills

NR Student

Writing Ability	Have the ability to be categorized as very good in critical thinking so that you get

	a score of 35 in literacy in writing descriptive texts and have achieved the specified score
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	The ability to speak has a score of 23, which is very far from the target value
Teacher Notes	Students have very good abilities in critical thinking and reading but their speaking abilities must be improved

PK students

Writing Ability	Have the ability to be categorized as very good in critical thinking so that you get a score of 35 in literacy in writing descriptive texts and have achieved the specified score
Reading Ability	ability to understand reading so as to get a score of 29 in reading literacy questions in descriptive text but has not yet reached the specified score
Speaking ability	speaking ability obtained a score of 20 has not yet reached the specified score
Teacher Notes	Students have quite good abilities in critical thinking. There must be further improvement in understanding reading material and speaking skills

RP students

Writing Ability	the ability to think critically obtained a score of 19, not yet reaching the specified score
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	the ability to speak received a score of 21 and had not yet reached the specified score
Teacher Notes	Students are quite good at understanding what is read in descriptive texts but need to improve further in critical thinking and speaking skills

ST students	
Writing Ability	Have the ability to think critically so that you get a score of 15 in literacy in writing descriptive texts but have not yet reached the specified score
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	Have the ability to speak so that you get a score of 30 and have achieved the specified score
Teacher Notes	Students are still very far from critical thinking but good at reading comprehension and speaking skills.

SS Student	
Writing Ability	The ability to think critically needs to be improved so that getting a score of 20 in literacy in writing descriptive text has not yet reached the specified score
Reading Ability	reading ability is still far from the expected value so it gets a score of 24 in reading descriptive text literacy questions and has reached the specified score
Speaking ability	Have abilities that can be categorized as good in speaking and obtain a score of 35 and have achieved the specified score
Teacher Notes	Students have excellent speaking skills Further improvement in critical thinking in writing literacy and understanding reading descriptive texts

SP Student	
Writing Ability	Have the ability to think critically so that you get a score of 35 in literacy in writing descriptive texts but have not yet reached the specified score
Reading Ability	Have the ability to understand reading so that you get a score of 23 in reading literacy questions in descriptive text but have not yet reached the specified score
Speaking ability	Have abilities that can be categorized as good in solving problems so that you get a score of 21 in speaking ability and yet achieve the specified score
Teacher Notes	Students are very good at literacy writing skills
	There must be further improvement in speaking and reading literacy reading content

ST students	
Writing Ability	Have abilities that are categorized as good in critical thinking so that you get a score of 35 in literacy in writing descriptive texts and have achieved the specified score

Reading Ability	Have good skills in reading comprehension so that you get a score of 30 in reading literacy questions in descriptive text
Speaking ability	Have the ability to speak and get a score of 32 and achieve the specified score
Teacher Notes	Students have good abilities in critical thinking, understand reading and speaking while maintaining literacy skills
SS Student	
Writing Ability	Have the ability to be categorized as very good in critical thinking so that you get a score of 35 in literacy in writing descriptive texts and have achieved the specified score
Reading Ability	Have abilities that are categorized as good in understanding reading so that you get a score of 30 in reading literacy questions in descriptive text and have achieved the specified score
Speaking ability	Have the ability to speak so that you get a score of 30 and have achieved the specified score
Teacher Notes	Students have excellent abilities in critical thinking and understanding reading material in terms of numeracy literacy in descriptive texts as well as speaking skills.
VM Student	
Writing Ability	Have the ability to improve critical thinking so that you get a score of 14 in literacy in writing descriptive text
Reading Ability	The ability to understand reading is categorized as good, resulting in a score of 29 in reading literacy questions in descriptive text
Speaking ability	Have the ability to speak so that you get a score of 34 and have achieved the specified score
Teacher Notes	Students have very good reading and speaking skills in terms of descriptive text literacy but do not yet have maximum results in terms of writing literacy skills

Can be seen atThe teacher's analysis table above is that each student has different abilities in terms of writing, reading and speaking. Among them, there are those who are superior in their writing and reading abilities but are poor in speaking, but there are also those who have the ability to speak but are slow in writing. However, even though their abilities differ from each other, students and girls are categorized as literate because they meet the cut-off value for measuring descriptive text literacy abilities using the discovery learning model.

Based on the results of the presentation in cycle one, if you use the percentage formula proposed by Ali (1978: 184), the results obtained are 73.08%, which means that class VIII students and girls have met the overall threshold value. However, the researchers tried again to carry out the second cycle test to ascertain whether class VIII students and students had increased literacy regarding the descriptive text that had been given previously in the form of questions. The following are the results of research in cycle 2 which are displayed in table form.

Table 4. 3 Literacy Ability Test Results in Text Descriptions of Class VIII-2 Students at Advent 1 Middle School Manado using the discovery learning learning model

No	Respondent's Name	Assessment/Score Aspects			Mark
		Write	Read	Speak	
		35	30	35	
1	AD	34	28	33	85
2	BB	30	30	27	87
3	C.A	35	30	30	95
4	C.M	35	25	35	95
5	CP	20	30	35	85
6	FR	34	30	31	95
7	GH	29	30	25	84
8	NO	32	30	33	95
9	GT	30	25	35	90
10	JP	35	24	22	81
11	JW	21	30	32	83
12	KL	30	30	25	85
13	MW	35	30	25	90
14	MK	35	26	21	82
15	NT	35	28	17	80
16	NR	35	30	23	88
17	PK	35	29	20	84
18	PP	20	30	20	70
19	RP	19	30	21	70
20	ST	15	30	35	80
21	SS	20	24	35	79
22	SP	35	23	21	79
23	ST	35	30	32	77
24	SS	35	30	30	95
25	VMs	14	29	34	77
Amount		828	797	776	2. 111

Based on the data in the cycle table above, if you use the Ali formula (1978:184), namely

$\% = \frac{n}{N} \times 100$ where

n = Score obtained by all students

N = Number of all expected values

% = Percentage

100 = Fixed number

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Is known :

n = 2111

N = 2500

% = $\frac{2381}{2500}$ x 100 = 84.44%

The results obtained by class VIII-2 students at SMP Advent 1 Manado were 84.44%, categorized as capable because they were in the 80%-90% range. Below will be displayed a table explaining the assessment aspects:

No	Assessment Aspects	Score	Category
1	Write	35	Enough
2	Read	30	Good
3	Speak	35	Very good
Amount		**100**	

From the assessment categories above, we can enter in the table the range of scores obtained by each student so that we can find out which students are classified as very capable, capable, and less capable in literacy through the following table.

Joint Criteria and Classification of Values

No	Value Range	Classification	Amount
1	90% - 100%	Very Capable	7 people
2	80% - 89%	Capable	12 people
3	70% - 79%	Capable enough	6 people
4	0% - 69%	Less fortunate	-

Based on the results of the analysis above, it can be concluded that the literacy skills in the descriptive text of class VIII-2 students at Advent 1 Middle School Manado using the discovery learning model have obtained a score of 90% - 100% totaling 7 students and students who have obtained a score of 80% - 90% numbered 12 people while there were 6 students who got a score of 70% - 79% and there were no students who got a score of 0% - 69%. The total number of students is 25 people.

In accordance with the competency objectives to be achieved, this research begins with an explanation to each student. Then proceed with discussing the descriptive text which opens with questions to guide students to the material to be studied. Teaching and learning activities are carried out using the discovery learning learning model where the aim is in addition to achieving basic competencies as well as delivering material, namely descriptive text, in the process of teaching and learning activities.

The implementation of the computer-based national exam (ANBK) programmed by the Ministry of Education and Culture involves both private and state schools. Where the aim is to achieve quality education that has global competitiveness.

Literacy is a person's ability to read, write, or reproduce ideas that have been learned through studying correct topics based on facts. Reading is the ability to understand, use, evaluate, reflect on various types of written texts to develop individual capacities.

When facing the ANBK literacy exam, it is very necessary to know the meaning of the questions being asked so that it will greatly influence the answers that will be answered later.

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Example questions that contain descriptive text will make it very easy for students to understand using the discovery learning method where the example questions contain literacy.

The table of research results above can state that the ability of class VIII students at Advent 1 Middle School Manado has good literacy skills using the discovery learning method in the good category. It's just that there are some students who have different literacy skills or can be said to be lower than other students. But overall good in terms of literacy.

Based on interviews with several students in the process of teaching and learning activities, questions were found related to descriptive text. In accordance with the application of the discovery learning learning model, students have high interest so this has an impact on course grades and as a result they get high grades where students are given the opportunity to practice directly what they have learned by learning by doing.

Schools are greatly helped when implementing discovery learning. However, of course it must be supported by elements who have a direct interest, including the principal, teachers, students, especially teachers in the Indonesian language field of study, to have high professionalism and the ability to develop and have creative ideas as well as teachers in other fields of study so that they have an impact. positive for the student teaching and learning process.

CONCLUSION

After conducting observations, interviews, and evaluating students' descriptive text worksheets using a model learning model*discovery learning*By going through cycle I with an achievement of 73.08% and cycle II 84.44%, it can be concluded that:

1. Adventist 1 Middle School Manado students were able to improve their literacy skills in Indonesian language lessons.

2. By using a discovery/discovery based learning model (discovery leanring) students can improve their thinking skills to be more active and creative, innovative

3. Increase self-confidence in the learning process.

4. Helping students prepare to take the Computer-Based National Assessment exam.

With the experience of carrying out this research, there are several important suggestions related to the research results that need to be written, namely:

1. For the school: (1) Indonesian language subject teachers, especially class VIII, must have a Bachelor's degree in Indonesian Language Education; (2) Can complete learning facilities in the library in the form of reference books related to literacy learning to prepare students to take the Computer-Based National Assessment (ANBK) exam; (3) save the previous year's ANBK questions for students to use in training to do Indonesian language questions.

2. For teachers, in order to arouse students' enthusiasm for learning, especially in learning related to class VIII descriptive text material, teachers who teach need to develop learning models that involve student creativity to improve both knowledge, attitudes and skills.

3. For students, (1) continue to improve active, creative, innovative and fun learning both in learning Indonesian and other learning. (2) within each student there is extraordinary potential that God has given, develop it, so that it will be multiplied by God.

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