

The Effect of the Discovery Learning Model and Reading Interest on Writing Skills

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ABSTRACT

This study aims to explain the influence of the discovery learning model and reading interest on writing skills. This study uses qualitative research with an experimental method with a quasi-experiment type. The research population is all class X students of Senior High School 1 Koto XI Tarusan for the 2025/2026 school year with a total of 357 students. The sample of this study is class X E5 as an experimental class, and X E6 as a Control class. The research instrument used a questionnaire to find out reading interest and a performance test to find out students' writing skills. The results of the findings of this study are, First, the skill of writing the text of the observation results report taught using the model discovery learning higher than the skill of writing the text of the observation results report taught using the direct learning model. Second, the skill of writing the text of the observation results of students with high reading interest taught with the model discovery learning higher than students taught with a hands-on learning model. Third, the skills of writing the text of the observation results report for students with low reading interest taught with the model discovery learning higher than students taught with a hands-on learning model. Fourth, there is no interaction between models' discovery learning and reading interest in writing skills in the text of student observation reports.

Keyword: Discovery Learning Model; hands-on learning model; Reading Interest; Text of the Observation Report

INTRODUCTION

Writing skills in the world of education have a strategic role as a means of developing students' critical and creative thinking skills. This is because writing is not only an academic activity, but a means to form character, discipline of thinking, and intellectual responsibility (Muid et al., 2024). Through writing, a person can express ideas, convey information, and give opinions in a measurable and easily understood manner by others involving aspects of language use and content processing (Rus, 2016; Sukirman, 2020). The language aspects contained in writing skills consist of vocabulary, spelling, punctuation, language style, grammar, as well as cohesion and collapse in writing.

One of the writing skills learned by high school students in class X is the skill of writing the text of the observation report. The text of the observation report is a text that provides an explanation of the results of the analysis that has been adjusted to the field of observational science, delivered systematically and structured (Kosasih, 2014). In addition, the text of the observation report is a type of text that is factual, which is related to facts, direct events, and observations that occur around students (Pontjowulan, 2023).

However, in practice, the skill of writing the text of the report results of student observations is still relatively low. Based on the results of observations and interviews with Indonesian language teachers at Senior High School 1 Koto XI Tarusan that writing skills are still in the low category. This is due to the lack of students' understanding of the structure, content, language of the text, and the lack of student practice in writing activities. In line with research from Putri & Ramadhan (2019), that students have difficulties in pouring out ideas, as well as choosing improper diction in writing texts. In addition to the difficulty of pouring

out ideas and ideas, students do not understand well the structure, characteristics, and linguistic rules of the text of the observation report (Mugianto et al., 2017; Kaffah et al., 2021; Rosidin & Kurniawan, 2025; Suhendri et al., 2025).

These problems are not only caused by the student's ability factors, but are also influenced by the learning process that takes place in the classroom. Writing learning that is still teacher-centered causes students to be less active in developing ideas independently. Teachers tend to provide more theoretical explanations than provide opportunities to practice writing directly. This causes students to be less trained in composing texts in a complete and systematic manner. Low student motivation to learn is an obstacle, many students consider writing as a difficult and boring activity, so they are less enthusiastic in participating in learning.

On the other hand, students' critical thinking skills in making observations are also still relatively low (Wibowo, 2024). Students often do not make direct observations, but only receive information from other sources, so the writing produced does not reflect the actual facts. The lack of feedback from teachers on students' writings is a factor that worsens the condition. Without clear corrections, students do not know the mistakes made and tend to repeat the same mistakes.

One of the factors that can affect writing skills is the interest in reading. According to Rahim (2018), an interest in reading is a strong desire accompanied by a person's efforts to read. Students who have a high interest in reading, of course, have a lot of reading from various types of texts, so that students have broad insights, are rich in vocabulary, and are able to compose sentences well. Students who have a low interest in reading will have difficulty pouring ideas in the form of writing. The low interest in reading that occurs in high school students today is characterized by technological advances that tend to make students spend time on digital activities such as playing social media and games *online* (Sari et al., 2024). This means that the use of technology by students has not fully supported the development of reading skills.

Although these previous studies have provided important contributions, significant research gaps remain. First, no study has specifically examined the interaction between the discovery learning model and reading interest on the writing skills of observation report texts at the high school level. Second, research that compares the effectiveness of discovery learning across different reading interest levels (high vs. low) remains scarce. Third, most previous studies have been conducted in different geographical contexts with different student characteristics, limiting generalizability to the population of West Sumatra. The urgency of this research is underscored by: (1) the full implementation of the Merdeka Curriculum in the 2025/2026 school year, which demands student-centered learning approaches; (2) the persistent low writing skills among Indonesian high school students; (3) the lack of empirical evidence on the effectiveness of discovery learning for observation report text writing in the context of West Sumatra.

Students as the younger generation who are used to using digital for daily activities, cause students to not feel at home to read that have long texts, even though reading interest is the main aspect that can affect a person's ability to understand reading (Slameto, 2015). Based on these problems, innovations in learning are needed that are able to increase active student involvement, foster interest in reading, and train critical thinking skills and writing

skills. One of the efforts to overcome these problems is to use a learning model that can lead students to be active in finding their own knowledge, such as the *discovery learning*.

Discovery learning emphasizes the direct involvement of students in discovering concepts or information through independent exploration and discovery activities. The *discovery learning* model is a learning model that centers on students and teachers only as facilitators, the form of learning is not delivered finally, and students who find or seek information independently. Therefore, the researcher felt the need to conduct a study entitled "The Influence of the Learning Discovery Model and Reading Interest on Writing Skills".

METHOD

This research was quantitative research with an experimental method. By conducting experimental research, the researcher provides clear data information on the variables being studied (Atmazaki et al., 2023). This study uses a quasy experimental design with a 2x2 factorial design. The population of this study is all students of class X at Senior High School 1 Koto XI Tarusan for the 2025/2026 school year totaling 357 people divided into classes X E1 to X E10. Sampling technique using purposive sampling. Research sampling is based on looking for average daily values, conducting normality tests that function to see normal and non-normal data, then hypothesis testing is carried out, determining the class to be used as a research sample. class, then it can be said that class X E5 is the Experiment class as the Experiment class and class X E6 is the Control class.

This research focuses on three factors, namely the discovery learning model, reading interest, and the skill of writing the text of the observation report. This research instrument uses a questionnaire to determine the level of reading interest, as well as a performance test for the skill of writing the text of the observation report. The data analysis on the reading interest questionnaire was selected into two groups, namely 27% of students who were at the top level, and 27% of students who were in the low category. Data analysis for the skill of writing the text of the observation report is based on the indicators that have been set. Hypothesis testing using IBM SPSS Statistic 27 and Microsoft Excel applications. Hypotheses 1, 2 and 3 were carried out with independent t-test samples, while hypothesis 4 used two-way variant analysis (2-way ANOVA).

RESULTS AND DISCUSSION

Research Results

This study explains the findings of the influence of the discovery learning model and reading interest on the writing skills of observation report texts. The following are the results of the researcher's findings.

Table 1: Data on Writing Skills Text, Reports, Observations, Experiments and Control Classes

	N	Lowest Score	Highest Score	$\bar{X}$	Hours of deviation
Experimental Classes	36	58,33	100,00	76,54	10,41
Control Class	36	30,55	87,50	54,70	13,79

Table 2: Test Hypothesis 1

<i>t-test for Equality of Means</i>						
T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
4,296	70	0,000	12,46111	2,90057	6,67610	18,24612
4,296	64.773	0,000	12,46111	2,90057	6,66788	18.25434

Based on table 2 about the skills of writing the text of the observation results above, in the experimental class the highest score was 100, while the lowest score was 58.33 with an average score of 76.54 and a standard deviation of 10.41. For the control class, the highest score was 87.50 and the lowest score was 30.55 with an average of 54.70 and a standard deviation of 13.79. The results of the hypothesis test in table 2 obtained a value of $t_{\text{Count}} > t_{\text{Table}} = 4.296 > 1.667$, and a significant value of $0.000 < 0.05$. This means that H_0 rejected and H_1 accepted. What it means Use of the model *discovery learning* has a significant effect on the writing skills of the observation report of class X students.

Table 3: Data on Results of Text Writing Skills Reports of Observations with High Reading Interest in Experimental and Control Classes

	N	Lowest Score	Highest Score	$\bar{X}$	Hours of deviation
Experimental Classes	10	69,44	100,00	83,46	9,15
Control Class	10	62,50	87,50	74,85	7,00

Table 4: Test Hypothesis 2

<i>t-test for Equality of Means</i>						
T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
2,363	18	0,030	8,61100	3,64481	0,95354	16,26846
2,363	16,848	0,030	8,61100	3,64481	0,91582	16,30618

Based on table 4 about the writing skills of the report of the observation of students who have a high interest in reading, which was obtained from the calculation of 27% of 36 students, then 10 students are in the upper category or in the lower category. This can be seen in the experimental class with the highest score of 100, while the lowest score is 69.44 with an average score of 84.46 and a standard deviation of 9.15. For the control class, the highest score was 87.50 and the lowest score was 62.50 with an average of 74.85 and a standard deviation of 7.00. The results of the hypothesis test in table 4 obtained a value of $t_{\text{calculated}} > t_{\text{table}} = 2.363 > 1.734$, and a significant value of $0.030 < 0.05$. This means that H_0 is rejected and H_1 is accepted. This means that the skill of writing the text of the observation results with

reading interest is higher than students who have a high interest in reading who are taught using the direct learning model.

Table 5: Data on Text Writing Skills Report Results of Students with Low Reading Interest in Experimental and Control Classes.

	N	Lowest Score	Highest Score	$\bar{X}$	Hours of deviation
Experimental Classes	10	58,50	87,50	74,02	9,66
Control Class	10	45,83	81,94	58,85	11,36

Table 6: Hypothesis Test 3

<i>t-test for Equality of Means</i>						
T	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
					Lower	Upper
3,215	18	0,005	15,16600	4,71713	5,25568	25,07632
3,215	17,551	0,005	15,16600	4,71713	5,23746	25,09454

Based on table 5 on text writing skills, the results of observations of students who have low interest in reading, which were obtained from the calculation of 27% of 36 students, then 10 students are in the upper category or in the lower category. This can be seen in the experimental class with the highest score of 87.50, while the lowest score is 58.50 with an average score of 74.02 and a standard deviation of 9.66. For the control class, the highest score was 81.94 and the lowest score was 45.83 with an average of 58.85 and a standard deviation of 11.36. The results of hypothesis testing in table 6 obtained a value of $t_{\text{calculated}} > t_{\text{table}} = 3.215 > 1.734$, and a significant value of $0.005 < 0.05$. This means that H_0 is rejected and H_1 is accepted. This means that the skills of writing text reports of observation results with low reading interest taught using *the discovery learning* model are higher than students who have low reading interest taught using the direct learning model.

Table 7: Test Hypothesis 4

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
<i>Corrected Model</i>	3123,063	3	1041,021	11,665	0,000
<i>Intercept</i>	211399,968	1	211399,968	2368,854	0,000
Classes	1463,374	1	1463,374	16,398	0,000
Interest	1565,501	1	1565,501	17,542	0,000
Class* Interest	94,188	1	94,188	1,055	0,311
<i>Error</i>	3212,692	36	89,241		
Total	217735,723	40			
<i>Corrected Total</i>	6335,755	39			

R Squared = .493 (Adjusted R Squared = 0,451)

Based on table 7, it can be said that H_0 accepted and H_1 rejected. This can be proven by obtaining a value of $F (\text{Class} * \text{Interest}) = 1.055$ and a $\text{sig.} = 0.311 > 0.05$. It can be

concluded that there is no interaction between the model *discovery learning* with reading interest in writing text skills report results of class X students.

Discussion

1. Skills in Writing Observation Report Texts Taught Using the Discovery Learning Model and the Direct Learning Model

Based on the results of the first hypothesis with an independent t-test sample, $T_{hitung} > T_{Table}$, $df = 70$ and $\alpha = 0.05$, i.e. $4.296 > 1.667$ meaning H_0 rejected and H_1 accepted. The difference in the level of understanding is evident from the comparison of the average scores of students in the experimental class taught with the model *discovery learning* obtained an average score of 76.54 in the Good category, while students who were taught with the direct learning model obtained an average score of 67.24 in the Sufficient category.

Model *discovery learning* It is effectively used for learning writing skills because the model provides opportunities for students to find concepts, ideas, and information related to the material being studied. Models *discovery learning* It also encourages students to explore various sources of information and exploration processes on the objects observed, thereby helping students gain a deeper understanding of the topic written so that the content of the writing becomes clearer, systematic and based on facts from observations (Prima & Abdurahman, 2024).

This is in line with research Zalukhu et al., (2025), the discovery learning model makes students enthusiastic and active in learning, so that the material taught can be understood by students and can improve student learning outcomes. In addition, the discovery process on the model *discovery learning*, can help students understand concepts more deeply, so that students have a clearer knowledge base to be developed systematically according to the structure of the text in the writing (Satriawan et al., 2023). Each stage of the model *discovery learning* encourage students to be active, skilled and have a spirit of collaboration, communication and understanding (Ekaputra, 2023; Baiti et al., 2025).

2. Observation Report Text Writing Skills with High Reading Interest Taught with a Higher Discovery Learning Model than those Taught with a Direct Learning Model.

Based on the results of the second hypothesis test, this study shows that the writing skills of the text of the observation report with high reading interest are taught using the model *discovery learning* higher than students who were taught using a direct learning model as evidenced by the results of hypothesis test analysis with a value of $t = t_{Count} > t_{Table}$, $df=18$, $\alpha = 0.05$, i.e. $2.363 > 1.667$, meaning H_0 rejected and H_1 accepted.

The discovery learning model provides opportunities for students to learn independently. As with the research conducted Haryuti & Hadi (2022), that students are taught using the model *discovery learning* who have a high interest in reading makes students more active in asking questions, not easily bored in learning, able to solve problems in learning and make students learn independently.

Students who have a high interest in reading tend to have broader insights, richer vocabulary, and a good understanding of structure, so they are combined with the model *discovery learning*, the ability to write can be developed optimally. This is in line with the characteristics of students who have a high interest in reading, because students are used to looking for information and understanding the content of reading in depth.

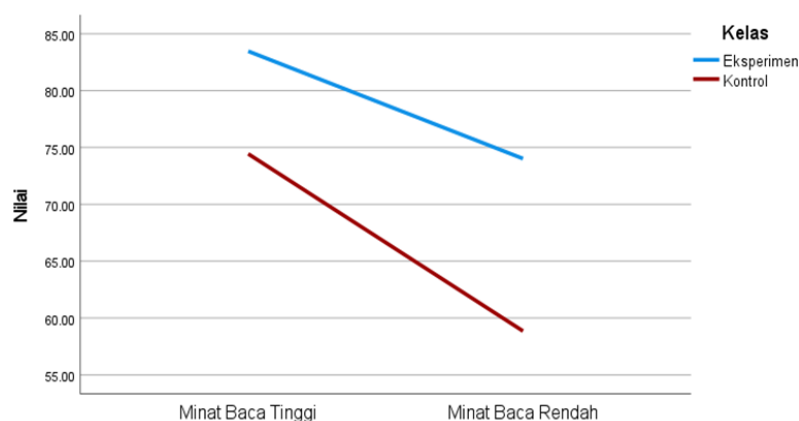
3. Observation Report Text Writing Skills with Lower Reading Interest Taught Using the *Discovery Learning* Model than Taught Using the Direct Learning Model

Based on the results of the third hypothesis test, this study shows that the skill of writing the text of the observation results with low reading interest is higher than that taught using a direct learning model as evidenced by the results of the hypothesis test analysis with the value $t = T_{hitung} > T_{Table}$, $df = 18$, $\alpha = 0.05$, i.e. $3.125 > 1.667$ means H_0 rejected and H_1 accepted. This means that the model *discovery learning* has a positive impact on students who have low reading interest.

Models *discovery learning* Establish students as active subjects in learning, encourage interaction, discussion, and exploration of ideas independently and in groups (Marlisa et al., 2020). In addition, low interest in reading is not the main obstacle in improving writing skills if supported by the right learning model. This study shows that the *discovery learning* can provide a meaningful learning experience through the process of finding so that students can more easily understand the structure and content of the text of the observation report (Rumijati, 2015).

4. Interaction between the Discovery Learning Model and Reading Interest on Writing Skills in Observation Report Texts.

Andersson & Nielsen, (2014) explained that the interaction occurred because it was caused by one factor with another. However, reading interest has not fully determined the success of the writing skills of the observation report text. There are many other factors that affect reading interest such as creativity, intelligence, talent, and learning environment (Puspitasari, Yesi & Nurhayati, 2019). In addition, reading interest also depends on internal factors and external factors, such as self-confidence, knowledge of reading references, knowledge of the use of language structures, vocabulary, and correct writing procedures (Fiani & Nadya, 2020). If the interaction is not significant, the main effects that occur on independent variables can be interpreted separately. This can be seen in Figure 1 below.



Based on Figure 1, the average difference in the experimental class and the control class can be clearly seen that students who had high reading interest in the experimental class obtained an average of 83.46, while for low reading interest in the experimental class obtained an average of 74.02. The control class that had a high reading interest obtained an average score of 74.85, while the low reading interest in the control class obtained an average

score of 58.85. This graph shows the absence of interaction between the model's *discovery learning* and reading interest in the writing skills of the observation report text. that is, the model *discovery learning* with high and low reading interest in the experimental class as well as controls, there was no significant difference in the writing skills of the observation report text.

Therefore, the model *discovery learning* can be applied to both high and low reading interest levels. Students who have high or low reading interest still show relatively similar learning outcomes when treated with different learning models.

CONCLUSION

Based on the results of the research as follows. *First*, the skill of writing the text of the observation results report taught using *the discovery learning* model is higher than that taught using the direct learning model with a value of $\text{sig. } 0.00 < 0.05$. *Second*, the writing skills of the observation report text who had a high reading interest were taught with a *higher discovery learning* model than students who had a high reading interest who were taught a direct learning model with a sig. value of $0.03 < 0.05$. *Third*, the writing skills of the report results of observations of students who had low reading interest who were taught using *the discovery learning model* were higher than students who had low reading interest who were taught using a direct learning model with a sig. $0.005 < 0.05$. *Fourth*, there was no interaction between the *discovery learning model* and reading interest on the writing skills of the observation report of Senior High School 1 Koto XI Tarusan students because $F_0 < F_t = 1.05 < 4.11$.

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