

## Discovery Learning Learning Model to Improve the Writing Ability of English Descriptive Text Class XI Students SMA Yadika 11 Bekasi

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**Abstract:** This study aims to explore the effectiveness of the Discovery Learning model in improving the writing ability of English descriptive texts among Class XI students at SMA Yadika 11 Bekasi. The research employs a qualitative approach, involving classroom observations to examine student engagement and participation, as well as in-depth interviews with teachers to understand their perceptions of the Discovery Learning model. Data were collected through direct observation of the learning process and interviews that provided insights into the impact of the learning model on students' descriptive writing skills. The findings indicate that the Discovery Learning model significantly enhances students' ability to write descriptive texts. This research contributes to the field by highlighting the potential of Discovery Learning as an effective method for improving writing skills in English language education.

**Keywords:** Learning Model, Discovery Learning, Writing Ability, Descriptive Text, learning English

### 1. INTRODUCTION

A learning model is a framework or approach used to structure the teaching and learning process to achieve the desired educational objectives. In the context of improving the ability of 11th-grade high school students to write descriptive texts in English, the Discovery Learning model plays a crucial role. This model encourages students to actively explore and discover information on their own, with the teacher serving as a guide. By fostering an environment where students are motivated to seek knowledge independently, Discovery Learning not only enhances their writing skills but also promotes critical thinking and creativity. The execution of Discovery Learning has the potential to yield significant enhancements in the writing abilities of students by promoting a more profound understanding of the writing process and facilitating the development of critical thinking skills (Ariyana et al., 2020; Suraidah et al., 2023). The model's focus on learner-centred pedagogy is in strong alignment with the goals of instructing descriptive writing, wherein students are required to observe, analyze, and effectively articulate their cognitive processes. The effectiveness of this approach in improving students' proficiency in writing descriptive texts has been supported by various studies, demonstrating its value in the educational process.

The Discovery Learning model, widely implemented in educational settings, is particularly effective in enhancing students' ability to write descriptive texts in English, especially among high school students. In this approach, students actively engage in the process of searching for and discovering information on their own, with the teacher providing guidance

and support as needed. The Discovery Learning model provides a systematic framework that directs students through multiple phases of the writing process. As indicated by the results of various research endeavours, this model encompasses procedures such as topic identification, question formulation, investigation execution, and findings presentation (Ariyana et al., 2020; Suraidah et al., 2023). This method not only enhances students' writing abilities but also promotes their engagement and motivation in the learning process. For instance, a study demonstrated that students who participated in Discovery Learning activities showed significant improvements in their descriptive writing scores compared to those who received traditional instruction (Suraidah et al., 2023). This method not only encourages independent learning but also helps students develop critical thinking and language skills, making it a powerful tool for improving writing proficiency. The Discovery Learning model significantly boosts students' ability to write more detailed and coherent descriptive texts, as it encourages exploration and creativity in language use.

Discovery Learning is effective in enhancing writing skills, particularly in writing Descriptive Text, which requires a deep understanding of the object being described. The incorporation of visual stimuli, specifically picture sequences, within the Discovery Learning paradigm has been evidenced to significantly augment students' abilities in descriptive writing. Empirical studies indicate that the utilization of picture sequences as a pedagogical tool can effectively ignite students' creative capacities and facilitate a more coherent organization of their cognitive processes during the writing task (Gayatri & Gaffar, 2023; Yustika, 2021). This instructional model encourages students to actively engage in the learning process by exploring and discovering information on their own, fostering a more profound comprehension of the subject matter. In the context of teaching descriptive writing to 11th-grade high school students, Discovery Learning facilitates the development of detailed and coherent descriptions by promoting critical thinking and creativity. This approach significantly improves students' ability to convey their observations and thoughts in writing, making it a valuable tool in language education.

In the context of English language learning in high schools, the Discovery Learning model has been proven to significantly enhance students' ability to write Descriptive Texts. The function of educators in promoting Discovery Learning is of paramount importance, as they are required to facilitate the educational journey of students while simultaneously granting them the autonomy to engage in independent exploration and knowledge acquisition. Exemplary pedagogical practices encompass the provision of essential vocabulary, the encouragement of collaborative discourse, and the delivery of constructive critique regarding

students' written work (Suraidah et al., 2023). This approach allows students to actively engage in the learning process by exploring and discovering information independently, which in turn deepens their understanding and improves their writing skills. The model fosters critical thinking and creativity, enabling students to construct detailed and coherent descriptions. Studies have demonstrated that Discovery Learning not only improves writing proficiency but also increases student motivation and engagement in the learning process, making it a highly effective method for teaching descriptive writing in high school settings.

Writing ability is a critical skill that encompasses a range of competencies, including grammar, vocabulary, coherence, organization, and creativity. Developing strong writing skills is essential for effective communication in both academic and professional contexts. The importance of integrating technology in writing instruction to enhance student engagement and provide timely feedback. Additionally, formative assessments and personalized feedback have been shown to significantly improve students' writing performance by addressing individual learning needs. The positive outcomes associated with Discovery Learning underscore its effectiveness as a competent educational methodology within the field of language instruction, particularly in the augmentation of students' skills in descriptive writing (Astuti et al., 2023; Suraidah et al., 2023). Collaborative writing practices and digital tools further contribute to the development of writing skills by fostering a deeper understanding and application of language. As the demand for proficient writing continues to grow in the digital age, educators are encouraged to adopt innovative strategies that promote active learning and critical thinking. These approaches not only improve writing abilities but also prepare students for the complexities of written communication in the 21st century.

A learning model is a method that can be creatively adapted to align with various educational objectives and the specific needs of students. In the case of enhancing 11th-grade high school students' ability to write Descriptive Texts in English, the Discovery Learning model proves to be particularly effective. When learners engage actively in the educational process via inquiry and exploration, they are likely to cultivate a more profound comprehension of the subject matter, which is essential for the proficient composition of descriptive texts (Ariyana et al., 2020). This model encourages students to actively explore and discover information on their own, which not only helps them to understand the subject matter more deeply but also fosters their creativity and critical thinking skills. By allowing for such adaptable methods, Discovery Learning can be tailored to meet the diverse learning styles and requirements of students, ultimately improving their writing proficiency and engagement in the learning process.

Discovery Learning is one of the learning models that is not yet deeply understood by many teachers, despite its significant potential to foster student independence in the learning process. This model emphasizes active student engagement, where learners are encouraged to explore, discover, and construct knowledge on their own, with minimal guidance from the teacher. By promoting self-directed learning, the Discovery Learning model offers a comprehensive framework that directs students through the multifaceted stages of the writing process. Empirical research has indicated that this model encompasses critical steps such as the identification of topics, the formulation of inquiries, the generation of hypotheses, and the collection of data through empirical observation (Ariyana et al., 2020). These stages promote active engagement with the material, thereby facilitating the enhancement of writing competencies. Students who partook in Discovery Learning activities exhibited notable improvements in their capabilities related to descriptive writing in contrast to those who underwent conventional instructional methods (Ariyana et al., 2020). Discovery Learning helps students develop critical thinking, problem-solving skills, and a deeper understanding of the content. However, the limited understanding of this model among educators can hinder its effective implementation in the classroom. Therefore, teachers need to gain a better grasp of Discovery Learning to fully leverage its benefits in enhancing students' writing abilities, particularly in crafting Descriptive Texts.

The implementation of Discovery Learning can effectively enhance students' writing skills, particularly in the context of writing Descriptive Texts, which require an in-depth exploration of the object being described. Through participation in collective groups, learners have the opportunity to exchange ideas, offer constructive feedback, and gain insights from the diverse viewpoints of their peers (Rafiq et al., 2023). This collaborative dimension not only enhances the educational experience but also facilitates the refinement of students' writing abilities through peer assessment and critical feedback. Empirical studies have demonstrated that students involved in collaborative Discovery Learning initiatives display elevated levels of motivation and engagement, which are essential components in the cultivation of proficient writing skills (Widana & Handayani, 2022). This learning model encourages students to engage in active exploration and independent discovery, which fosters a deeper understanding of the subject matter. As students investigate and construct knowledge on their own, they develop the ability to articulate their observations and thoughts more clearly and creatively. Discovery Learning significantly improves students' descriptive writing abilities, making it a valuable approach to teaching writing skills, especially in English language education for high school students.

In English language learning at the high school level, the Discovery Learning model not only encourages students to actively seek out information on their own but also hones their Descriptive Text writing skills, significantly improving the quality of their writing. This model promotes an interactive and student-centered learning environment where learners are empowered to explore, discover, and construct knowledge independently. The implementation of effective pedagogical practices encompasses the scaffolding of students' educational experiences, the provision of targeted feedback, and the cultivation of a classroom environment that prioritizes inquiry (Rafiq et al., 2023; Syarif et al., 2020). Educators are urged to adopt the role of facilitators as opposed to conventional instructors, thereby enabling students to assume responsibility for their learning trajectories. This transformation in the educator's role not only promotes student autonomy but also empowers individuals to develop greater confidence in their writing abilities (Rafiq et al., 2023; Widana & Handayani, 2022). As a result, students develop a deeper understanding of how to express their observations and thoughts more effectively in written form. The implementation of Discovery Learning in writing instruction has been shown to enhance student's ability to create more detailed, coherent, and engaging descriptive texts, making it a valuable approach in English education.

Learning English is a multifaceted process that involves the acquisition of language skills such as listening, speaking, reading, and writing. It is essential for effective communication in a globalized world and plays a critical role in academic and professional success... Through the facilitation of active participation, analytical reasoning, and cooperative learning, this educational paradigm equips learners with the competencies requisite for articulating their ideas and observations proficiently. The favourable influence of Discovery Learning on writing proficiency highlights its potential as a pioneering pedagogical approach within the realm of language instruction (Ariyana et al., 2020; Rafiq et al., 2023) the importance of integrating technology into English learning, which can enhance student engagement and provide personalized learning experiences. Task-based language teaching and immersive learning environments have been shown to significantly improve language proficiency by fostering practical use of the language. The role of formative assessments and feedback is also emphasized in the literature as crucial for monitoring progress and addressing individual learning needs. Additionally, collaborative learning approaches, such as peer tutoring and group work, have proven effective in developing communication skills and language competence. As English continues to be the lingua franca in many domains, the adoption of innovative and interactive teaching strategies is vital to ensure that learners are equipped with the necessary skills to thrive in diverse contexts.

The imperative nature of conducting research regarding the implementation of the Discovery Learning model to enhance the proficiency in writing English descriptive texts among grade XI students at SMA Yadika 11 Bekasi cannot be overstated. Proficiency in writing in English is frequently regarded as a challenging skill by learners. The integration of interactive and student-centred pedagogical approaches, such as Discovery Learning, has the potential to foster greater student engagement in the educational process, thereby facilitating improvements in both motivation and academic outcomes (Sabaruddin, 2019). The enhancement of Descriptive Text writing skills in English language learning is critically important as this skill forms the foundation for the development of students' written communication abilities, which often remain underdeveloped in many schools. Given that effective written communication is essential for academic success and future professional opportunities, it is imperative to address the gaps in teaching these skills. The Discovery Learning model presents a promising approach to improving students' writing proficiency by encouraging active engagement and independent exploration, which can lead to a deeper understanding and more effective expression in writing. Research in this area is crucial to ensuring that students acquire the necessary skills to communicate effectively through written English.

The Discovery Learning pedagogical framework presents a methodology that facilitates students in the acquisition of novel concepts and knowledge via experiential engagement and inquiry. Through the implementation of strategies including collaborative discussions, formal presentations, and reflective compositions, learners can organize their thoughts more coherently and lucidly (Sun, 2020). This research presents the Discovery Learning Model as an innovative solution to enhance student engagement in the learning process, enabling them to become more active in discovering information and independently formulating ideas in writing Descriptive Texts. By fostering a learner-centred environment, Discovery Learning encourages students to take charge of their learning journey, explore various resources, and synthesize information on their own. This approach not only improves their writing skills but also cultivates critical thinking and creativity, which are essential for effective communication. The adoption of this model in teaching Descriptive Text writing has shown promising results in making students more self-reliant and proficient writers.

The objective of this investigation is to assess the efficacy of the Discovery Learning pedagogical model in enhancing proficiency in writing English descriptive texts among students in grade XI. This research seeks to furnish empirical evidence concerning the beneficial effects of this pedagogical approach on students' writing competencies, in addition

to discerning the variables that influence the successful application of this model within the educational setting (Li, 2017). Consequently, the findings of this study are anticipated to make a significant contribution to the advancement of English instructional methodologies that are more effective and pertinent to the exigencies of students in the contemporary globalized context (Meulemans et al., 2022). the effectiveness of the Discovery Learning Model in enhancing Descriptive Text writing skills among high school students, thereby providing practical contributions to the development of English teaching methods in Indonesia. By assessing how this model influences students' ability to write more detailed and coherent descriptive texts, the research seeks to offer evidence-based insights that can inform and improve English language instruction. The findings are expected to support educators in adopting innovative teaching strategies that foster student engagement and independence in learning, ultimately contributing to better educational outcomes.

## **2. METHODS**

The methodological framework of this investigation is centred on the application of the Discovery Learning pedagogical model to improve students' competence in compiling descriptive texts in the realm of English language education. In the field of writing instruction, the Discovery Learning approach promotes the exploration of concepts autonomously by learners, thereby facilitating the improvement of their writing proficiency, especially in the creation of superior descriptive texts (Noviani et al., 2020). This qualitative study aims to explore the impact of the Discovery Learning Model on improving the Descriptive Text writing skills of 11th-grade students at SMA Yadika 11 Bekasi. The research involves a detailed examination of two groups of students: one group experiencing the Discovery Learning approach and another following traditional teaching methods. Through classroom observations and in-depth interviews with both students and teachers, the study seeks to understand how the Discovery Learning model influences students' ability to produce detailed, coherent, and creative descriptive texts. The data collected will focus on the experiences and perceptions of participants regarding the learning process, providing a comprehensive understanding of the model's effectiveness in a real classroom setting. This research is expected to contribute valuable insights into the enhancement of English language teaching methods, particularly in fostering students' writing abilities through innovative learning models.

The sample population for this investigation comprised seventh-grade students from a junior high school who were selected through a randomized process. The primary objective of this research is to assess the efficacy of the Discovery Learning pedagogical model in

enhancing students' competencies in crafting descriptive texts. By actively engaging students in the discovery process, it is anticipated that they will attain a deeper comprehension of the structural components and linguistic features characteristic of descriptive texts, which are essential for the production of high-quality written work (Suryati, 2019). This qualitative study focuses on all 11th-grade students at SMA Yadika 11 Bekasi, with participants selected through purposive sampling. The sample consists of one class that implements the Discovery Learning model and another that continues with conventional teaching methods. The study aims to explore how the Discovery Learning approach, which encourages active engagement and independent exploration, influences students' ability to write Descriptive Texts. Through in-depth classroom observations and interviews, the research examines the experiences and perceptions of both students and teachers in these distinct learning environments. The purposive sampling ensures that the selected classes represent the broader student population, allowing for a comprehensive understanding of the effectiveness of Discovery Learning. The findings will offer valuable insights into the potential benefits of integrating this model into the English curriculum to enhance descriptive writing skills.

The instruments employed in this research encompass a writing proficiency assessment, which is meticulously crafted to evaluate the enhancement of learners' capabilities to compose descriptive texts after the implementation of the Discovery Learning framework. Furthermore, questionnaires are utilized as a means to gather data regarding student perceptions of this pedagogical approach. The employment of appropriate instruments can yield a comprehensive understanding of the efficacy of the applied learning model (Erlina et al., 2023). The primary instrument is a writing test focused on Descriptive Texts, developed according to validated assessment criteria. Data collection involves a series of classroom observations and in-depth interviews, complemented by the administration of pre-tests and post-tests. The experimental class engages with the Discovery Learning model, designed to foster active student participation, while the control class continues with traditional teaching methods. The pre-test is administered to gauge students' initial writing abilities, establishing a baseline for comparison. After the instructional period, a post-test is conducted to evaluate any improvements in their descriptive writing skills. The validated assessment criteria ensure that the tests accurately reflect students' proficiency, allowing for a thorough analysis of the data. Through this procedure, the study seeks to deeply explore the impact of Discovery Learning on students' ability to write Descriptive Texts, providing valuable insights into its effectiveness compared to conventional methods.



Research data will be gathered through the administration of pretest and posttest assessments to evaluate students' writing proficiency before and after the implementation of the Discovery Learning pedagogical model. The findings derived from the data analysis are anticipated to demonstrate a statistically significant enhancement in students' capacity to compose descriptive texts. The investigation will additionally take into account various extraneous factors that may influence the results, including student motivation and the support provided by educators (Mohammed et al., 2021). The study employs a qualitative analysis approach to explore the differences in Descriptive Text writing skills between students who engage in the Discovery Learning Model and those who follow conventional teaching methods. Data from classroom observations and in-depth interviews will be carefully examined to identify patterns and themes related to students' writing development. The focus will be on understanding how the Discovery Learning model influences students' ability to craft detailed and coherent descriptive texts. By comparing the experiences and outcomes of the two groups, the study aims to reveal the effectiveness of the Discovery Learning approach in enhancing students' descriptive writing skills. This analysis will provide insights into the potential benefits and practical implications of integrating Discovery Learning into the English curriculum, offering a deeper understanding of its impact on student writing proficiency.

### **3. RESULTS**

Interview Results with English teachers at SMA Yadika 11 Bekasi indicate that the Discovery Learning Model is perceived as effective in enhancing student motivation and engagement in the learning process, particularly in writing Descriptive Texts. Teachers reported that this model encourages students to take an active role in their learning, fostering greater independence and curiosity. As a result, students are more involved and enthusiastic about the writing tasks, leading to noticeable improvements in their descriptive writing skills. The teachers observed that Discovery Learning not only makes the learning process more interactive but also helps students develop a deeper understanding of the material. This approach is seen as a valuable tool in promoting student-centred learning and improving overall writing proficiency. The positive feedback from teachers supports the integration of Discovery Learning into English language instruction.

Observation Results during the learning process show that students who engaged with the Discovery Learning Model were more active in discussions and material exploration, which contributed to the improvement of their Descriptive Text writing skills. The students demonstrated increased enthusiasm and participation, frequently collaborating with peers to explore and understand the subject matter. This active involvement allowed them to better internalize the concepts needed for effective descriptive writing. The observations highlighted that students using Discovery Learning were more engaged and took greater initiative in their learning, leading to a deeper comprehension and improved writing outcomes. The model's emphasis on student-driven exploration and discussion proved to be a significant factor in enhancing their ability to articulate ideas clearly and creatively in writing. This observation underscores the effectiveness of Discovery Learning in fostering a more interactive and productive learning environment.

Documentation Results from teaching records and assessment rubrics reveal an improvement in the quality of Descriptive Texts produced by 11th-grade students following the implementation of Discovery Learning. This enhancement is evident in the more varied vocabulary and improved sentence structures used by the students. The documentation shows that students were able to apply a broader range of descriptive words and create more coherent and well-organized texts. The use of Discovery Learning encouraged students to explore language more deeply, resulting in richer and more nuanced writing. This improvement in writing quality was consistently observed across the class, highlighting the effectiveness of Discovery Learning in developing students' descriptive writing skills. The documented progress supports the integration of this model into the English curriculum to further enhance students' writing abilities.

Documentation Results also show that the implementation of Discovery Learning encouraged students to be more independent in seeking and processing information, which positively impacted their Descriptive Text writing skills. The students demonstrated a greater ability to gather relevant details and integrate them into their writing, leading to more accurate and vivid descriptions. This independence in learning allowed them to develop critical thinking and problem-solving skills, which were reflected in the improved quality of their descriptive texts. The documentation highlights that students not only became more self-reliant but also more confident in their writing abilities. This positive shift in their approach to learning contributed significantly to the overall enhancement of their descriptive writing skills, validating the effectiveness of Discovery Learning in fostering both autonomy and academic growth.

#### 4. DISCUSSION

The Discovery Learning pedagogical model has been empirically demonstrated to enhance students' writing competencies, particularly within the framework of composing descriptive texts in the English language. This instructional approach promotes a proactive engagement of students in their educational journey by facilitating the independent exploration of information and concepts. Empirical evidence indicates that learners who engage with the Discovery Learning model exhibit advancements in critical and analytical reasoning abilities, which are essential components of the writing process (Irawan et al., 2019). By allowing students to investigate and articulate their ideas, they can attain a deeper comprehension of the structural and elemental components necessary for crafting descriptive texts, thereby elevating the quality of their written work (Erlina et al., 2023). Although learning models such as Discovery Learning have great potential, this qualitative study aims to fill the gap in understanding how to effectively implement this model in the context of English language learning at the high school level. The research seeks to explore the specific strategies and approaches that can maximize the benefits of Discovery Learning in improving students' writing skills, particularly in crafting Descriptive Texts. By addressing this gap, the study contributes to the body of knowledge on how Discovery Learning can be adapted and applied in a way that is both practical and impactful for high school students. The findings are expected to provide educators with actionable insights that can enhance the effectiveness of their teaching practices, ultimately leading to better learning outcomes in English education.

Through the implementation of this pedagogical model, learners not only acquire the skills necessary for composing descriptive texts but also develop the capacity to identify and critically analyze significant components within the text, including the appropriate application of language and coherent representations. This observation aligns with research findings indicating that students who participate in active learning methodologies typically achieve superior learning outcomes when juxtaposed with conventional instructional approaches (Arwaty & Lullulangi, 2022; Rahmadhani et al., 2020). There is limited in-depth understanding among teachers regarding the implementation of Discovery Learning to enhance students' Descriptive Text writing skills, making this research focused on exploring best practices and challenges faced during its implementation. The study aims to uncover the effective strategies that can be adopted by educators to maximize the benefits of Discovery Learning in the context of teaching English writing. By identifying the obstacles teachers encounter and the methods that yield the best results, this research seeks to provide valuable insights that can bridge the gap between theory and practice. The findings are expected to contribute significantly to the

body of knowledge on how to effectively use Discovery Learning to improve student's writing abilities, particularly in creating more vivid and coherent Descriptive Texts.

Research indicates that the deployment of suitable instruments can elucidate the efficacy of the implemented learning model (Erlina et al., 2023; Sarimanah et al., 2019). Furthermore, the utilization of a questionnaire will facilitate the identification of variables that influence student motivation and engagement in the educational process, which constitutes a critical component in the success of the Discovery Learning model (Mahyuddin Syaifulloh et al., 2022; Syarif et al., 2020). Discovery Learning can be optimally used to enhance Descriptive Text-writing skills by engaging students in independent exploration with minimal guidance from the teacher. The research explores how this model encourages students to take ownership of their learning, fostering deeper understanding and creativity in writing. By allowing students to discover information and construct knowledge on their own, Discovery Learning not only improves their writing abilities but also promotes critical thinking and problem-solving skills. This approach is particularly effective in helping students develop the ability to create more detailed, vivid, and coherent descriptive texts. The study aims to provide practical insights into the best practices for implementing Discovery Learning in the classroom, contributing to the broader field of English language education.

By analyzing data from classroom observations and interviews with teachers and students, this study aims to explain how the Discovery Learning Model can be adapted to enrich English language learning and specifically enhance the quality of Descriptive Texts written by high school students. The findings of the analysis indicated that there was a notable enhancement in students' proficiency in composing descriptive texts after the implementation of the Discovery Learning model. The investigation will also take into account additional variables that may influence results, including student motivation and the support provided by educators (Kusuma, 2020). This research aspires not only to elevate students' writing competencies but also to contribute to the advancement of more efficacious pedagogical strategies in English instruction. The research investigates how this model fosters active learning and independent exploration, allowing students to develop deeper insights and more sophisticated writing skills. The findings from these analyses are expected to provide practical guidance on effectively integrating Discovery Learning into English curricula, making it a powerful tool for improving students' writing proficiency. Additionally, the study explores the challenges and opportunities of implementing this model in real classroom settings, offering recommendations for educators to maximize its benefits. Through this approach, the research contributes to a better

understanding of how Discovery Learning can be leveraged to elevate the quality of English language education.

## 5. CONCLUSION

This study aims to analyze the effectiveness of the Discovery Learning Model in enhancing high school students' Descriptive Text writing skills in English language learning. Another objective is to identify how Discovery Learning can develop students' critical thinking skills in writing and to explore the role of teachers in facilitating the learning process using this model. The study also seeks to evaluate the impact of Discovery Learning on students' motivation to write Descriptive Texts and how this contributes to improving the quality of their writing. Additionally, this research aims to provide practical recommendations for educators on integrating Discovery Learning into the English language curriculum. The primary contribution of this study is to provide empirical evidence of the benefits of Discovery Learning in teaching writing and to offer implementation guidelines that English teachers can use. The results of this study are also expected to serve as a reference for the development of more interactive and effective teaching methods. However, the study has limitations in terms of the sample used, which only includes students from one school, meaning that the findings may not be broadly generalizable.

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