

# **CHAPTER I**

## **INTRODUCTION**

In this chapter the researcher will present the background of the study, formulation of research question, purpose of the study, significance of the study, and definition of key term.

### **A. Background of the Research**

Curriculum is being fundamental platform in teaching and learning process for teachers to understand what they should achieve on and also as a barometer of succession in education process. Every country has different regulation of curriculum needs and maps to serve in achieving educational target. According to (Zaini, 2009) states that” the state of curriculum in learning is being absolute condition as the main of formal education”. Curriculum 2013 is clearly related to the scientific approach in achieving the teaching and learning process in which the students as the subject of the learning process based on (Permendikbud 81A, 2013). In the process of learning, the learners are facilitated to be actively involved in developing their potentials learning competencies.

The government expects that the learners will be able to develop their critical thinking and apply the scientific method in solving any problems of life. With such critical thinking and problem-solving skills, the students are expected to be able to respond today’s life challenges. In order that the students can actively develop their potentials, teachers are demanded to be able to apply Scientific Approach properly. Nevertheless, some teachers are still got confused

about the implementation of scientific approach in their learning process factually.

“The curriculum 2013 is competence-based process to boost the learning process and authentic assessment to attain attitudes, knowledge, and skills” was based (Rachman, 2014) Scientific learning was used scientifically methods and it has some steps in doing scientific approach based on (Fathurohman, 2015, p. 118) which was start from searching an information by doing observation, question, specimen, trick the information, provide the information and the next are analyze, think rationally as the last was communicate, those are being more specifically learning which encouraged the students to Observing, Questioning, Exploring, Associating, and Networking/ Communicating, those steps was also called as (5M). This approach was influential with writing skill of students.

Writing is important aspect in language teaching. The writer must have sufficient language component like a grammar, vocabulary, and spelling to facilitate in expressing ideas. Besides the writing should be organized well in order, to be understood the readers. Writing is one of the students’ skills which can be measured by the students work in formal and informal learning. It is also the main part of scientific approach which is basically the 2013 curriculum have.

(Langan, 2006, p. 15) explained that “writing is a natural gift, many people believe, mistakenly, and it writing should flow in a simple, straight line from the writer’s head onto the page”. Apart from differences in grammar and vocabulary, there are issues of letter, word, text formation, manifested by hard writing, spelling, and layout and punctuation. Writing is almost never been done to learn without a reason which may come from experience, such as receiving

an unfair parking ticket, or from a requirement in class. Besides that, through writing the students can organize the sentences to be a good text.

Teaching writing must be taught since early. In elementary school, teaching writing was taught from little things, and the students' skill in writing will develop based on their grade. Writing is included in the curriculum component but it makes the students bored. Many teaching techniques or methods can be applied in teaching and learning English. It must be chosen the best way in accordance with the situation and condition of the classroom. It is very useful for the students to express their ideas through writing. Teachers are the main factor for the success or failure of teaching.

Teaching writing requires more attention in detail. There are complex rules in writing that cannot be ignored. When students write something, they have to pay more attention to word spelling, punctuation marks, dictions, grammar, purposes of their writing, and ideas of their writing itself. The first thing that they have to understand is getting the idea to write. That is the soul of their writing because it contains messages to be delivered to readers. According to (Harmer, 2004, p. 31) stated that teaching writing is the activity where students write predominantly to increase their learning of grammar and vocabulary of the language. Teaching writing helps the students to become better writers and to learn how to write in various genres

In teaching writing, there are many things that are taught, such as the types of text. In writing there are many types of text too, such as descriptive, narrative, and recount text. Descriptive text is a text that has purpose to describe person, place, or thing. Narrative text is a text that has purpose to tell story or past event

or entertain the readers. Recount text is a text that has purpose to retell past event or experience. The types of text are taught for the students in tenth grade of senior high school, especially narrative text.

Narrative text is one of the texts learned in the tenth grade of senior high school, in second semester. Narrative text is a kind of story text which contains the sequence of events that entertain the reader. This text absolutely learned in 2013 curriculum. Narrative is a continuous account of an event or a series of events, it is based on (Gordon Browning & Bach, p. 60) The point of narrative text was its series of events and the purpose of narrative texts is to entertain and to inform the reader or listener. It is in line with the regulation of the minister of education that Narrative text is an imagination or a complicated event which directs to a crisis that find a solution at last.

According to (Rebecca, 2003), a narrative text is a text, which relates a series of logically, and chronologically related events that are caused or experienced by factors. It states that a key to comprehend a narrative text is a sense of plot, of theme, of characters, and of events, and of how they relate. In addition, the narrative is a text that tells a story and, in doing so, entertains the audience. The structure of narrative text was from orientation, series of events, complication and resolution. The characters, setting, action and problem of the narrative are usually introduced in the beginning. The problem reaches its high point in the middle and the ending resolves the problem. Narrative text was commonly same as recount, which happened in the past time, the facts was the big thing which made narrative text different from recount.

Narrative text is usually related to a fiction story like Cinderella, Snow white. In senior high school narrative text focused on Indonesian traditional story such as Timun Mas, Jaka Tarub, the Crying stone, Malin Kundang and etc. Narrative text is very suitable to be learned with scientific approach as the base of Curriculum 2013 and the result of this learning goal is the written the opus of students. Writing narrative text needs scientific analysis as the fundamental concept of scientific approach. Without these knowledges, students would have a problem in writing narrative text well.

Many students are having difficulties in writing skill such as grammatical skill, the lack of vocabulary and punctuation. Those problems mostly made the students are fail in writing test. Their problems will be bigger when they got the duty to write a paragraph of story or text with limited time because besides thinking of the previous problems, they have to think about how to make a coherent sentence and also generic structure of the text.

The previous study was done by (Syafi'i, 2019) under the titled "*Penerapan Pendekatan Scientific Dalam Pembelajaran Menulis Teks Eksplanasi Pada Peserta didik kelas XI MIA MA Darul Huda Wonodadi*" with the result of the research as creating an active learning, independent learning, intellectual thinking and practical thinking which has written product. it could be seen from learning process outcome in writing explanation text in completing structure and language principle. In other that the ability of teacher and the circumstance of school are also influenced it. in that thesis, the researcher was focused on the process leaning based on scientific approach character. so, the researcher could know the skill's ability of students with giving project and analyze those

products based on some criteria like the structures, characters of texts, grammatical, and punctuation.

The next research was from Septiana Dyah Untari (2017) under the titled: "The Implementation of Scientific approach in teaching reading comprehension for The Tenth Grade Students of SMAN 2 Karanganyar". Students were very active doing the learning process, teachers implemented the scientific approach well, but there were problems on this research, it was needed more times in doing this approach, the class were noisy because there were discussion activities, some of students were not understood well because need more concentration and times.

The students have many difficulties on their writing caused by grammatical skill, the lack of vocabulary and punctuation. Those problems mostly made the students are fail in writing test. Their problems will be bigger when they got the duty to write a paragraph of story or text because besides thinking of the previous problems, they have to think about how to make a coherent sentence and also generic structure of the text. The lag of writing skill and knowledge was the problem of scientific approach in learning writing in the class.

Therefore, based on the reasons previously, the writer conducts research to examine the implementation of scientific approach through writing narrative text in learning process in the class and the emphasizing research is the making product of narrative text writing. this research is very important as the educational reference for the teacher and students.

## B. Research Problems

Based on the background, it can be formulated the problems of the research:

1. How is the implementation of scientific approach through writing narrative text learning in the tenth grade of religion class (IIK) at MA Al Ma'arif Tulungagung?
2. What is the problem of the scientific approach through writing narrative text learning in the tenth grade of religion class (IIK) at MA Al Ma'arif Tulungagung?
3. What is the impact of the implementation scientific approach through writing narrative text learning in tenth grade of religion class (IIK) at MA Al Ma'arif Tulungagung?

## C. Objectives of the Research

According to the research problem, the purpose of research is focused on:

1. Knowing the implementation of scientific approach through writing narrative text learning in tenth grade of religion class (IIK) at MA Al Ma'arif Tulungagung.
2. Knowing the problem of scientific approach through writing narrative text learning in tenth grade of religion class (IIK) at MA Al Ma'arif Tulungagung practically.
3. Knowing the effect of using scientific approach through writing narrative text learning in tenth grade of religion class (IIK) at MA Al Ma'arif Tulungagung practically.

#### D. Significance Research

In this research, the study is expected to be significance as follows:

##### 1. Teachers

This research can provide contribution for the teachers to apply this approach correctly in dealing with the teaching and learning process especially in teaching writing.

##### 2. Next Researchers

This research will give some contributions and information for future researchers about the implementation of scientific approach in learning narrative text of the tenth grade of religion class (IIK) of MA Al Ma'arif Tulungagung, and the result of this study can be used as reference to develop their research.

#### E. Scope and Limitation of the Research

In this research, the researcher chooses subject research from the tenth-grade of religion class (IIK) students of MA Al Ma'arif Tulungagung. There are 17 students. The research chooses tenth grade of religion class because the implementation of scientific approach was doing in this class, and also in line with learning narrative text, the researcher observes the learning activities in the class based on scientific approach instrument.

#### F. Definition of Key Term

In order to avoid the different perception of key term that be the focus of this research, so it is needed to give the definition of each key term.

##### 1. Curriculum 2013



Curriculum 2013 is a curriculum which is substituted curriculum 2006(KTSP). Curriculum 2013 has four aspects in value such as knowledge, skill, attitude and behavior. In this case, scientific approach complexity used as the approach of curriculum 2013.

## 2. Scientific Approach

Scientific approach is developing the students' skill in knowledge and attitude. In scientific approach, it consists of learning phases constructed as (KEMENDIKBUD, 2013, p. 154):

### a. Observing

Observing is systematic activities and recording of symptoms appear on the object of research conducted directly or indirectly. Observations were made to retrieve data from data sources in the form of events, places, objects, as well as records and images. Observe directly with the experimental process and can indirectly by observing learning resources. (Fathurohman, 2015, p. 122) said that observing activities in learning have some steps such as; Determine the object which will be observed, Make observational guideline in accordance with the observing object scope, Determine the main data and secondary data which are need to be observed, Determine where the object to be observed, Determine clearly how to observe and carry out to data collection easily, Determine the way and record the results of observations, such as using notebooks, camcorders, recorders, video recorders, and other stationery.

### b. Questioning

An expecting competence in this questioning activity is to develop creativity, curiosity, the ability to form questions to form critical thoughts needed for intelligent living and for lifelong learning processes.

c. Collecting Information/Experimenting

Experimenting based on (Fathurohman, 2015, p. 136) is a follow-up activity of asking questions. This activity is carried out by exploring and gathering information from various sources through various means. The application of experimental method or trying is intended to develop various domains in learning objectives, namely the realm of attitude, the realm of skills, and the realm of knowledge.

d. Associating

The association of learning theory is the form of grouping various ideas and negotiating various events including the memory of the term activity or reasoning activity in the context of curriculum 2013 learning refers to.

e. Communicating

(Fathurohman, 2015, p. 160) stated that communicating activities in learning is to convey observations, conclusions based on the results of analysis verbally, in writing, or other media.

3. Writing

Writing is used to prove that the students have mastered a particular grammatical rule. Correct spelling, grammar, and overall organization is the

most evidence of ability. For that reason, writing is always learned in any levels of English lesson.

#### 4. Narrative text

According to (Anderson, 1997) “Narrative text is a piece of text which tell story. In doing so, entertain, or inform the reader or listener as the purpose of narrative text”. It means that narrative text is a kind of story text which contains the sequence of events