

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **A. Review Related Theory**

This chapter presents the definition of Scientific Approach, Discovery Learning, Writing, and Narrative Text.

##### **1. Scientific approach**

###### **a. Definition**

The scientific approach is a fundamental method scientifically involving the examination and observation needed for the formulation of hypotheses or data collection (Sani R. A., 2014). Students is directly either individually or in groups to explore the concept and principles during the learning activities and the teacher's task is directing the learning process performed by the student and provide any corrections to the concepts and principles which the students have been obtained.

The Scientific approach which is not just a collection of facts and principles, but include ways how to get the facts and principles as well as the scientist's attitude in the basic science process namely observing, classifying, communicate, measure, predicting, and concluding". Another explanation by (Mulyasa, 2013) that the scientific approach or method is an approach or method to obtain the knowledge through two channels, namely mind (reason) path and observation.

Based on the explanation above, it can be concluded that the scientific approach is the learning using the scientific method which

involves the scientific processes through two channels, namely reason path and observation. adopting the scientific measures in building the knowledge through the scientific methods based on (KEMENDIKBUD, 2013). The scientific approach allows teachers or curriculum developers to improve the learning process, namely by breaking the process down into steps or stages in detail which contain any instructions for the students to carry out any learning activities (Varelas, 2009, p. 31). The required learning model is the one allowing the culture of scientific thinking skills, development sense of inquiry“ and creative thinking abilities of learners.

#### b. The Principle of Scientific Approach

According to (Fathurohman, 2015, pp. 117-118) states that the strength of scientific approach is basically from these principles:

- 1) The central learning is from the students
- 2) The learning creates the self-concepts of students
- 3) The learning avoids the verbalism
- 4) The learning gives the students to assimilate and accommodate the concepts of rule and principle.
- 5) The learning gives the students to train the speaking up ability of students
- 6) The learning boosts the critical thinking of students

7) The learning increases the motivation of teaching for teachers and learning for students.

8) The validating process in concepts, rules and principles are constructed by the cognitive structure of students.

c. The Purpose of Scientific Approach

Every approach must have purpose in achieving the target teaching and learning. These are the purpose of scientific approach based on (Fathurohman, 2015, p. 32). Such as: increasing the intellectual ability of students, forming the students in solving the problem systematically, students realize that learning and studying is being necessary. Exercising the students to communicate and show up their idea specially in writing scientific article, developing the character(attitude) of students and achieving the higher achievements as the result.

d. The steps of scientific approach

(Majid, 2014, p. 2) stated that the curriculum 2013 is competence-based process to boost the learning process and authentic assessment to attain attitudes, knowledge, and skills”. Scientific learning is used with scientifically methods and it has some steps in doing scientific approach based on (Fathurohman, 2015, p. 118) which was start from observation, question, explore, association, and networking/communicating, those steps was also called as(5M).

1) Observation

As presented (Permendikbud No.81 A in 2013) which is let the teacher opened wide and varied opportunities for students to

make observations through activities: observing, scrutinizing, listening, and reading (Daryanto, 2014, p. 61) Observation is using five senses to obtain information (Sani R. A., 2014, p. 54) The advantages of this method are to present a real media object, learner happy and challenged, and easy to apply. However, the disadvantage of this method based on (Daryanto, 2014, p. 60) is to observe the learning activities needs much time.

According to (Fathurohman, 2015, p. 122), the observation activities directly involve the students and teachers have to comprehend with the involvement of students in those activities. Teachers have to understand the various activities during the learning especially in observation, such as:

a) Structured observation

This observation makes the students as the main subject(observer) which is commonly used for learning. Students are not involving with the observational subject, object and the situation anymore.

b) Un-structured Observation

it seems like Structured Observation, but there is no certain variable in this observation. This observation is also known as participation observation. Therefore, students have to make some notes, records, and remember the observational subject, object and the situation anymore.

c) Common Observation

This observation places the students as the complete observer in learning activities, therefore students are not concerned anymore with the subject, object or the observational situation.

d) Controlled Observation

Controlled observation is almost same as the common observation, but the different thing of this observation is placing and specializing the subject and object containing the experimental value.

e) Participant Observation

Involving to the subject and object of observation is the characteristic of participant observation as a rule of this observation aiming to the anthropological observation especially in ethnography. Therefore, the observation involves everything include their environment (language, life, and social).

2) Questioning

In the activity of questioning teachers should be able to make students to ask the questions. About the result of the object of his observation from concrete to abstract results and facts. So, through this question and answer, students are expected to develop the curiosity.

The expected competencies in questioning is to develop creativity, curiosity, ability of formulate questions to form the critical mind needs in intelligent live and lifelong learning.

### 3) Associating

Associating is an activity which serves to enable teachers and students to be active in learning. The meaning of associating is thinking logically and systematically over the observable empirical facts to conclude the knowledge. The associating activity is carried out to find the link age of the learning approach information's model with other information, find patterns of linkage information. The expected competence is to develop honesty, careful, discipline, obedience rules, hard work, and the ability to apply procedures and think inductive as well as in deductive of concluding.

### 4) Exploring

In the activity of exploring has the goal of developing learning, on attitude, skill, and knowledge. The real activities are starting from

- 1). Determining the theme or topic according the curriculum, learning how to use the materials provided, learning the relevant theories.
- 2). Conducting and observing experiments, making analysis and present data.
- 3). Making a conclusion from the experimental results.
- 5) Making a report in order to reach the fluent experiment, they are some activities should be conducted as follows:

- a) Teacher should formulate the object of the experiment to be implemented by the students.

- b) Teacher and students prepare the equipment used.
- c) Need to take into account of the place and time.
- d) Teachers provide worksheet for instructional activities of pupils.

#### 5) Communicating/Networking

Communicating in learning activities as presented in the Permendikbud as number 81a in 2013 is conveying the observations, conclusions based on the results of the analysis of oral, written, or other media. It is in line with (Daryanto, 2014, p. 80) about The competencies expected in this activity is to develop the attitude of honest, conscientious, tolerance, the ability to think systematically, to express their opinions briefly and clearly, and to develop good language skills.

In this activity students have to build networking to create communicate. Collaborating with friends is one of the ways to build students' ability in creating networks. The teachers should give an opportunity to the students to ask with friends, create good fellowship, and teacher must guide the students to conduct more appreciation to others. Students also should also be taught more confident; without the students' self-confidence it will be difficult to work with others.

The last activity students are expected to communicate the results of the work that has been completed. The ability of

communicating needs to be owned by the students because these competencies as important are knowledge, skills, and experience. The competence in network building is to develop the intrapersonal skills, interpersonal skills, and organizational skills. These intrapersonal skills are to motivate themselves in order to build the network. These interpersonal skills serve to cultivate sense of empathy for others. Then this organizational skill serves to recognize the organization.

## 2. Discovery Learning

### a. Definition

The successful learning is depending on the learning process. Students can develop their critical thinking and collaborate their exploration environment instead of doing passively listening the teacher explanation. Discovery learning is related to the knowledge of student's selves which is involving the teacher as the controller of their activities such as observation, finding and solving the problems scientifically. Students also study about new knowledges and skills. Meanwhile (Budiningsih, 2005, p. 43)said that discovery learning is how to comprehend the concept, significance, and the correlation of the intuitive process to the result as the climax of learning.

(KEMENDIKBUD, 2013, p. B:4) stated that the learning process would be run well and more exciting when teacher gave the change to the student for finding the concepts, theories, rules and comprehends



based on their empirics. The use of discovery learning is only for changing the passive learning to be active and creative, changing the teacher-oriented concept to the student oriented. The addition statement from Sardiman in (KEMENDIKBUD, 2013), implementing the discovery learning, teacher has to be an adviser giving the chance to the student for studying actively, guiding the students appropriated the goal of learning. Teacher does not give students the material learning but giving the change for finding the problems and using the solving problem as the approached of the students.

b. Steps of discovery learning

The concept of discovery learning Discovery learning has five steps according to (Sri, 2009) such as: Identification problem, Developing the hypothesis, Collecting the data, Analyzing and interpretation the data, Examining the result.

1) Identification problem

Teacher gives an opportunity to the students to look and collect the data about(problems) which are corelated to the learning material.

2) Developing the hypothesis

The second steps, students are invited to make some solutions as the hypothesis of the material establishing problems before.

3) Collecting the data

As the following steps, the teacher gives the student time for collecting the data about those problems. Those data can be

observed directly or find the data from internet, book and other sources.

#### 4) Analyzing and interpretation the data

The next steps, the student allowed to analyze an observational data, develop some supporting statements data.

#### 5) Examining the result

The last steps, those data can be examined to find the conclusion and hypotheses. While the data were examining, sometimes there were new data found, if there were a weakness the data can be revised.

Another statement was established from Kemendikbud (2013) discovery learning has two steps, such as preparation and implementation

#### 1) Preparation

The first steps, Teacher has to decide the target learning, identify the characteristic of students, choose the learning material, establish the topics which have to be learned inductively, develop the material learning, organize the learning topics of material from the simple to the complex, concrete to the abstract, enactive and iconic to the symbolic material, assess the learning process as the result study.

##### a) Implementation

The following steps in implementing the discovery learning have some parts, such as Stimulation Problem

statement; Data collection; Verification; Generalization are the steps of implementation. Here the explanation:

- Stimulation Problem statement

Teacher starts to give questions, ask to the students to read book. Students are discovered of problem in learning activity, and let the students investigated the problem learning till find the solution of those learning problem.

- Data collection;

The occurring exploration of students has to look for any relevant informations which has the main target of answering the question or authenticating of hypothesis. Therefore, students can collect the data from observation, interview with the interviewee, and do the experimental activity.

- Processing data

The data collection of reading, interview, observation is processed, classified, tabulated for finding the absolute interpretation data.

- Verification;

Students prove the probability of hypothesis which has been maintained as the alternative discovery and correlated to the result of data processing. The aims of

verification are creating students more active and creative in the learning process so, students can find the theory, concept, comprehend with the material they are discovered in their life.

- Generalization

Making the result is the principle process of finishing the problem or situation with fully pay attention of the verification result as the basic of generalization.

The excessive of discovery learning are developing the critical thinking, boosting their creativity and motivating students in finding and solving the learning problem scientifically. Wherefore, the use of discovery learning as the model learning of implementing the scientific approach through writing narrative text learning make the students more creative and active in casting their idea through writing story in English, Students are confidence with their ability specially with their language ability in writing.

### 3. Writing

Writing is believed to be more difficult than others. It could make students lazy to make it. They should open their mind to develop the title, and then developed main idea to form the phrases, sentences and paragraph. Students also should have enough vocabulary if they wanted to make good writing. According to (Nunan, 2004, p. 8) writing emerged

in societies as a result of cultural change which creates new communicative need. Writing skill is very complex activity because it needs many aspects to be mastered, for example vocabulary, grammar and idea.

The students also must pay attention to the word structure, grammatical rules, etc. The students should also increase the vocabulary in order that they can make the various genre like report text, narrative text, procedure text not only descriptive text. Writing is a major form of communication that allows people to interact with, and learn from, others. Instruction in writing helps students understand how to organize ideas and construct meaning, processes similar to those they use while reading. In fact, research indicates that writing and reading develop together and instruction in both areas leads to improvements in both writing and reading

Because of the complex aspects in writing, it is difficult to the students to learn English. There are many problems faced by the students when they make texts. Sometimes, the students do not master in the vocabulary, grammatical rules and word structure. The students can increase the vocabulary by reading the various texts and they memorizing the vocabulary. With that method, the students can make various texts/ genre with the various vocabulary in order to make the text good. Writers develop their ability to write a particular genre through opportunities to both read and write in that genre (Egawa, 2001)

Further, a student's early explorations of print are an indication of what he or she attends to in reading and writing (Clay, 1991)

Writing is the expression of language in the form of letters, symbols, or words. The primary purpose of writing is communication. People have used many tools for writing including paint, pencils, pens, typewriters, and computers. The writing can be formed on the wall of a cave, a piece of paper, or a computer screen. As the follow of (Dewi, 2011) The writing, process includes prewriting, composing, revising, and publishing. There are many kinds of writing such as expository, narrative, descriptive, and persuasive.

According to (Galuh, 2009) stated that writing is specified into the skill in organizing ideas. Organizing ideas skill refers to the art of communicating the information. It involves the writer's way in presenting arguments and supporting the arguments with some convincing both subjective and objective evidence. Writing is frequently useful as preparation for some other activity, in particular when students write sentences as a preamble to discussion activities stated Harmer. (Jeremy, 2004)

So based on the statements, writing is the process of giving information by the involving text in generating the letters, words, symbols for example punctuation and sentence. Writing skill lead us to comprehend writing as one of the skills in language learning that is very important to understand. In the process of writing, students would be

concerned with the subject contents of what they write and the language in which it is expressed.

#### 4. Narrative Text

The definition of narrative text based on Anderson and Kathy (1997) “Narrative is a piece of text which tell story, in doing so, entertain, or inform the reader or listener”. It means that narrative text is a kind of story text which contains the sequence of events that entertain the reader. The writer thinks the way to compose a text in order to communicate with the reader. The writer also has to be able to interest the reader according to curriculum 2013, there are some kinds of texts to be learned, such as narrative, procedure, descriptive, report, and procedural. Narrative text is one of the texts learned in the second grade of junior high school, in second semester. Narrative text is a kind of story text which contains the sequence of events that entertain the reader.

The contain aspects were stated by (Anderson, 1997, p. 14) had to be written in the text, such as:

- a. what characters look like (their experience),
- b. where the action is taking place (the setting),
- c. how things are happening (the action).

The characteristics of narrative texts among others:

- a. It tells us about a story of event or events.

- b. The events are usually arranged in chronological order- that is, in the order in which they occurred in time.
- c. The narrator has a purpose in mind in telling the story. There are some points the narrator wishes to make, or some impression he or she wishes to convey to the reader. Therefore, the details of narrative text are carefully selected for purpose.

Each kind of writing text has language features and generic structures, so does narrative text. (Anderson, 1997, p. 15)states that the language features usually found in narrative texts are:

- a. specific characters
- b. time words that connect to tell when they occur
- c. verbs to show the action that occur in the story. Descriptive words to portray the character and setting.

(Neo, 2005, p. 2) states that a narrative has a structure, a shape or a pattern. It can be represented in this way.



*Picture 2.1 Freitag Triangle*



The idea of the Freitag triangle is to serve as a kind of blue print or map which can be used to guide us systematically in our writing. According to (Neo, 2005), the Freitag triangle consists of: The composition, it establishes the characters and situation.

- a. Rising action, it refers to a series of complication leads to the climax.
- b. The climax is the critical moment when problem/ conflicts demand something to be done about them.
- c. Falling action is the moment away from the highest peak of excitement.
- d. The resolution consists of the result or outcome.

The same point has been stated earlier by (Anderson, 1997, p. 8) that the steps for constructing a narrative are:

- a) Orientation/ exposition

The readers are introduced to the main characters and possibly some minor characters. Some indication is generally given of where the action is located and when it is taking place.

- b) Complication/ rising action

The complication is pushed along by a series of events, during which we usually expect some sort of complication or problem to arise. It just would not be so interesting if something unexpected did not happen. This complication will involve the main characters and even serves to (temporally) toward them from reaching their goal.

- c) Sequence of event? Climax

This is where the narrator tells how the character reacts to the complication. It includes their feeling and what they do. The event can be told in chronological order (the order in which they happen) or with flashback. The audience is given the narrator's point of view.

d) Resolution/ falling action

In this part, the implication may be resolved for better or worse, but it is rarely left completely unresolved (although this is of course possible in certain types of narrative which leaves us wondering 'How did it end'?)

e) Reorientation

Reorientation can be defined easily as an optional closure of event. According to Neo (2005: 58), there some types of narrative texts, such as: Romance, Fantasy, Humor, Diary Novels, Science Fiction, Historical Fiction, Real Life Fiction, Adventure Mystery, Crime, Theoretical Fiction.

There can be a combination of narratives within each of these different types. Sometimes, the term genre is used for the type of narrative. A genre is some kind of a category (Neo, 2005). These examples below show some genres of narrative text including the generic structures:

1) Romance

The romance narrative typically tells of two lovers who overcome difficulties to end up together. Here are the usual features:

- Orientation: It contains hunk male and female who is looking for love, exotic setting, sun set, beaches, and moonlight.
- Complication: Boy meets girl.
- Sequence of event: It contains the development relationship, jealousy, love, hurt, pain, warm, sharing, and overcoming problems.
- Resolution: Boy gets girl, marry and live happy ever after.  
(Neo, 2005: 59)

## 2) Fantasy

Below are the features of a typical fantasy narrative:

- Orientation : Setting may be in another dimension with goals, witches, wizard, and so on. Hero who may has magical power.
- Complication : Evil forces affect the goodies.
- Sequence of event : Use of magic. Action includes elves, dragons and mystical beasts, heroism.
- Resolution : God defeats evil forces.  
(Neo, 2005: 60)

## 3) Humor

A humorous narrative is one of that aims to make audience laugh as a part of telling story. Here is typical structure:

- Orientation: The narrator tells the funny characters names in unusual setting.
- Complication: In this part, something crazy happen.

- Sequence of even: There are many imaginative ideas here funny things said by characters and extraordinary things happening to ordinary people.
- Resolution: All's well that end well.

(Neo, 2005)

#### 4) Diary Novel

This type of narrative has the text presented like diary entries.

Here are the features of a typical diary- novel:

- Orientation : Main character is the narrator. Time setting is given by diary entries.
- Complication : Given one of diary entries. It can be related to romance, adventure, humor, mystery, or other type.
- Sequence of event : Diary entries tell of feelings, hopes, and happening.
- Reorientation : The narrator tells what happens to solve the complication. (Neo, 2005: 60)

#### 5) Science Fiction

Science fiction narratives ese the setting involving science and technology. Here are the typical features of the text type:

- Orientation: A feature setting and a world with technology.
- Complication: An evil force threatens the world.
- Sequence of event: Imaginative description. Action involves technology, science, and super invention.
- Resolution: God defeats evil.

- Coda: Take care that science is used for good, not evil.

(Neo, 2005: 61)

#### 6) Historical Fiction

Here is the feature of a typical historical fiction text:

- Orientation: A setting in the past and description of a period in history.
- Complication: Good meets evil
- Sequence of event: Action related to a period in history, character's lives affected by the events of history, description of life at the time.
- Resolution: Characters survive the chaos of the time (for example, the war ends).

(Neo, 2005, p. 59)

#### 5. Teaching Narrative Texts

As an international language, English are also taught in Indonesia as a foreign language. The goal of English language teaching in Indonesia, as stated in the December 12, 1967 decree of the Indonesian Ministry of Education and Culture, is to give students a working knowledge of the English language with the following detailed objectives in order of importance:

- a. To give students on effective reading ability
- b. To give students the ability to understand spoken English
- c. To give students a writing ability
- d. To give students a speaking ability

One of the objectives in English language teaching is to give students an effective writing ability. Learning to write is a process of discovering and organizing the ideas, putting them on a paper and reshaping and revising them. Writing is the most difficult lesson in the school since the students have to produce the text by using English. They have to write about what they think in their mind and state it on a paper by using the correct procedure.

Narration is the most powerful ways of communications with others. A good written story lets your readers respond to some event, but they can almost feel it. The action detailed, and dialogue put the readers in the scene and make it happened for them.

Moreover, because narration often engages reader's emotion so powerfully it can play large role in other type of writing. To figure problems out, teacher will use narrative text in improving writing. Students can feel more relax in learning writing lesson and it will be easier for them to produce narrative texts.

## B. Previous Study

In order to improve the understanding of this research, the researcher presents a few relevant studies; The first research that is related to this research was conducted by Muhammad Safi'i (2019) entitled is "*Penerapan Pendekatan Scientific dalam Pembelajaran Menulis Teks Eksplanasi pada Peserta Didik Kelas XI Matematika Ilmu Alam (MIA) Madrasah Aliyah Darul Huda Wonodadi*". The researcher implemented Scientific Approach in teaching Indonesian writing text through five steps principle (5M) in the

learning activity. The researcher found the resulting research based on themes such as; active learning, independent learning, intellectual thinking, practice writing and speaking skill. It can be seen from the learning process outcome in writing explanation text at the second-year students at MIA class which has complete structure and language principle.

The second researcher were obtained from (Untari, 2017) under the title “The Implementation of Scientific Approach in Teaching Reading Comprehension for the Tenth Grade Students of SMAN 2 Karanganyar in 2016/2017”. The research found the Implementation of the Scientific Approach in the Teaching of Reading Comprehension was good and appropriated with the regulation of government, the teacher used five phases (5M) same as the first previous study such as observing, questioning, experimenting, associating, and communicating. The teacher used authentic assessment in the evaluation. It covered the three aspects namely, students’ attitude, students’ knowledge and students’ skill.

The third previous study was from (Barawati, 2018) by the title “THE USE OF SCIENTIFIC APPROACH TO IMPROVE STUDENTS’ WRITING ABILITY in the Eighth Grade Students of MTsN Susukan, Semarang in the Academic Year of 2017/2018”. The researcher found that students were active during the learning process, the resulting of the research showed that the writing ability of students were improve successfully. It can be seen from the number of improvements from students who passed the minimum criteria of mastery learning (KKM).