

CHAPTER V

DISCUSSION

This chapter presents the discussion accordance with the finding data and result of the research.

A. The Steps of Implementing Scientific Approach Through the Narrative Text Learning in the Tenth Grade Religion at MA Al Ma'arif Tulungagung

The scientific approach had implemented to the students of the tenth-grade religion MA Al MA'arif Tulungagung by SB as the English teacher. SB had prepared the learning design which is using the newest curriculum of Lesson plan and syllabus which had been checked and confirmed with the vice principal of academic affairs and curriculum and also all the teacher. The lesson plan and syllabus which had been ready in accordance with the material to be taught as the participation point system would be applied in the class.

The steps of implementing the scientific approach was doing systematically to the learning process. The scientific approach had some steps in based on (Fathurohman, 2015, p. 118) which was start from observation, question, explore, associaton, and networking/communicating, those steps was also called as(5M). Based on the research data, the scientific approach which implemented by SB had been appropriated with the steps of scientific approach as the base of Curriculum 2013. The first step is observation, the teacher gave simple explanation about the text and gave them an instruction to open the work book (LKS) and asked them to observe the learning material.

The second, SB asked the students to make question, it could be individual or group. The delegation of students got a chance to make question about narrative text, such as the meaning of the text, the composition of the text or function and goal of the text. The teacher wrote the question in on white board. So, all the students could see the question clearly. it was correlated with the question as the part of implementing the scientific approach in learning. 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. In doing so, it was also affective with their knowledge development and skill development.

Exploring was an activity to collect the information data about narrative text such as the definition, structure and the sample of narrative text. Students got the information data from the book, internet, the phenomenon of the story and the other sources which was based on (Fathurohman, 2015, p. 135). Continuing the previous step, SB as the teacher discussed with the students and answered the written questions on white board as the third steps of implementing the scientific approach. In the following activity, SB explained about narrative text before which was start from definition, structural text (grammatical view), the construction of the text according to (Anderson, 1997, p. 8). The writing process of narrative text had to follow the rule and structure of narrative text which had explained by the teacher before. SB was also explained about the theme and title which had to differ the structure of narrative and student would determine the text had their written. While the teacher did their writing activity, SB gave them some texts which had to differ and determine the composition of text.

After finishing exploring step. The Associating step was held by SB, he explained about narrative text and gave them different narrative text which had same context meaning. They could distinguish the introduction, complication, top of complication and resolution as the part of narrative text. before going to the next step (Anderson, 1997), he made some quizzes which becoming a strategy to increase their creativity in arranging the sentences. SB made quiz using puzzle which had every paper was contained a paragraph of narrative text. after that, the student came forward and filled the blank column with that paper. While the students were active answering the quizzes, SB could make result to go the next step in implementing the scientific approach.

The last steps of implementing the scientific approach was communicating. the students had to capable of communicating with other students in the class. The teacher gave them a chance to communicate about the material they had learned. This activity, could be written activity which was they had taken from the narrative text point of view learning, retold the contain of narrative text story during the learning process and presented about the sample of narrative text contains. In these activities, the ability of written and spoken were showed. It could be the result of learning and an assessment for the teacher which was taken by individually or group of students. SB as the English teacher gave the review and conclusion of the learning narrative text which was related to the real life. The teacher also gave motivation to the students to be more active in the class and had good integrity in their life.

According to the step of implementing the scientific approach which had done, it could be conclude that this study completed a lack of previous study,

such as the study from Safi'i (Thesis,2019) under the titled *Penerapan Pendekatan Scientific Approach Dalam Pembelajaran Menulis Teks Eksplanasi Pada Peserta Didik Kelas XI Matematika Ilmu Alam (MIA) Madrasah Aliyah Darul Huda Wonodadi, Blitar*.that did not study about giving motivation to the student. Whereas, motivation was needed by the students to keep their enthusiasm in study. This study had the same focused on the implementing of scientific approach but some steps had different treatment. The teacher used puzzle of generic structure as the learning media in teaching narrative text. The result of this treatment made the student understood about narrative text easily. In addition, the use of comparing the story which was taken from Indonesian fairytale like *Timun Emas* and *Malin Kundang* indirectly were able to add their knowledge about narrative text.

The second previous study from Septiana Dyah Untari (thesis,2017) under the titled: *The Implementation of Scientific approach in teaching reading comprehension for The Tenth Grade Students of SMAN 2 Karanganyar*". The problem was in this was the teacher 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. It was in line with the thesis from Novi. A (thesis,2016) *Improving Students's Ability in Writing Narrative Text by Using Digital Story (A Classroom Action Research at the Tenth Grade of MA NU 08 Pageruyung-Kendal in the Academic Year of 2015/2016)*. This study was not implementing scientific approach well which could influence the goal of learning. In addition,students could not aim in understanding the goal of learning writing narrative text.

B. The problem of Implementing the scientific approach through writing narrative text learning in the Tenth Grade Religion at MA Al Ma'arif Tulungagung

During the process of implementing the scientific approach through writing narrative text learning in the class, it was not all the phase could not implement. The students had to be focus on the learning process in limited time and they need process to understand the learning. The learning media was only from the student work book, the students did not prepare themselves of this learning. It was in line with SB explanation that students need more time to understand the learning text, it caused by English was foreign language which they had to know the structure a vocabulary well. The addition problem was they were not accustomed with the English text before when they were in junior high school. If the contents of the narrative text taken from Indonesian Story, they were pressuring the plot story as they known. Based on those problems which made them passive, so they were not confident in asking questions, answering questions and going forward.

Another problem which added by teacher in organizing the students, the teacher had to control the class during the learning process. The creativity of teacher in stimulating students was the main in successful learning. Teacher had to make the students interested the learning which they did not understand the meaning of story. Giving them the hooked picture with the narrative text could be One of the anticipate the problem. Before closing the class, the teacher had to do an evaluation of learning narrative text which correlated with the attitude, knowledge and skill of students but, it would need more time for the teacher to

observe one by one and very hard to do if the class were too much people and crowded.

C. The Impact of Implementing the scientific approach through writing narrative text learning in the Tenth Grade Religion at MA Al Ma'arif Tulungagung

Teacher had to pay attention with the steps of implementing the scientific approach well and also prepared the learning model which made the students easy to understand the learning. One of the methods which was used by SB. The teacher was making group of students to make it easy to fulfill the activity in the class during the learning process. They discuss about the general structure and assembled the puzzle, the next they were presented in front of the class and corrected together. The students got the duty to write narrative text using their own language and became the result of writing narrative text which collected to the teacher. Almost the students understood about narrative learning text and some of students could made narrative text themselves. From that learning, SB said that almost 80% students understood about narrative text learning. Indeed, they could make the text themselves, there were few students got misunderstand and they don't know anymore but it is very little in percentage.

The teacher took an assessment using grouping students. SB divided the students which has active and smart, so the active student delegated to passive students. By doing so, all the students which was passive could study together with the smart student and the additional reason was more efficient time in doing the assessment. The end of learning writing narrative text learning, the teacher

made final examination which the questions were taken from the work book students (LKS) and oral tests to get the real value.