



**THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING WRITING
NARRATIVE TEXT TO THE EIGHTH GRADE STUDENTS OF SMPN 2 GROGOL
ACADEMIC YEAR 2014/2015**

THESIS



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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF TEACHER TRAINING AND EDUCATION
UNIVERSITY OF NUSANTARA PGRI KEDIRI
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APPROVAL PAGE

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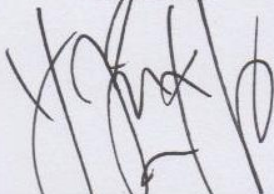
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Approved by the advisors to be proposed to
The English Department Examination Committee of
University of Nusantara PGRI Kediri

Kediri, August 21st, 2015


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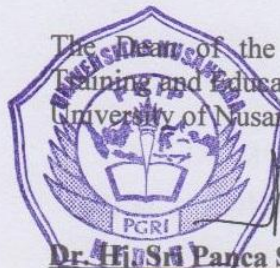
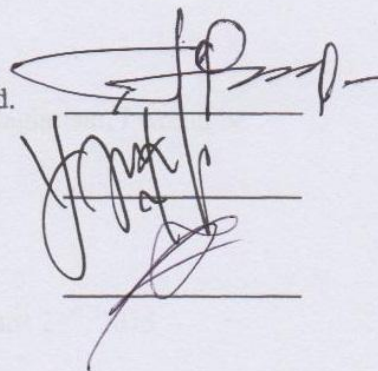
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In scientific approach there were some stages, they are Observing, Questioning, Experimenting, and Networking. Scientific approach was one of approach used by the teacher to teaching writing narrative text. Moreover the English teacher has to find interesting media to direct the activities of the students in classroom and also assessed the students based on scientific approach. In this research, the researcher identified the implementation of scientific approach in teaching writing narrative text, media used by the teacher and also how the teacher assessed the students. This research is a case study and use qualitative approach. In collecting the researcher used observation, interview and documentation. In this research explained that 1) the teacher implemented four stages only, the teacher did not ask the students to make a narrative text. 2) The teacher did not used media in teaching learning process. The teacher only used handbook to teach. 3) Teachers assess students only from student's participation in the class, self assessment form and the task given by the teacher.

Key word: scientific approach, teaching, writing, narrative text

I. Introduction

Writing is one of four language skill that is very important to learn. It is important to be mastered in order to ensure success. In some education levels, students have to be able to write a word, sentence, paragraph, text, paper, thesis, and others. Writing is also one way to communicate; between writer and reader. It shows that writing as language skill has a big role in mastering English because it gives amount of language output. Nunan (2003:89) states that 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. There are some steps in teaching writing, Richards and Renandya (2002: 316) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing.

According to 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 interest the reader

Zulyetti (2015) stated that in 2013 curriculum 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.

Nowadays some school in Indonesia has been implementing 2013 curriculum. The 2013 curriculum provides a new approach in teaching process. It provides scientific approach to develop the students' skill, knowledge and attitude. In scientific approach, it consists of learning phases constructed from observing, questioning, collecting information/ experimenting, associating, and communicating. (*Kementerian pendidikan dan kebudayaan, "Modul Pelatihan Guru Implementasi Kurikulum 2013:154"*).

Application of scientific approach in schools is often obstructed some problems, either from teachers or students, such as the one of junior high school who implement Curriculum 2013 is SMPN 2 Grogol, when the researcher was conducting teaching practice in there, there

were some problem in teaching learning process, some students seemed bored and lazy to pay attention to the teacher's explanation, this could be due the technique that used by teacher is boring, or perhaps because of media used by the teacher is not too interesting. This problem would make the students complicated at the stage of writing because they are not interested in the material.

Relating to the problem above, the researcher investigated the implementation

II. Method

This research was carried out in SMPN 2 Grogol, and conducted in November 2014 until May 2015. The research method that use in this research is qualitative research. Type of this research is case study because in this study the researchers investigate the implementation of a scientific approach, especially the media, the technique and the assessment conducted by teachers. Researchers will use some sources to get information, such as observation, interviews and documentation.

In the observing, the researcher brought an observation checklist which

of scientific approach in teaching writing narrative text, especially to know what the media and the technique that used by the teacher in classroom and how the teacher assess the students. So, in this research, the researcher want to identify 1) How the teacher implementation scientific approach, 2) What the media that used by the teacher, and 3) how the student assess the students.

contain about general information of media, technique and assessment used by the teacher in teaching learning process. After that the researcher made note about everything occurred inside of the classroom.

In the interview the researcher brought the instrument to guide the interview, the researchers were also able to use tools like a tape recorder that was helpful in the interview. The researcher collected the information by doing the interview list as a guidance to do the interview to the teacher, in order to interview was conducted systematically.

In the documentation, the researcher collected the documentation by doing record take picture during the teacher do in teaching learning process. Beside photo and video the researcher also asked for the teacher's lesson plan.

To analyze the qualitative data, the analysis data involve data reduction, data display, and conclusion and verification. In the data reducing the researcher reduced some data that were not very important for this research. Because in qualitative research, there were a lot of

data got from observation. So, it was needed to reduce data to ease the researcher in analyzing the data.

The researcher analyzed and described the data using words based on the result of class observation, interview and documentation. From the observation, the researcher describes the teaching learning process, and the data from interview is the opinion of the teacher about teaching writing using scientific approach.

III. Findings

A. Implementation of Scientific Approach

1. Observing

In the observation, the teacher gave an example of narrative text entitled "Mouse deer and Crocodile". The teacher asked the students all things related to the text title.

The teacher also explained about the different of recount text and narrative text, the teacher said "recount tell about *penagalaman*, tapi kalau narrative to *entertain*" (recount tell about experience, but narrative text to entertain) . The teacher also explained "*kenapa narrative pake' past tense?, karena narrative bercerita tentang mas alalu*" (why narrative text use

past tense, because narrative text tells story about past). Moreover, the teacher also explained the students about generic structure of narrative text.

2. Questioning

In the stage, the teacher asked the students to ask about the text showed by the teacher "*Mungkin dari pendengaran kalian ada kata-kata yang mau ditanyakan?*" (Maybe from your hearing any words that would be asked?), but no one asked, so the teacher continued to the next learning stage, the teacher said "*saya harap kalian mau memeham ipertanyaan tentang teks yang tadi, silahkan pahami*

pertanyaannya, kalau ada pertanyaan yang tidak mengerti, if you have difficulties please ask to me, silahkan ditanyakan, konsultasikan pada saya” (I hope you will understand the questions about the text, please understand the question, if there are questions that you do not understand, if you have difficulties please ask to me, please ask, consult to me). The teacher gave the opportunity for students to ask questions, but there was no students want to ask. Therefore, in questioning stage the students were very passive.

3. Experimenting

In the experimenting stage the teacher asked the students to make sentences using past tense based on topic and guided the students to make a sentence using past tense. From the sentence used by the students, the teacher asked the students to arrange the simple paragraph from the sentence made by the students. The teacher asked the students do the task in pairs or in four students. The teacher said "*oke silahkan dicoba, please do in pairs or in group of four, satu kelompok itu empat anak, not more, tidak lebih*" (oke please try, please do in pairs or in group of four, one group consist of four students, not more). This is also appropriate with the

teacher's lesson plane. The teacher divided the students into group.

4. Associating

In associating, the teacher asked the students to write the result discussion on the board. The teacher asked the students write the simple sentence using past tense that made by the students. The teacher said "*ayo ketua kelompok silahkan ditulis hasil siskusnya tadi on the board*" (leader of the group please write the result discussion on the board).

Then the teacher corrected the sentence that wrote by the students. Moreover, the teacher asked the leader of the group to read the paragraph that made with the group. After that, the teacher correct the sentence and paragraph that written by the students. This is supported by teacher's lesson plan: "*guru mengoreksi hasil diskusi siswa bersama kelompoknya*" (the teacher correct the student's result discussion).

5. Networking

In this stage, the teacher did not ask the students to make simple sentences using past tense individually. Because the teacher did not ask the students make a sentence, therefore the students also did not make a paragraph. It was not appropriate with the lesson plan: "*Dengan*

bimbingan dan arahan guru, peserta didik membuat paragraph sederhana” (With the teacher guidance, the students make a simple paragraph).

It means that, in teaching learning process the teacher did not apply the networking stages. After the associating stage, the teacher asked the students if anyone would like to ask, or if there were difficulties could ask to the teacher, but there was no student to ask. Finally the teacher directly ends the teaching learning process.

B. Media Used by the Teacher

Based on observation in the classroom and interview of the teacher, the researcher concluded that the teacher at SMPN 2 Grogol did not use media in teaching learning process. The teacher only uses text from handbook. Based on observation the researcher know, the text that used entitled “Mouse deer and Crocodile” and “A Wolf in Sheep clothing”.

Before the teacher read the text, first

the teachers remind students "what is the Fable?" After that the teacher started to ask about anything related to the title of text, at this stage the teacher invites students to actively convey their opinion based on the title of text.

C. Assessment in scientific Approach

In the scientific approach, the assessment used is authentic assessment. Based on interviews, the teacher assessed the students based on student's participation in the class and the student's activity to ask or answer the questions given by the teacher. In addition, the teacher also assessed from the task that done by the students.

In the attitude and social the teacher observed the students behavior in the classroom, how in socializing with her friends, how they acted with teachers, and the teacher also gave self assessment form to the students. Skill assessment collected when the teacher asked students to write answers on the board and check the students answer.

IV. Discussion

In scientific approach there were five steps. They were observing, questioning, experimenting, associating and networking. The researcher interpreted that

the teacher implemented the scientific approach did not perfect, there were some steps that did not apply. This is contrast with *Menteri Pendidikan dan Kebudayaan*

(2013) in scientific approach there five stages they are observing, questioning, experimenting, associating and networking. Moreover, in teaching learning process the teacher did not implement process of writing. This is contrast with Richard and Renandya (2012:316) state that the process of teaching writing consists of four basic stages. They are planning, drafting, revising, and editing.

In the teaching learning process, the teacher did not used a media, the guide that teacher used in teaching learning process was handbook. All of activity in teaching English oriented in handbook. When teacher only used textbook as the basic of teaching learning process, she should develop the material which is in the text book. Basically, the teaching learning not oriented on the handbook only. There are a lot of things that teachers can used to teach English beside handbook, for example

video, picture, cassettes, etc. And for support in teaching learning can use media like; LCD, laptop, etc. Teacher might use one of those to help them in teaching. This is contrast to Finocchiarro (1974:155), he classifies media into three general categories, and they are Visual media, Audio media Audio visual media. At the first stage in the scientific approach is the observation, the media is needed at this stage.

In the assessment based on scientific approach, the researcher can interpreted that the teacher did not applied authentic assessment based on types of authentic assessment. The teacher also gave the students self assessment form. This is contrast to *Kementerian Pendidikan dan Kebudayaan* (2013) there are four types of authentic assessment includes performance assessment, project assessment, portofolio assessment, and written assessment.

V. Conclusion

There are three points concluded by the writer from research findings and discussion in previous chapter. Implementation, media, and assessment in teaching writing narrative text using scientific approach. From the finding the writer will make the conclusion.

In the implementation of scientific approach. The researcher can conclude that in teaching learning process the teacher implemented the scientific approach did not perfect, there were some steps that did not apply. The teacher did not teach the students based on process of writing. Therefore, the students can not make a



narrative text and have not the final product of writing.

In teaching learning process the teacher only used handbook to teach. The teacher used the existing text in the handbook for teaching writing narrative text. It means that the teacher did not used media in teaching learning process. If the teacher only used the handbook or text, it makes students become easily bored and learning process become monotonous.

In the assessment, based on the research finding the researcher can conclude that the teacher assessed the student's attitude based on student's participant, behavior in the class and also gave the students self assessment form, the student's skill assessments based on assignments that give by the teacher. It means that there were some types that did not implement by the teacher.

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