

CHAPTER II

REVIEW OF LITERATURE

This chapter contains a theoretical framework covering the following main topics: Definition of learning methods, Discovery Learning Method, writings, Analytical Exposition texts, and also contains relevant research and hypotheses.

A. Theoretical Framework

Based on the discussion, the author would like to present a theoretical framework with several main theories and several other supporters as references including writing, Analytical Exposition text, and Discovery Learning Methods.

A.1. Definition of Learning Method

The method is a way, which in its function is a tool to achieve the goal. The more precise the method, the more effective the achievement of these goals will be. but especially in the field of education in schools, there are several other factors that play a role in determining the effectiveness of teaching methods, including teacher factors, student factors and learning environment factors.¹

Knowledge of teaching methods (learning method problems) is very important for teachers or prospective teachers. learning methodology is essentially the application of psychological principles and educational principles for the development of students.²

Pupuh Faturrohman (in Istarani, 2012: 1) states that the method is a

¹ Suryosubroto, *Proses Belajar Mengajar di Sekolah*, (Jakarta: Rineka Cipta, 2009) p. 141

²Ibid, p. 141

way that can be used to implement the strategy. Method literally means "way" in general usage method is defined as a method or procedure used to achieve certain goals.³

A.2. Discovery Learning Method

A.2.1. Definition of Discovery Learning Method

The discovery learning method is one way to train students to improve their analytical writing skills. This is because this discovery learning model has advantages that can train students to work together, train students to interact well with classmates, and deepen students' knowledge.⁴

Discovery learning is a learning method carried out by the teacher so that children acquire knowledge that they do not know, not through notification, partially or wholly discovered by themselves.

Based on the above understanding, it can be concluded that the Discovery Learning model is a method for developing active student learning by finding their own, investigating themselves, then the results obtained will be loyal and long-lasting in memory, not easily forgotten by students. Based on these problems the researcher considers it necessary to conduct research.⁵

Q.S. al-Ankabut: 20:

قُلْ سِيرُوا فِي الْأَرْضِ فَانظُرُوا كَيْفَ بَدَأَ الْخَلْقَ ثُمَّ اللَّهُ يُنشِئُ النَّشْأَةَ
الْآخِرَةَ إِنَّ اللَّهَ عَلَىٰ كُلِّ شَيْءٍ قَدِيرٌ

³Istarani, *58 Model Pembelajaran Inovatif*, (Medan: Media Persada, 2011) p. 1

⁴Noverianus Siduhu ndruru, "The Efforts To Improve Students' Ability To Write Exposition Text With Discovery Learning Method by Class X (Tenth) Students of SMA Negeri 1 Hilimega", (Al' Adzkiya International of Education and Sosial, ISSN : 2721 – 8716, 2020), p. 133

⁵Nurhan, " Penerapan Model Pembelajaran Discovery Learning Terhadap Peningkatan Kemampuan Menulis Cerpen Siswa Kelas X-1 SMA Negeri 4 Parepare" (Jurnal Pengembangan Sumber Daya Isnani, ISSN: 2355 – 0538, Vol. 02 Nomor 02, Juli – Desember 2017) p. 250

Say: "Walk on (face of) the earth. So pay attention to how Allah created (man) from the beginning. Then Allah made it again. Verily Allah has power over allthings.

In Hadist

رَضِيهُرَيْرَةٌ أَبِيعَنْ اللّٰهُ صَلِّاَلنَّبِيِّعَنْعَنه اللّٰهُ قَالو سَلْمَعَلِيه: مَنْ سَلَكَ
طَرِيْقًا يَلْتَمِسُ فِيْه عِلْمًا سَهَّلَ اللّٰهُ لَهٗ بِه طَرِيْقًا اِلَى الْجَنَّةِ (ومسلمرواه)

Meaning: From Abi Hurairah Radiallahu'anhu Rasulullah Sholallahu 'Alaihi Wassallam said: "Whoever follows a path in search of knowledge, Allah will make it easy for him the path to heaven." (HR. Muslim).⁶

The Discovery Learning Method is also related to the Qur'an and Hadist in calling on humans to observe, analyze and think about the universe and the creatures in it, indicating clearly the attention of the Qur'an in calling on humans to learn, either through observing the things, practical experience in everyday life.

The link between this method and the verse above is that it requires students to be able to observe, analyze and think about things that are happening around them which can provide insight to learn through observing what is happening in order to become their practical experience, so that the knowledge they gain is not only through theory alone but also their experiences through their observations.

From the statements regarding the meaning of the Discovery Learning Method above, it can be concluded that the Discovery learning method is a learning method that changes passive learning conditions to be active and

⁶Syaikh Muhammad Bin Shalih al-'Utsmaini, *Syarah Hadist Arba'in* (Pustaka Ibnu Katsir Murja'ah, 2016) p. 518

creative, changes teacher-oriented learning to become student-oriented, and changes where students only receive information, as a whole from the teacher to a discovery model where students seek and find information on their own.

A.2.2. Steps for the Implementation of the Discovery Learning Method

The steps for the preparation of the Discovery Learning Method according to Suciati & Irawan in Budiningsih (2005) are:

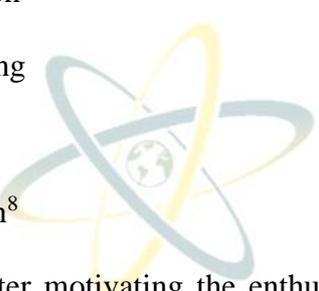
- a. Determining learning objectives
- b. Identify student characteristics which include (initial abilities, interests, learning styles, and so on)
- c. Choose lesson material
- d. Determine the topics that students must study inductively (from examples of generalizations)
- e. Developing learning materials in the form of examples of illustrations, assignments, and so on for students to study
- f. Arrange lesson topics from simple to complex, from concrete to abstract, or from active, iconic to symbolic stages
- g. Assess the process of learning outcomes.⁷

Meanwhile, according to Syah (2004) in Aprilianti (2017) stated that in the application of the Discovery Learning Method in the teaching and learning process in the classroom, there are several procedures that must be carried out in general as follows.

- a. Stimulation

⁷Asri Budiningsih, *Belajar dan Pembelajaran*, (Jakarta: PT. Rineka Cipta, 2005) p. 50

- b. Problem Statement
- c. Data Collection
- d. Data Processing
- e. Verification
- f. Generalization⁸



The initial stage after motivating the enthusiasm of students to find what will be studied in the material to be discussed, then the teacher starts the material by asking questions to students, this will make students faced with something that can cause question marks, then by not giving generalizations so that they arise within students to find out and investigate on their own.

After stimulating the next step, the teacher invites the students to identify each problem that is in accordance with the subject matter, then one of them is selected and then a temporary hypothesis is made on the problem questions that have been identified.

During exploration, the teacher also invites students to seek as much information as possible to prove the truth of the selected hypothesis. This stage serves to answer questions and prove the truth of the hypothesis so that students can collect data from various relevant information such as making observations, observing, conducting interviews from various sources, or conducting their own trials.

After the students collect data from various information generated from the process of observation, interviews from various sources, observations, and

⁸ Estri Aprilianti, Skripsi: *“Pengaruh Penerapan Model Pembelajaran Discovery Learning Terhadap Hasil Belajar Tematik Siswa Kelas V Sekolah Dasar Negeri 2 Labuhan Ratu Bandar Lampung”* (Bandar Lampung: Universitas Lampung, 2017) p. 19

so on. then all data is processed, randomized, and clarified to get the right and appropriate results.

Then, students carefully examine the results of data collection that has been done to prove whether or not the hypothesis that has been set is true. with various alternative findings associated with the results of data processing

The next stage is generalization/drawing conclusions which is the process of drawing conclusions from the results of data processing by taking into account the appropriate verification results.

Based on the source to determine the steps of Discovery Learning expressed by Syah (2014), the researcher will use the steps proposed by Syah (2014) to carry out the learning steps. The reason the researcher uses the steps proposed by Syah (2014) is because it is fairly simple, but the steps in solving the problem are very effective and clear, it can be seen that the steps that begin with stimulation, problem identification, data collection, data processing and drawing conclusions. According to the researcher, the steps above are in accordance with the steps of scientific thinking.

A.3. Advantages and Disadvantages of Discovery Learning Method

1. Advantages of Discovery Learning Method

Using this discovery technique, the teacher tries to increase student activity in the teaching and learning process.

So this technique has the following advantages:

- a. This technique is able to help students to develop, increase readiness, and mastery of skills in the cognitive process / student

recognition.

- b. Students gain knowledge that is very personal / individual so that it can be firmly / deeply left in the soul of the student.
- c. Can arouse students' enthusiasm for learning.
- d. This technique is able to provide opportunities for students to develop and advance according to their respective abilities.
- e. Able to direct the way students learn, so they have a strong motivation to study harder.
- f. Helping students to strengthen and increase their self-confidence by means of self-discovery.
- g. The strategy is student-centered not teacher-centered. The teacher is only a friend to study, helps when treated.⁹

2. Disadvantages of Discovery Learning Method

Even though this technique is good, there are still weaknesses that need to be considered. The weakness of this technique are:

- a. In students there must be preparation and mental maturation for this way of learning. Students must be brave and willing to know their surroundings well.
- b. If the class is too large the use of this technique will be less successful.
- c. For teachers and students who are familiar with traditional planning and teaching may be very disappointed if it is replaced with

⁹Roestiyah, *Strategi Belajar Mengajar*, (Jakarta: Rineka Cipta, 2008) p. 20

discovery techniques.

- d. With this technique there are those who argue that this mental process is too concerned with the understanding process, not paying attention to the development/ formation of attitudes and skills for students.
- e. This technique may not provide an opportunity to think creatively.¹⁰

A.4. Concept of Writing

A.4.1. Definition of Writing

In this part, some definitions of writing are clarified. Those are derived from some experts that expected can support this research.

Writing is non-verbal/written communication that uses language as a means of human interaction. Language has a relationship with communication to get information from one person or many people through the use of various channels such as sending e-mails to each other, and exchanging letters. That's why actually the function of language itself is communication¹¹

Writing is way to product languages that comes from our thought. By using writing we can share our idea, our feeling or anything that axist in our mind. It is written on paper or computer screen. It is influenced both by personal attitudes and social experiences that the writer bring to writing and the impact of the particular political and instituional context. It also a process that we write is

¹⁰Ibid, p. 21

¹¹SholihatulHamidahDaulay, *Language and Society*, (Medan: LembagaPeduliPengembanganPendidikan Indonesia (LPPPI), 2019), p.10

influenced by constraints of genre and has present in learning activities.¹²

Writing is the expression of language in form of letters, symbols or words. The primary purpose of writing is communication. When writing, students work through the stages of the writing process.¹³

From the above understanding, the researcher concludes that writing is an activity to express ideas, ideas, thoughts, experiences and knowledge in the form of notes by using letters (writing), symbols or symbols that are made systematically so that what we write can be easily understood by other people who read our writing.

A.4.2. **The Importance of Writing**

Writing is one of the important skills in teaching English. Writing is a form of thinking activity, expressing ideas or ideas and the way people express something as outlined in writing.

According to Galuh in Nurhayuna (2017) state that writing is one of language skill which has given an importance contribution to human work. There are many records of recent activities that we can read today, which can also be read in the future. Some important feature of writing activities that are usually done by people such as; teachers write some important thing on blackboard, or student may write some note that are dictated by the teacher, lots of people who are going to apply for job in offices write English. English department students

¹²Nurhayuna, *Basic Writing*, (Medan: State Islamic University of Sumatera Utara, 2017), p. 2

¹³Sholihatul Hamidah Daulay, Maryati Salmiyah, *An Analysis of Inflectional Morphemes Errors in Writing Text by Second-Year Student of MAS TPI Silau Dunia*, (Vol 10 No. 10 ISSN; 2086-4213 Juli-Desember, 2016), P. 7

especially, need to learn writing and prepare for the final academic assignment, or thesis writing. This, in term of student's need, integrated in writing is necessary¹⁴

Besides that according to Toni Parkinson in Nurhayuna (2017) state that the aim of writing are

1. To inform (Explain and Describe)
2. To argue (Persuade and Instruct)
3. To explore (Imagine and Certain)
4. To analyze (Review and Comment)¹⁵

In the Qur'an the importance of writing for mankind is stated in the Qur'an Surah Al-Qalam (68 : 1) and Al-Alaq (69 : 1-5)

Al-Qalam 1

ن وَالْقَلَمِ وَمَا يَسْطُرُونَ

Nun. By the pens and what they write,(1)

In this ayat means how pen and writing have primacy and glory before Allah.

Al-Alaq 1-5

اقْرَأْ بِاسْمِ رَبِّكَ الَّذِي خَلَقَ (١) خَلَقَ الْإِنْسَانَ مِنْ عَلَقٍ (٢) اقْرَأْ
وَرَبُّكَ الْأَكْرَمُ (٣) بِالْقَلَمِ عَلَّمَ الْإِنْسَانَ مَا لَمْ
يَعْلَمُ (٥)

1. Recite in the name of your Lord who created
2. Created man from a clinging substance.
3. Recite, and your Lord is the most Generous –
4. Who taught by the pen –

¹⁴Ibid, p. 2

¹⁵Ibid, p. 2

5. Taught man that which he knew not.

The word "Qalam" in verse 4 of Surah Al-'Alaq and Al-Qalam means "Pen". It contains meaning which is interpreted as writing and the result of writing is in the form of text which is also included in the study of literacy. as we know in the order of literacy, starting from reading and then recording what has been read into writing.

Based on the interpretation of as-Sa'di / Sheikh Abdurrahman bin Nasir said and among other goodness of Allah, is teaching his servant to write with a pen, in other words the pen is an application tool in the writing process thus Allah conveys the importance of writing because with writing a knowledge can read, applied, and shared with fellow human beings.

Based on Above Al-Qur'am that Writing something good will give benefit to mankind based on sincerity and only because of Allah, glory will be obtained. Of course the guarantee is heaven. Because by writing a servant will give knowledge to future generations and the meant by qayyidul 'ilma in above hadist is to strengthen and memorize and take care not to let it go away by writing or copying the knowledge that has been conveyed into writing.

A.4.3. **Writing Process**

Writing is a complex combination of skills that is best taught. The writing process involves steps that must be followed in producing a finished written work. Writing is the process of pouring thoughts into writing that has a specific purpose such as entertaining, providing information, expressing something, describing something and so on. One result of this writing process is usually called an article

or essay. There are many models of the writing process.

Stages of the Writing Process:

- a. Prewriting: This is the planning phase of the writing process, when students brainstorm, research, collect, and elaborate ideas. Audience and purpose must be considered in the best way
- b. Drafting: Students make their initial compositions by writing down all their ideas in an organized manner to convey a particular idea or present an argument. Audience and objectives must be resolved.
- c. Revising: Students review, modify, and rearrange their work by rearranging, adding, and subtracting content. The purpose of this phase of the writing process is to refine the draft.
- d. Editing: At this stage in the writing process, the writer corrects and checks for any mistakes in grammar and mechanics, and edits to improve style and clarity. Having feedback or suggestions from other authors at this stage is helpful.
- e. Publishing: In the last step of the process this can be done in various ways, and with the help of a computer, it can even be printed or published online.¹⁶

A.5. Concept of Analytical Exposition Text

A.5.1. Definition of Analytical Exposition Text

There are various types of texts introduced and studied in high school, such

¹⁶UtamiDewi.*How to Write*.(Medan: La-Tansa Press, 2011), p.11-23.

as narrative, descriptive, report, text exposition, etc. Exposition text is divided into two kinds; they are hortatory exposition and analytical exposition. Hortatory exposition text has a tendency to give recommendations to the reader, while the analytical exposition text has the aim of persuading the reader to believe what the author believes.¹⁷ In this study, the researcher is interested in investigating the analytical exposition text. According to Sudarwati in Dimas Yudha Putra Garintama (2018) , an analytical exposition of text is a type of text whose purpose is to make people think believe that there is a problem.¹⁸

According to Martin & Rose in Gusnita Arianti and Yuli Tiarina (2014) defines that analytic exposition is a persuasive text and there are two types of exposition text, namely Analytical exposition text and Hortatory exposition text. Analytical Exposition Text is an expository text that serves to justify a position and persuade the reader or listener of something in a case.¹⁹

A.5.2. Generic Structure of Analytical Eksposition Text

Based on Anderson and Anderson (1997), the generic structure of expository analytical text is Thesis, Arguments, and Reiteration.

1. Thesis contains an introductory argument. It introduces the topic and shows the reader the reasons why the author gave an opinion on the subject he or she made. The thesis can usually be found in the first paragraph of the text.

¹⁷Dimas Yudha Putra Garintama. *Analysis on Analytical Eksposition Text Written by Eleventh Grades of SMA Hang Tuah 4 Surabaya* (Volume 06 Nomor 01 Tahun 2018), p. 10

¹⁸Ibid, p. 10

¹⁹Gusnita Arianti, Yuli Tiarina, *Teaching Reading Analytical Exposition Text to Senior High School Students by Using POSSE (Predict, Organize, Search, Summarize, Evaluate) Strategy*. (JELT Vol 3. No 1 Serie C 2019), p. 15

2. Arguments consist of points and elaborations. the point is that the author will write his opinion to support the main topic that has been conveyed previously
3. Reiteration, writers summarize their previous arguments and theses from their point of view and usually Reiteration contains reaffirmation of the author's opinion on the main topic.²⁰

The three aspects above (Thesis, Argumentation, and Reiteration) must be arranged sequentially, so that the reader can understand the analytical exposition text well.

A.5.3. Language Feature of Analytical Exposition Text

According to Garot and Wignel, in Dimas Yudha Putra Garintama (2018)

Analytical exposition text has several language features including First is the use of emotive words. Emotive words are words that express the author's thoughts and feelings so that there is an element of emotion in each of his writings.

- a. Using the simple present tense.
- b. Internal conjunctions are connecting words that connect arguments between two clauses.
- c. causal conjunction (Reason-Why) or cause and effect ²¹

B. Relevant Research

1. The first research is research that was conclude by Dewa Ayu WulanWidyantari, Nyoman Adi Susrawan, and Komang Widana Putra

²⁰Dimas Yudha Putra Garintama. *Analysis on Analytical Eksposition Text Written by Eleventh Grades of SMA Hang Tuah 4 Surabaya* (Volume 06 Nomor 01 Tahun 2018). p. 10

²¹Ibid, p. 10

(2020) by title “ Penerapan Metode Discovery Learning untuk Meningkatkan Kemampuan Menulis Teks FABEL Melalui Media Strip Komik (Comic Strip) pada Siswa Kelas VIIA SMP Wisata Sanur Tahun Pelajaran 2019/2020. The method used by the Writer in this study are: Observation Method, and Test Method. The research instrument used by the author in collecting this data was an observation sheet and a test in the form of a task, namely writing a fable text. In this study, the authors act actively in observing the improvement in each cycle of students in writing fable texts, and identify with the research objectives, then interpret and report the results. Thus, it can be concluded that the students' ability in writing fable texts has increased with an average pre-cycle value of 5.64, an increase of 0.84 to 6.48 in the first cycle, then an increase of 1.39 from the average value in the first cycle. the first cycle, to 7.87 in the second cycle. This value has exceeded the target set by the researcher, which is 75, so the study was terminated until the second cycle.²²

2. The second research is research that was concluded by Anisa Fitri Irwan, An Fauzia Rozani Syafei, and Leni Marlina (2018) by title “Students’ Ability in Writing Analytical Exposition Text at English Departement of Universitas Negeri Padang” This research is a quantitative descriptive study conducted on students majoring in English in the third semester of

²²Dewi Ayu Wulan Widyantari, et al, *Penerapan Metode Discovery Learning Untuk Meningkatkan Kemampuan Menulis Teks Fabel Melalui Media Strip Komik (Comic Strip) Pada Siswa Kelas VIIA SMP Wisata Sanur Tahun Pelajaran 2019/2020* (ISSN : 2774-6259 Volume 1 No 1 Desember 2020)

State University. This research focuses on how students' abilities in writing thesis statements, arguments, organization and writing, as well as the use of evidence in analytical exposition texts. The population in this study was the third semester English Department of Padang State University, and the sample came from the education class, namely the K-3 class which consisted of 20 students. Students are asked to write an analytical exposition text and then the student's writing analyzed by using the analytical exposition text rubric which consists of four aspects, namely the thesis statement, argumentation, organization and writing, and the use of evidence. Based on the results of the study, there were four students who were at a very good level, five students at an advanced level, ten students at a moderate level, and one student at a moderate level. Students at an inadequate level. Overall, the ability of students majoring in English in the third semester of Padang State University is at an advanced level.²³

3. The Third research is research by Noverianus Siduhu Ndruru, S.Pd (2020) by title "The Efforts to Improve Students' Ability to Write Exposition Text With Discovery Learning Method by Class X (Tenth) Students of SMA Negeri The research subjects selected by the researcher were 23 teachers and students of class X SMA Negeri 1 Hilimegai. The implementation of this research was divided into two cycles, each cycle was carried out in two meetings. Research data obtained through. The

²³Anisa Fitri Irwan, et al, Students' Ability in Writing Analytical Exposition Text at English Departement of Universitas Negeri Padang, (Journal of English Language Teaching of FBS Universitas Negeri Padang ISSN 2302-3198 Volume 7 No. 1, 2018)

data collection methods used by the researchers in this study were the observation method, the test method, and the questionnaire method. And also in the form of student assignments and photo documentation during learning. The data analysis technique was carried out using a qualitative descriptive technique product. The researcher writes that the success criteria in this study can be seen from the change in better scores in each cycle. The success of this research is seen from two criteria, namely the success of the process and the product. The research results obtained are First, the use of discovery learning models can improve the quality of learning to write exposition in students. This can be seen in the improvement of the process on aspects of the learning situation, students are more focused on learning, students are also more active in groups, and learning to write exposition becomes more fun. Second, the use of discovery learning models can improve the results of exposition writing skills. This can be seen in the increase in the results obtained by students from cycle I and cycle II. Overall, at the end of cycle II, all aspects and criteria of exposition writing experienced a significant improvement. Based on the results of the study, it can be concluded that the use of the discovery learning model is successful and is able to improve the exposition writing skills of the tenth graders of SMA Negeri 1 Hilimegai.²⁴

²⁴ Noverianus Siduhu ndruru, *“The Efforts To Improve Students'Ability To Write Exposition Text With Discovery Learning Methodby Class X (Tenth) Studentsof SMA Negeri 1 Hilimega”* , (Al’ Adzkiya International of Education and Sosial, ISSN : 2721 – 8716, 2020)

C. Conceptual Framework

Writing is the most difficult skill for students to master, especially foreign language learners. Writing is one of the important skills and must be developed by students because it is very important in the academic field, and will be useful in the world of business and relationships with other people around the world. In an academic context, students need to develop these skills.

In this study intends to investigate the research problem, this study aims: To find out whether there is a significant increase in the application of discovery learning methods to students' writing skills in writing analytical exposition texts.

D. Hypothesis

Hypothesis is temporary statements, allegations or prejudices that still need to be proven true through research.

Ha: there is a significant increase in the application of discovery learning methods to students' activeness and writing skills in writing analytical exposition texts.

Ho : There is a difference in student learning outcomes using Discovery Learning and conventional learning for class XI students' of SMA Swasta Nurul Iman Tanjung Morawa.