# CHAPTER II

## REVIEW OF RELATED LITERATURE

In conducting this research, theories are needed to explain some concepts or terms to avoid misunderstanding and to make the same perception between the researcher and the reader. The terms need to be clarified. The term's function is to give the limited concept, which is specially meant in a particular context. The theoretical framework of this research is presented and discussed as follows:

### A. Writing

Writing is a necessary component of professional, social, communal, and civic engagement. Writing is an important instrument for communication, education, and self-expression, which is the ability of a speaker to communicate their body language through words or phrases (Graham, 2012). Successful and successful communication requires the use of suitable and appropriate language for the circumstance, as well as a strong grasp of spelling, vocabulary, and grammar. The writer's concept is the language that makes sense.

Writing encompasses more than the production of precise and full words and phrases. Writing is about assisting students in the production of complete pieces of communication, in which they develop facts, ideas, or arguments for a specific reader or a group reader.

As a result, writing success is employed for a variety of objectives at the elementary level. Assisting students both within and outside the classroom, assigning grades, selecting students for appropriate courses, and assessing the

program are all regarded critical components of writing skills evaluation. The context in which you write should be clear and meaningful (Elander & Red, 2006).

Furthermore, Brown (2000) asserts that there are four distinct types of writing. The first is mimicry. It is the initial stage of learning to write. The students will simply transcribe English letters, words, and maybe phrases in order to become familiar with the orthographic code's rules (for elementary school). The second type is intense or regulated. This type of writing is frequently encountered in controlled, written grammar drills. This style of writing precludes the writer from exercising much inventiveness. Controlled writing is a kind of writing in which students are required to change a predetermined framework throughout. Self-writing is the third. The most prominent example of this category in the classroom is learners' note-taking. This category includes diary or journal writing. The fourth type of writing is show writing. All language learners will encounter some aspect of display in short response exercises, essay tests, and research projects. A variety of display writing approaches is one of the academic abilities that English second language learners must acquire. In certain classes, the purpose of writing is to facilitate true delivery of messages to an audience in need of those messages.

Writing will be easier to understand when writer used an indicator and considered, the written can be conveyed to readers. The indicators that must be fulfilled are: (1) share the ideas and information; the purpose of writing is to convey ideas and information to readers. (2) content: have an easy idea to

undertand. (3) complex grammatical: the good structure for the writing can be read precisely. (4) Correct spelling: the placement of the right letters, if something wrong the meaning will be different. (5) punctuation and capitalization mechanics: the use of inappropriate pancuation marks can provide different  meanings. (6) vocabulary; the proper of vocabulary will be easier to undertand by readers.

**B. Teaching Writing**

Teaching strategies are educational techniques that are utilized throughout the teaching-learning process as a means of planning or teachers' actions that are designed to accomplish the purpose or objectives of the content delivered. The strategies may be described as the process of developing a plan that includes organized actions for the purpose of achieving specified educational objectives (Fitriani, 2020). A strategy is a deliberate and planned pattern used to carry out tasks or operations. The strategy outlines the activity's aims, the individuals participating, the process of the activity, and the methods by which the activity is supported (Abdul, 2014).

Teaching strategy is conceptual frameworks that describe systematic procedures in organizing learning experiences to achieve learning goals and teachers in planning and carrying out the learning activities (Istiqomah, 2019).

Crawford (2005) asserts that teaching is more than a collection of techniques. Teaching effectively entails addressing a specific set of objectives for a specific group of students using specific resources, within a certain time period, and in a specific school and community environment. Developing

students' abilities and techniques for learning while they are also acquiring the curriculum's material. Although teaching is more than a collection of tactics, some teaching approaches should be included in the repertory of any creative teacher. This information may be combined to create a comprehensive lesson plan. The most successful classrooms enable students to think independently and use critical thinking abilities as a technique of discovery learning.

The school has the curriculum step to implement as in English teaching, there are four purposes in the English teaching strategy; (1) Spiritual, (2) social, (3) knowledge, and (4) skill. Each level has the standard to know the competence of the student and in every skill.

Therefore, the researcher took the basic competency (KD-3.10 and 4.10 to analyze recount text simple past for VIII-B class that connected to apply in discovery learning methods.

**Table 2.1 of KD**

| KOMPETENSI DASAR | KOMPETENSI DASAR |
|---|---|
| 3.10 *menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan* simple past tense*)* | 4.10 *menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkait keadaan /tindakan/ kegiatan/kejadian yang dilakukan/terjadi, rutin maupun tidak rutin, atau menjadi kebenaran umum di waktu lampau, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks* |

To gain successful teaching and learning of writing, a teacher should be aware of many factors that influence the process and the product of students' language learning. The factors may come from outside or inside of the students. Writing English is not an easy task. It requires a lot of practice and training because students have to produce a well-accepted written form that is readable and understandable (Al-Mekhafi, 2011).

Brown (2004) states that teaching writing should: (1) focus on the process of writing that leads to the final written product; (2) help students understand their composing writing process; (3) help them to build repertoires of strategies for pre-writing, drafting and rewriting; (4) give the students time to write ad rewrite; (5) place central importance on the process of revision; (6) let the students discover what they want to say as they write; (7) give students feedback throughout the composting process (in every written); (8) encourage feedback both from the teacher and peers; and (9) include the individual conferences between teacher and students during the process of composition.

To archive the goal of teaching writing, of course, practices will make them perfect. In this process, students-centered activity will improve their writing.

## A. Discovery Learning

Discovery learning is a method to understand the concepts, meaning, and relationships, through an intuitive process to take conclusion (Mendikbud, 2013). When an individual is involved, particularly in the application of mental processes to discover some of the concepts and principles, discovery happens.

Through observation, categorization, measurement, prediction, determination, and inference, discovery learning is accomplished. The process is referred to as cognitive, whereas the discovery process is the mental process through which concepts and principles are assimilated in the mind (Robert, 2001).

When a student acquires knowledge independently, this is called discovery learning (Schunk & Zimmermen, 2008). Discovery learning is a form of practice in which students participate actively via experimentation. It is a technique in which students discover the subject on their own. The term "discovery" refers to the process of obtaining something from nothing.

As a result, the following are the principles of discovery learning: The first characteristic is that students are engaged; learning is not characterized by passively absorbing what is spoken or read, but by actively pursuing new information. Students participate in hands-on exercises that simulate real-world challenges that require resolution. The students have a reason for seeking solutions and expanding their knowledge (Mosca & howard, 1997). The second is focus shifts from the end product, learning content, to the process, how the content is learned. Discovery learning pushes students to a deeper level of understanding. The emphasis is placed on mastery and application of overarching skills (Bonwell, 1998). The third critical component of discovery learning is the possibility for feedback during the learning process. Through discussion of the topic with other learners, students' learning is reinforced, deepened, and made more permanent. Without the ability to receive feedback, learning is incomplete. Finally, by embracing all of these distinctions,

exploration learning enables chances for deeper learning. Internalize concepts when students follow a natural process toward understanding them (Papert, 2000). Human beings are wired for discovery learning. Individuals are born with inherent curiosity and desires that motivate them to educate. Infants acquire the ability to communicate via discovery.

The principles above are a summary of Piaget and Bruner's theory in analyzing discovery learning (Susan at.all, 2009). Understanding human relationships, experiences, and ideas is another type of discovery learning. This is in contrast to systems that emphasize direct education, with the teacher transmitting knowledge to students as they learn it. This approach encourages students to expand their knowledge, apply their intuition, imagination, and creativity, and seek out new material in order to find facts, correlations, and new truths. By examining and altering the environment, resolving issues and conducting experiments, learners increase their chances of remembering ideas and newly gained knowledge. It promotes drive and self-sufficiency.

The concept of discovery learning implies that students construct their own knowledge (also known as a constructivist approach), the teacher does not simply teach the information by rote, but rather facilitates the learning process by simply providing the students with the information they need, but without organizing them. This means that an effective teacher will plan classes and assist students in discovering the connections between disparate pieces of knowledge (Leod, 2019). The key to discovery learning is "learning by doing".

The advantages of discovery learning are important. It is including building on learner's prior knowledge and understanding, developing a sense of independence or autonomy, enabling the development of lifelong learning skills, supporting the active engagement of the learner, developing metacognitive skills, highly motivates as it allows individuals the opportunity to experiment and discover something for themselves: such as not repeating mistakes, a way to analyze what happened, and a way to record a victorious discovery, personalize the learning experience, develops problem-solving and creative skills (Ringgi,2014).

Moreover, according to Permendikbud (2013), there are several steps that can be implemented by the teacher using discovery learning strategy including (a) Stimulation (b) Problem Statement (c) Data Collection (d) Data Processing (e) Verification and (f) Generalization. Table below the explation for each step.

**Table 2.2**

**Step of Discovery Learning**

| Step | The description of step |
|---|---|
| Stimulation | In this step, the students are given the stimulation as like questions and pictures. It will help students in introducing the subject |
| Problem statement | In this step, the students are allowed to decide their topic based on their own experience |
| Data collection | The students are asked to make a draft about their past experiences. It will help them to develop their ability in organization, content, and vocabulary |
| Data processing | The concepts that the students have already got from the previous step will be processed here. Processing means calculating, classifying, and tabulating concepts. To process their free writing becomes a draft. The process |

| | |
|---|---|
| | here means classified which sentence can be developed and which one is unable |
| Verification | The teacher gives the materials Then, the teacher asks students to observe and study by themselves. By this step, the students have experience in discovering the concept, and rule by themselves |
| Generalization | The students conclude the material and ready used their findings to develop their draft into a text or paragraphs. |

## B. Previous study

There are previous studies related to this present study. First is from Ringgi (2014). She conducted the study about discovery learning to teach writing skills showing the result it is effective for applying writing skills than direct instruction method to teach writing. Discovery learning also made students have high creativity in teaching writing by exploring themselves. Second previous study is from Novriana (2018). She took the data by using experimental reseach from the students' randomly and the result showed that discovery learning is effective to guide the students' writing ability. Another previous study is from Retika (2019). She conducted a study about discovery learning strategy showing that it can improve students' writing skill and make them more active in the class because it contains some activities that encourage them to write up in the class.

Based on some previous studies above, it can be seen that there are differences between them and this present study. First is about the object of the study. The previous ones focused on applying discovery learning for the students while this one focused on the teacher using this method. Second, an

experimental design was used in the previous studies above while a descriptive

qualitative was used in this study in teaching writing using discovery learning.