

**THE EFFECT OF *SCIENTIFIC APPROACH* TOWARD STUDENTS' WRITING  
ACHIEVEMENT AT TENTH GRADE OF SMA N 8 KOTA JAMBI**

**A THESIS**

**Submitted a Partial Fulfillment of the Requirement**

**For the Degree of Sarjana Pendidikan (S.Pd)**

**In English Education**



**Written By:**

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**ENGLISH EDUCATION STUDY PROGRAM  
TEACHER TRAINING AND EDUCATION FACULTY  
BATANGHARI UNIVERSITY  
JAMBI**

2020

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**2020**

**APPROVAL**

**This thesis “THE EFFECT OF SCIENTIFIC APPROACH TOWARD STUDENTS’ WRITING ACHIEVEMENT AT TENTH GRADE OF SMA N 8 KOTA JAMBI” Written by Morita Septi Rahayu, student number 1600888203002 has been corrected and approved to be examined in front of the team of examiners.**

**Jambi, May 2020**

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**Date : May 12<sup>th</sup> 2020**

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## **STATEMENTS OF WORK'S ORIGINALITY**

**I honestly declare that the thesis I wrote does not contain the works or parts of other people, except those cited in the quotations and bibliographies, as a scientific paper should.**

**Jambi, May 2020**

**The Reseacher**

**Morita Septi Rahayu**

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2. Yanti Ismiyati, S.Pd, M.Pd. as the Head of English Educational Study Program.
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I hope this thesis can provide valuable information especially for English Educational Study Program of Batanghari University. Also, I fully realize that this thesis is far from being perfect, therefore, any suggestion and advice for the improvement of this thesis greatly appreciated.

Jambi, May 2020

The Researcher

Morita Septi Rahayu



## **DEDICATION**

This thesis dedicated to my beloved mother, Nelly Rawati Lase who support me and taught me to be kind, strong, smart, and independent woman.

## **MOTTO**

“No one can make you inferior without your consent.”

-Eleanor Roosevelt

Education is not preparation for life. It is life itself.

-John Dewey

Out of clutter, find simplicity. From discord, find harmony. In the middle of  
difficulty lies opportunity.

-Albert Einstein

## ABSTRACT

Rahayu, Morita Septi. 2020. "The Effect of Scientific Approach toward Students' Writing Achievement At Tenth Grade of SMA N 8 Kota Jambi Academic Year 2019/2020". A Thesis. English Education Program of Teacher Training and Education Faculty. Batanghari University Jambi. The First Advisor; Khidayatul Munawwaroh, M.Pd. The Second Advisor; Nurul Fitri, S.S, M.Hum.

Key Words: Writing Achievement, Scientific Approach.

This research to find out the effect of scientific approach toward students' writing achievement at tenth grade of SMA N 8 Kota Jambi Academic Year 2019/2020. The researcher used a quantitative method and quasi-experimental design as the research methodology with simple random sampling. The purpose of this research is to find out whether there is any significant effect or not of scientific approach toward students' writing achievement. The sample of this research was the tenth of science grade students at SMA N 8 Kota Jambi. The instrument of this research was tests. This study involved 56 students of the tenth grade students at SMA N 8 Kota Jambi academic year 2019/2020 as the object of the study and divided into two classes. Students' writing achievement was affected after treatment using scientific approach learning method which is proven with students writing achievement higher than before treatment given. The average pre-test control class 48,6 and post-test control class 78,8. Average pre-test experimental class 53,5 and post-test 90,5. Thus the alternative hypothesis is accepted, the value of t-test higher than the value of t-table ( $3,93 > 2,004$ ). Based on the finding above, it can be concluded that using scientific approach as learning method has significant effect of students writing achievement at tenth grade students of SMA N 8 Kota Jambi.

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## **ABSTRACT**

Rahayu, Morita Septi. 2020. The Effect of Scientific Approach Toward Students' Writing Achievement At Tenth Grade of SMA N 8 Kota Jambi Academic Year 2019/2020. A Thesis. English Education Program of Teacher Training and Education Faculty. Batanghari University. The First Advisor; Khidayatul Munawwaroh, M.Pd. The Second Advisor; Nurul Fitri, S.S, M.Hum.

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This research was done to find the effect of scientific approach toward students' writing achievement at tenth grade of SMA N 8 Kota Jambi Academic Year 2019/2020. The researcher used a quantitative method and quasi-experimental design as the research methodology with simple random sampling. The purpose of this research is to find out whether there is any significant effect or not of scientific approach toward students' writing achievement. The sample of this research was the tenth of science grade students at SMA N 8 Kota Jambi. The instrument of this research was tests. This study involved 56 students of the tenth grade students at SMA N 8 Kota Jambi academic year 2019/2020 as the object of the study and divided into two classes. Students' writing achievement is effect after treatment using scientific approach learning method which is proven with students writing achievement higher than before treatment. The average pre-test control class 48,6 and post-test control class 78,8. Average pre-test experimental class 53,5 and post-test 90,5. Using scientific approach in teaching writing descriptive text makes learning activity more effective and students can well understand learning material in treatment process. Thus the alternative hypothesis is accepted, the value of t-test higher than the value of t-table ( $3,93 > 2,004$ ). Based on the finding above, it can be concluded that using scientific approach as learning method has significant effect of students writing achievement at tenth grade students of SMA N 8 Kota Jambi.



**APPENDIX II**  
**LESSON PLAN**  
**EXPERIMENTAL CLASS**

School Name : SMAN N 8 KOTA JAMBI  
 Subject : English Language  
 Class/Semester : X/2  
 Material : Descriptive Text  
 Time : 4 Weeks x 2 Hours of Learning (2x45 minutes)

**A. Core Competence**

1. Appreciate and live up to it the teachings of religion that professed.
2. Appreciate and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and nature environment and in placing oneself as a mirror of the nation.
3. Understand, apply, analyze and evaluate factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture related to phenomena and events, and apply procedural knowledge in specific fields of study according to talents and interests to solve problems.
4. Cultivate, reason, present and create in the realm of concrete and abstract domains related to self-development that are learned in schools independently and act effectively and creatively, and are able to use methods according to scientific principles

**B. Basic Competence & Achievement Competence Indicator**

Basic Competence	Achievement Competence Indicator
<b>3.4 Distinguish</b> social functions, text structure and linguistic elements of several oral and written descriptive texts by giving and requesting information related to famous tourist attractions and historic buildings, short and easy according to the context of use.	3.4.1 Distinguish social functions, text structure and linguistic elements in descriptive texts  3.4.2 Explain descriptive text information related to tourist attractions and famous historic buildings, short, and simple according to the context of their use  3.4.3 Describe verbally and write down famous places and historical buildings, short and simple according to the context of use

<b>4.4 Descriptive Text</b>	<p>4.4.1 Capture contextual meaning related to social functions, text structure and linguistic elements of descriptive, oral and written texts, short and simple related to tourist attractions and famous historic buildings</p> <p>4.4.2 Compose descriptive text oral and written, short simple related to tourist attractions and famous historic buildings with attention to social functions, text structure and linguistic elements, correctly and in context</p>
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### C. Learning Objectives

**Through learning activities on this material students are expected to be able to:**

1. Distinguish social functions, text structure and elements of descriptive text
2. Identify the meaning, social function, text structure, and linguistic elements in simple descriptive oral and written texts about tourist attractions and historic buildings according to the context of use
3. Explain information and contents of oral and written descriptions about tourist attractions and historic buildings by paying attention to the purpose of communication, text structure, and linguistic elements of descriptive texts according to the context of use
4. Describe verbally and in writing of famous historical places and buildings, short and simple according to the context of use
5. Describe and verbally and write tourist attractions or historic buildings by paying attention to social functions, text structures, and linguistic elements in descriptive texts correctly according to the context of use

### D. Learning Materials

1. The definition of Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*
2. Social Function : *Describing or presenting information about a particular place and a historical building*
3. Generic Structure :
  - Opening Paragraph (Identification) : *Opening statement to introduce the subject*
  - A series of Paragraph (Description) : *Supporting paragraph that describes the subject*
4. Language Feature:
  - a. Vocabulary: words related to ecotourism destinations and historical building such as *destination (n), establish (v), impressive (adj)*, etc.
  - b. Grammar: Noun phrases such as *beautiful bird, unique monkey*

### E. Learning Method

- Approach : **Scientific approach**
- Design : *Inquiry Based Learning / Project Based-Learning*
- Technique : Questioning and discussion

### F. Learning Media

1. Images / Photos related to tourist attractions or historic buildings in Indonesia
2. Laptop / infocus
3. Students worksheet

### G. Learning Sources

1. English Language Students Book class X Curriculum 2013 edisi 2016 (Chapter V)
2. English Language Dictionary
3. Website (<https://www.indonesia-tourism.com/>)
4. Youtube video <https://www.youtube.com/watch?v=ebltTB92FIU>

### H. Learning Activities

Activities	Description	Time Allocation
First Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"><li>1) Students respond to the teacher's greetings.</li><li>2) Students pray according to their respective religions.</li><li>3) Students respond to the teacher in checking attendance lists</li><li>4) The teacher briefly discusses the material that has been studied</li><li>5) The teacher gives questions to students and divides students into two large groups based on student answers (<i>"Which one is your best getaway?"</i>)</li><li>6) The teacher shows photos / pictures to students about tourist attractions and historic sites</li><li>7) The teacher gives several questions about the photo / picture shown, such as <i>"What do you think about the picture?"</i></li><li>8) Students are given the opportunity to answer questions from the teacher</li><li>9) The teacher associates student answers with learning objectives</li><li>10) Students listen about the learning objectives of the material to be taught.</li></ol>	15 Minutes

Main	<ol style="list-style-type: none"> <li>1) The teacher reads or plays an example of descriptive text to students (<b>Observing</b>)</li> <li>2) Students listen and imitate the teacher reading descriptive text (<b>Experimenting</b>)</li> <li>3) Teacher explain descriptive text material (Definition, social function dan text construction). (<b>Observing</b>) – English Language Book Class X Curriculum 2013 Revision 2016, P.85</li> <li>4) Learners ask about the reading text and the teacher's explanation material (<b>Questioning</b>)</li> <li>5) The teacher divides 2 large groups of students into smaller groups (into 4 groups)</li> <li>6) The teacher instructs students to compare 2 descriptive texts (p.84)</li> <li>7) Students identify the problem formulation and make hypotheses</li> <li>8) Students look for information by discussing and examining these 2 types of descriptive text (<b>Associating</b>)</li> <li>9) Each group of students presents the results of the comparison of 2 descriptive texts in the form of a venn diagram</li> <li>10) The teacher invites students to discuss by giving presentations to each group in turn to then conclude the results of the overall data collection (<b>Communicating</b>)</li> <li>11) Students record the results of information obtained from group presentations</li> <li>12) The teacher gives exercises that are then done by students</li> </ol>	73 Minutes
Closure	<ol style="list-style-type: none"> <li>1) Students reflect on the learning activities that have been carried out (<b>Communicating</b>)</li> <li>2) The teacher gives the task to each student to bring examples of descriptive text obtained from various print or online media</li> <li>3) Learners pay attention to information about planned learning activities for the next meeting.</li> <li>4) Learners and teachers say final greetings</li> </ol>	7 minutes
Second Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) Students respond to the teacher's greetings.</li> <li>2) Students pray according to their respective religions.</li> <li>3) Students respond to the teacher in checking attendance lists</li> <li>4) The teacher briefly discusses the material that has been studied and checks the completeness of the students' assignments</li> <li>5) Students listen about the learning objectives of the material to be taught.</li> </ol>	8 Minutes
Main	<ol style="list-style-type: none"> <li>1) Students are instructed to sit in groups</li> <li>2) The teacher gives a descriptive example to students (the descriptive sheet has been marked in the noun phrase section as one of the elements of the descriptive text language)</li> <li>3) Students are given the opportunity to examine several forms of noun phrases from the descriptive text, then formulate their own possible structure of words forming noun phrases in groups (<b>Experimenting</b>)</li> <li>4) The teacher appoints one representative of each group to explain the results of students' discussions (<b>Associating</b>)</li> <li>5) The teacher confirms the results of the student discussion and explains the material about Noun Phrase as a descriptive element of the text</li> <li>6) Students listen to the explanation from the teacher (<b>Observing</b>)</li> </ol>	75 minutes

	<ul style="list-style-type: none"> <li>7) Students ask questions relating to descriptive text (<b>Questioning</b>)</li> <li>8) The teacher instructs students to exchange their descriptive text assignments with other groups</li> <li>9) Students are given the opportunity to examine the descriptive text received and record some information and noun phrases used in the descriptive text</li> <li>10) Learners explain their findings by submitting themselves</li> <li>11) The teacher confirms and appreciates the work of students</li> </ul>	
Closure	<ul style="list-style-type: none"> <li>1) Students reflect on the learning activities that have been carried out. (<b>Communicating</b>)</li> <li>2) The teacher gives assignments to students in the form of Project Based-Learning, namely students consisting of 2 large groups must visit one of the tourist attractions or historic buildings in the area around their residence (1 group visits tourist attractions and the other visits historical buildings) then each group member is assigned to collect information and take video footage (in mp4 format).</li> <li>3) Learners pay attention to information about planned learning activities for the next meeting.</li> <li>4) Learners and teachers say final greetings</li> </ul>	7 minute
Third Meeting (2x45)		
Preliminary	<ul style="list-style-type: none"> <li>1) Students respond to the teacher's greetings.</li> <li>2) Students pray according to their respective religions.</li> <li>3) Students respond to the teacher in checking attendance lists</li> <li>4) The teacher briefly discusses the material that has been studied and checks the completeness of the students' assignments</li> <li>5) Students listen about the learning objectives of the material to be taught</li> </ul>	10 minutes
Main	<ul style="list-style-type: none"> <li>1) The teacher explains about the language structure material (<i>Present tense dan Passive Voice</i>, English Language Book Class X Curriculum 2013 Revision 2016, P.98)</li> <li>2) Learners listen to the explanation from the teacher and ask questions relating to the material</li> <li>3) Learners are instructed to sit in groups and in a circle (according to the group of places they visit)</li> <li>4) Learners are instructed to take turns writing a sentence about the place (tourist / historical building) that they visited. Starting with the main sentence. This is done until each student's paper is held back.</li> <li>5) Students are given a number of questions as a guide and direct students to compile and write descriptive text</li> <li>6) Students are given the opportunity to read and correct descriptive texts (<b>Experimenting</b>)</li> <li>7) During the process of improving, students are expected to ask the teacher to help in the preparation and writing of the descriptive text</li> <li>8) The final results of the preparation and writing of descriptive text by students are placed on the classroom wall creatively (<b>Associating</b>)</li> </ul>	70 minutes

Closure	<ol style="list-style-type: none"><li>1) Students reflect on the learning activities that have been carried out. (<i>Communicating</i>)</li><li>2) Learners pay attention to information about planned learning activities for the next meeting.</li><li>3) Learners and teachers say final greetings</li></ol>	10 minutes
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**Knowing,  
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**APPENDIX III**  
**LESSON PLAN**  
**CONTROL CLASS**

School Name : SMAN N 8 KOTA JAMBI  
 Subject : English Language  
 Class/Semester : X/2  
 Material : Descriptive Text  
 Time : 3 Weeks x 2 Hours of Learning (2x45 minutes)

**A. Core Competence**

1. Learning Spiritual Attitudes and Social Attitudes are carried out indirectly (indirect teaching) through exemplary, related to honesty, responsibility, discipline, and courtesy through the learning process of Knowledge and Skills. Furthermore, the teacher conducts an assessment of these attitudes throughout the learning process, and serves as a teacher's consideration in developing the character of students further.
2. Understand, apply, and analyze factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to talents and interests to solve problems.
3. Cultivate, reason, present and create in the realm of concrete and abstract domains related to the development of what they learn in school independently and effectively and creatively, and be able to use methods according to scientific principles.

**B. Basic Competence & Achievement Competence Indicator**

<b>Basic Competence</b>	<b>Achievement Competence Indicator</b>
3.4 <b>Distinguish</b> social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and requesting information related to famous tourist attractions and historic buildings, short and simple, according to the	3.4.1 <b>Determine</b> the social function of descriptive texts related to historic buildings.  3.4.2 <b>Identify</b> descriptive text structures related to historic buildings.  3.4.3 <b>Applying</b> language elements from descriptive texts related to historic buildings.

context of use.	3.4.4 <b>Distinguish</b> social functions, text structure, and linguistic elements of descriptive texts related to historic buildings.
4.4 Descriptive Text 4.4.1 <b>Capture contextual meaning</b> related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to tourist attractions and famous historic buildings	4.4.1.1 <b>Explain</b> the social function, text structure, and language elements of descriptive texts related to historic buildings.  4.4.1.2 <b>Summing up</b> the contents of descriptive text related to historic buildings.
4.4.2 <b>Compile</b> oral and written descriptive texts, short and simple, related to famous tourist attractions and historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context	4.4.2.1 <b>Use</b> descriptive language elements related to historic buildings correctly and in context.  4.4.2.2 <b>Write</b> descriptive texts related to historic buildings by paying attention to social functions, text structures, and linguistic elements, correctly and in context.

### C. Learning Objective

1. Identify social functions, structure your text, grammar, descriptive texts about people, tourist attractions and historic buildings famous for oral and written.
2. Find the main ideas, detailed information and certain information and social functions of descriptive texts that are read / heard.
3. Compose descriptive text written about people, tourist attractions and famous historic buildings, taking into account social functions, text structures, linguistic elements correctly and in context.
4. Compile oral descriptive texts about people, tourist attractions and famous historic buildings, taking into account social functions, text structures, linguistic elements correctly and in context.

### D. Learning Material

- Social Function

Explain, Exemplify, Apply descriptive text related information about objects that are around students in accordance with the context of use



- Generic Structure
  - Opening Paragraph (Identification) : *Opening statement to introduce the subject*
  - A series of Paragraph (Description) : *Supporting paragraph that describes the subject*
- Linguistic Elements
  - Words and languages that can be understood.
  - Use the right tenses.

#### E. Learning Method

- Approach : **Contextual approach**
- Technique : Task

#### F. Learning Media and Tools

Tools: Whiteboard.

#### G. Learning Sources

1. English Language Students Book class X Curriculum 2013 edisi 2016 (Chapter V)
2. English Language Dictionary

#### H. Learning Activities

Activities	Description	Time Allocation
First Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher leads to pray together</li> <li>3) The teacher checks the students' attendance list.</li> <li>4) The teacher raises the brainstorming the students' mind</li> <li>5) The teacher informs the students that they are going to learn about descriptive text.</li> </ol>	15 Minutes
Main	<ol style="list-style-type: none"> <li>1) The teacher explains about the definition of descriptive text.</li> <li>2) The teacher gives and shows the example of descriptive text.</li> <li>3) The teacher asks the students to read the text silently</li> <li>4) The teacher explains about the generic structures of descriptive text</li> <li>5) The teacher asks the students to find the difficult words and to identify the lexico-grammatical use within the descriptive text.</li> <li>6) The teacher translates and writes the difficult words on the white board.</li> <li>7) Teacher assigns students to do task in English Language Book P.81 for knowing adjective that commonly used to describe places.</li> <li>8) Teacher and students correcting together the task</li> <li>9) Teacher give students chance to fix their task.</li> <li>10) Teacher conclude material that have been learned.</li> </ol>	73 Minutes

Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	7 minutes
Second Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher leads to pray together</li> <li>3) The teacher checks the students' attendance list.</li> <li>4) The teacher raises the brainstorming the students' mind</li> <li>5) The teacher briefly discusses the material that has been studied</li> </ol>	8 Minutes
Main	<ol style="list-style-type: none"> <li>1) Students are instructed to sit in groups</li> <li>2) The teacher together with the students discuss the generic structure and language feature.</li> <li>3) The teacher asks the students to arrange the paragraph of descriptive text into good descriptive text.</li> <li>4) The teacher explains about the tenses that are used in the text.</li> <li>5) The teacher gives the students another descriptive text and asks them to do exercise of the text by choosing the right tenses that is suitable with the command.</li> <li>6) The teacher also asks the students to identify the language feature and generic structure of the text.</li> <li>7) The teacher asks the students whether any difficulties or not</li> </ol>	75 minutes
Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	7 minute
Third Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher leads to pray together</li> <li>3) The teacher checks the students' attendance list.</li> <li>4) The teacher raises the brainstorming the students' mind</li> <li>5) The teacher briefly discusses the material that has been studied</li> </ol>	10 minutes
Main	<ol style="list-style-type: none"> <li>1) Explaining the generic structure and language feature of descriptive text</li> <li>2) Giving the example of descriptive text.</li> <li>3) Distributes the task to the students</li> <li>4) Asking the students to answer the questions.</li> </ol>	70 minutes
Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	10 minutes

**Knowing,  
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**APPENDIX II**  
**THE SCORE OF PRE-TEST AND POST-TEST**  
**CONTROL CLASS**

No	Name	pre-test(x)	post-test(y)	differences(x)	x <sup>2</sup>
1	S1	52,5	77,5	25	625
2	S2	52,5	77,5	25	625
3	S3	57,5	91	33,5	1.122
4	S4	54	82,5	28,5	813
5	S5	57,5	91	33,5	1.122
6	S6	57,5	91	33,5	1.122
7	S7	54	82,5	28,5	813
8	S8	45	71	26	676
9	S9	57,5	91	33,5	1.122
10	S10	45	75	30	900
11	S11	52,5	82,5	30	900
12	S12	44	79	35	1.225
13	S13	45	86	41	1.681
14	S14	44	71	27	729
15	S15	49	79	30	900
16	S16	37,5	74	36,5	1.332
17	S17	49	79	30	900
18	S18	52,5	82,5	30	900
19	S19	32,5	66	33,5	1.122
20	S20	45	71	26	676
21	S21	52,5	82,5	30	900
22	S22	49	79	30	900
23	S23	45	70	25	625
24	S24	50	75	25	625
25	S25	52,5	82,5	30	900
26	S26	52,5	82,5	30	900
27	S27	32,5	66	33,5	1.122
28	S28	45	70	25	625
	<b>Total</b>	<b>1.363</b>	<b>2.207,5</b>	<b>844,5</b>	<b>25.902</b>
	<b>Means</b>	<b>48,6</b>	<b>78,8</b>	<b>30,1</b>	<b>925</b>

**APPENDIX III**  
**THE SCORE OF PRE-TEST AND POST-TEST**  
**EXPERIMENTAL CLASS**

No	Name	pre-test(x)	post-test (y)	differences(x)	x2
1	S1	57,5	100	42,5	1.806
2	S2	52,5	92	39,5	1.560
3	S3	52,5	80	27,5	756
4	S4	54	92	38	1.444
5	S5	52,5	80	27,5	756
6	S6	54	80	26	676
7	S7	45	86	41	1.681
8	S8	52,5	86	33,5	1.122
9	S9	45	80	35	1.225
10	S10	52,5	92	39,5	1.560
11	S11	45	96	51	2.601
12	S12	52,5	92	39,5	1.566
13	S13	57,5	80	22,5	506
14	S14	57,5	100	42,5	1.806
15	S15	57,5	100	42,5	1.806
16	S16	52,5	96	43,5	1.892
17	S17	70	92	22	484
18	S18	54	100	56	3.136
19	S19	57,5	96	38,5	1.482
20	S20	57,5	100	42,5	1.806
21	S21	54	100	56	3.136
22	S22	57,5	80	22,5	506
23	S23	45	80	35	1.225
24	S24	57,5	86	28,5	812
25	S25	52,5	96	43,5	1.892
26	S26	52,5	86	33,5	1.122
27	S27	52,5	92	39,5	1.566
28	S28	54	96	42	1.764
	<b>Total</b>	<b>1.500</b>	<b>2.536</b>	<b>1.051</b>	<b>41.694</b>
	<b>Means</b>	<b>53,5</b>	<b>90,5</b>	<b>37,5</b>	<b>1.489</b>

**APPENDIX IV**  
**LIST PRE-TEST CATEGORY**  
**CONTROL CLASS**

<b>No</b>	<b>Name of Students</b>	<b>Score</b>	<b>Category</b>
1	S1	52,5	Poor
2	S2	52,5	Poor
3	S3	57,5	Poor
4	S4	54	Poor
5	S5	57,5	Poor
6	S6	57,5	Poor
7	S7	54	Poor
8	S8	45	Very Poor
9	S9	57,5	Poor
10	S10	45	Very Poor
11	S11	52,5	Poor
12	S12	44	Very Poor
13	S13	45	Very Poor
14	S14	44	Very Poor
15	S15	49	Very Poor
16	S16	37,5	Very Poor
17	S17	49	Very Poor
18	S18	52,5	Poor
19	S19	32,5	Very Poor
20	S20	45	Very Poor
21	S21	52,5	Poor
22	S22	49	Very Poor
23	S23	45	Very Poor
24	S24	50	Very Poor
25	S25	52,5	Poor
26	S26	52,5	Poor
27	S27	32,5	Very Poor
28	S28	45	Very Poor
	<b>SUM</b>	<b>1.363</b>	
	<b>AVERAGE</b>	<b>48,6</b>	

**APPENDIX V**  
**LIST POST-TEST CATEGORY**  
**CONTROL CLASS**

<b>No</b>	<b>Name of Students</b>	<b>Score</b>	<b>Category</b>
1	S1	77,5	Good
2	S2	77,5	Good
3	S3	91	Excellent
4	S4	82,5	Very Good
5	S5	91	Excellent
6	S6	91	Excellent
7	S7	82,5	Very Good
8	S8	71	Good
9	S9	91	Excellent
10	S10	75	Good
11	S11	82,5	Very Good
12	S12	79	Good
13	S13	86	Very Good
14	S14	71	Good
15	S15	79	Good
16	S16	74	Good
17	S17	79	Good
18	S18	82,5	Very Good
19	S19	66	Fair
20	S20	71	Good
21	S21	82,5	Very Good
22	S22	79	Good
23	S23	70	Fair
24	S24	75	Good
25	S25	82,5	Very Good
26	S26	82,5	Very Good
27	S27	66	Fair
28	S28	70	Fair
	<b>SUM</b>	<b>2.207,50</b>	
	<b>AVERAGE</b>	<b>78,8</b>	



**APPENDIX VI**  
**LIST PRE-TEST CATEGORY**  
**EXPERIMENTAL CLASS**

<b>No</b>	<b>Name of Students</b>	<b>Score</b>	<b>Category</b>
1	S1	57,5	Poor
2	S2	52,5	Poor
3	S3	52,5	Poor
4	S4	54	Poor
5	S5	52,5	Poor
6	S6	54	Poor
7	S7	45	Very Poor
8	S8	52,5	Poor
9	S9	45	Very Poor
10	S10	52,5	Poor
11	S11	45	Very Poor
12	S12	52,5	Poor
13	S13	57,5	Poor
14	S14	57,5	Poor
15	S15	57,5	Poor
16	S16	52,5	Poor
17	S17	70	Fair
18	S18	54	Poor
19	S19	57,5	Poor
20	S20	57,5	Poor
21	S21	54	Poor
22	S22	57,5	Poor
23	S23	45	Very Poor
24	S24	57,5	Poor
25	S25	52,5	Poor
26	S26	52,5	Poor
27	S27	52,5	Poor
28	S28	54	Poor
	<b>SUM</b>	<b>1.500</b>	
	<b>AVERAGE</b>	<b>53,5</b>	

**APPENDIX VII**  
**LIST POST-TEST CATEGORY**  
**EXPERIMENTAL CLASS**

<b>No</b>	<b>Name of Students</b>	<b>Score</b>	<b>Category</b>
1	S1	100	Excellent
2	S2	92	Excellent
3	S3	80	Good
4	S4	92	Excellent
5	S5	80	Good
6	S6	80	Good
7	S7	86	Very Good
8	S8	86	Very Good
9	S9	80	Good
10	S10	92	Excellent
11	S11	96	Excellent
12	S12	92	Excellent
13	S13	80	Good
14	S14	100	Excellent
15	S15	100	Excellent
16	S16	96	Excellent
17	S17	92	Excellent
18	S18	100	Excellent
19	S19	96	Excellent
20	S20	100	Excellent
21	S21	100	Excellent
22	S22	80	Good
23	S23	80	Good
24	S24	86	Very Good
25	S25	96	Excellent
26	S26	86	Very Good
27	S27	92	Excellent
28	S28	96	Excellent
	<b>SUM</b>	<b>2.536</b>	
	<b>AVERAGE</b>	<b>90,5</b>	

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# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Problem

Language is one of the most important things in communication and it is used as a tool of communication among the nation in all over the world. As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. In Indonesia's education, English becomes a compulsory subject with a very important existence. The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. Also English is considered as the first foreign language and taught formally from elementary school up to the university.

In English, there are four skills that should be mastered, they are listening speaking, reading and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skill, which the user of language requires to receive the spoken and written language. While, speaking and writing are productive skills which the language users require the ability to produce language both spoken and written (Harmer, 1998: 44). Those skills in English should be integrated well including writing skill. Writing will help students master other skills and mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they want to say into draft or writing before speaking.

Writing involves transferring messages from our thoughts to form of flat surface (written form) using language. Powell (2009: 13) stated that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent names for real categories. Writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is the most complex one compared to the other skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels (Byrne, 1994: 4).

In writing skill, there are some kinds of text that will be learned by the students, one of them is descriptive text. Descriptive text is a kind of text that is use to describe something. It is usually used to describe a thing, person, place or event to give explanation for someone.

Therefore, having a good writing skill can help people to express their idea, opinion, and feeling to other parties by means of written language, for example in the form of articles, novels, short stories, journals, and many others. Furthermore, Hosseini et al. (2013) have stated that by having a good writing ability, it will give good impact in life. Through writing activity, people are required to read more from various sources and to think creatively in developing the insight of their knowledge widely. Hence, writing skill is considered an important skill to be mastered, especially by the second language learners (Javed, Juan, & Nazli, 2013).



The effective learning of writing allows the students to learn easily in learning to reach the learning goals. In consequence, this needs the teacher's roles to assist and guide the students in order to achieve the learning objectives. For instance, the teacher has the roles in choosing and in using an appropriate approach to the learning process of writing. As it is known that an approach is defined as someone's perspective toward the learning process (Rusman, 2014). Therefore, the selection of the right approach is expected that it can affect the process of teaching and learning of writing.

The scientific approach is recommended in the implementation of Curriculum 2013. The scientific approach is an old and a new approach because it has been implemented in science, and it is newly used in all subjects including English. The scientific approach is based on the Bruner's theory which states that the learners study and construct the knowledge through the cognitive process (Hosnan, 2014). Furthermore, this approach emphasizes the students on the learning process to seek the knowledge rather than to transfer it. The learners are seen as the learning subjects who need to be involved actively in the learning process, and the teacher is as a facilitator who guides and coordinates the learning activities. Saefuddin and Berdiati (2014) add that in the scientific approach, the learning process aims to support and to assist the students' learning process in finding and using their knowledge. Therefore, Komariah (2016) says that in implementing this approach, the students are expected to be able to think critically.

The scientific approach can be applied in the teaching and learning process in the English language, especially in writing class. According to

Hosnan (2014), the scientific approach aims to train the students in communicating ideas, especially in writing. The scientific approach also develops the students' attitudes, knowledge, and skills. It means that this approach can promote the students' language skills, particularly in writing skill.

The steps of the scientific approach, such as observing, questioning, exploring, associating, and communicating can help the students in the learning process become active learners. Moreover, the scientific approach is one of the effective approaches in the teaching, especially in the teaching of English language, so like Suharyadi (2013), it is revealed that the use of the scientific approach is more effective than that of the traditional approach. Therefore, the use of the scientific approach is expected to be able to affect the students' ability in writing and to make the process of teaching and learning writing becomes the effective learning.

However, the effect from scientific approach toward students' writing achievement still questioned. Based on the observation when the researcher doing teaching practice to find some problems occurring during the teaching and learning process of English , Based on the observation, it was found that the students still had difficulties in writing and some of the students still not comprehend material whom is taught by the teacher. Also few of students still confuse with teacher explanation. So when teacher asking question, students cannot answer the question. Even students can answer, the answer it's still based on their book, they do not developing their answer with creativity.

There were only some of the students who participated in the class by answering and responding to their teacher's questions and instructions.

Based on the situation, the researcher thought that it is important to find ways to overcome the problem. One of the ways to solve the problem is by proposing a teaching method that is suitable, effective, easy, interesting and helpful to the students. Knowing the complex process of writing, the teachers should use the proper teaching technique to motivate the students to learn and pay attention to the material. One of the new approach in curriculum 2013 that can be used is scientific approach. Approach is one of the components involved in teaching and learning process. The teacher makes the use of teaching media to support the material in classroom.

Furthermore, because it's claimed that scientific approach is more effective to students, so the researcher is triggered to do this research. The researcher were very curious to know if this scientific approach is going to be effective or not. The researcher would like to analyze the effect of scientific approach toward students' achievement at tenth grade of SMA N 8 Jambi city and to know any significant effect from scientific approach itself.

## **1.2 Identification of the Problem**

Based on the statement above, there were some problems occurring during the teaching and learning process, the researcher identifies the problem as follow:

First, the students still had difficulties in writing and some of the students still not comprehend material whom is taught by the teacher that used conventional teaching method. Second, few of students still confuse with teacher explanation. So when teacher asking question, students cannot answer the

question. Even students can answer, the answer it's still based on their book, they do not developing their answer with creativity. Third, there were only some of the students who participated in the class by answering and responding to their teacher's questions and instructions.

### **1.3 Limitation of the Problem**

In order to focus on the topic, the researcher makes the limitation of the study on this thesis. This research discuss about is the effect of scientific approach as a teaching method toward students' writing achievement in writing descriptive text at tenth grade of SMA N 8 Kota Jambi academic year 2019/2020

### **1.4 Problem of the Research**

The problem in this research is formulated to the following questions:

“ Is there any significant effect of the scientific approach toward students' writing achievement at tenth grade of SMA N 8 Kota Jambi academic year 2019/2020 ?

### **1.5 Objective of the Research**

The objective of this research is to find out whether is significant effect of using scientific approach toward students writing achievement at tenth grade of SMA N 8 Kota Jambi academic year 2019/2020.

### **1.6 Significance of the Research**

1. Theoretically
  - a. The findings of this research will enhance the knowledge and give more information related to the effect of scientific approach toward students' writing achievement.
  - b. This research might provide additional information on the literature on the effectiveness of the learning approaches in English language

teaching and learning, especially in the Indonesian context. It can also serve as a reference and contribute to developing knowledge in teaching writing especially descriptive text by using the scientific approach.

## 2. Practically

- a. For the teacher, this research provides information and guidance who are interested in using the scientific approach in the teaching of writing. By using different learning approaches, teachers can help learners to enhance their learning ability.
- b. For students, it can also be used to encourage to learning English in their classroom and to improve and develop their English writing skill and ability.
- c. For the other researcher, this research may give and provide information for the next researchers who are interested in conducting research on a similar topic in a different context.

### **1.7 Definition of Key Terms**

To avoid the misunderstanding in this research, there are several terms that the writer feels necessary to explain. The terms are as follow:

#### 1. Scientific Approach

According to the Kemendikbud 2014, a scientific discussion (scientific approach) is a learning model that uses scientific principles that are supported by training in data collection through observation, asking questions, experimenting, processing information or data, then communicating.

Scientific approach, is a learning technique that puts students into active subjects through scientific stages so that they are able to construct new knowledge or integrate with previous knowledge.

## 2. Writing

Nunan (2003: 88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition.

## 3. Descriptive Text

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Writing Skill

Before going to the concept of writing ability, it is better to know what writing is. Harmer (2001:79) says that writing is a form of communication to deliver through or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

Writing is considered as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher-order self-regulated thinking processes such as planning, sequencing and expressing the content (Berninger et al, 2002). It requires the writer to express the content of writing into a good composition by considering the aspects of writing to be understood by the readers.

Writing is one of important skills which have to be mastered by the students because writing can help them to think critically and deeply to build a good writing. Writing also necessary component of education, livelihood, and functional basics in our society. By learning writing, the students will get knowledge how to write effectively, how to express ideas, how to share their thoughts with anyone else through writing. Harmer (2004: 31-33) states that there are some the importance of learning writing. Those can be seen in the following points:

- a. Writing is often not time-bound in the way conversation is. It means that in writing activities the students have longer time to think rather than in

speaking activities. Thus, the students can choose the appropriate word that will be used to express their ideas. They can also have longer time to check their grammar patterns.

- b. Writing encourage students to focus on accurate language use because they think as they write. It may provoke well development as they resolve problems which writing puts in their mind.
- c. Writing has always been used as a means of reinforcing language that has been taught. Teacher uses writing skill to make a note about recently learnt grammar in learning process.
- d. Writing is frequently useful as preparation for some other activities, in particular when students write sentences. The students are given the time to think the ideas and asked to write sentence.
- e. Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. The teacher asks students to write short dialogues which they will act out.
- f. Writing is also used in questionnaire-type activities. Students may be asked to design a questionnaire by asking questions to their friends.
- g. Writing is also used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities.

## **2.2 Aspects of Writing**

To create a good writing, there are several aspects for the writer to pay a close attention to. An effective composition should meet the qualities in some



terms proposed by Jacobs et al (1981: 90) below:

1. Content:

The substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling special function of transition, restatement, and emphasis.

2. Organization:

It is scarcely more than an attempt to place together all conditions of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make our pattern in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary:

The selection of words that is suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precise.

4. Language Use:

The use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationship in paragraph writing.

5. Mechanic:

The use of graphic conventions of the language, i.e., the steps of arranging letters, words paragraphs by using knowledge of structure and

some other related to one another.

### **2.3 The Process of Writing**

According to Nunan (2003:89), the process of writing includes organizing, drafting, editing, reading, and rereading. This process of writing is often cyclical and sometimes disorder. It can be said as disorder because sometimes after the writers reach the next step, they have to repeat the previous step. Hyland (2003:11) also has the same ideas that planning, drafting, revising, and editing do not occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. This is in line with Tribble (1996: 37- 39) in Harmer (2007: 326) who states that in reality, the writing process is more complex and the stages of writing are done recursively. Thus at the editing stage, sometimes writers may feel to go back at the pre-writing stage and rethink about what they have written.

To sum up, the arrangement of the steps cannot be separated because it works like a wheel. Each stage in the process of writing will work in line to help the students compose the text.

### **2.4 Writing Achievement**

Achievement means the students' mastery of a particular syllabus or the material taught in the class (Heaton, 1975: 163). Writing achievement is the result score of writing ability of the students. Writing achievement has a standard score from the teacher to be passed by the students in writing. Writing achievement is measured by a holistically scored writing sample (Shell, Duane F.; Murphy, Carolyn C.; Bruning, Roger H. 1989). The results from students writing

ability after being tested is called writing achievement

## **2.5 Descriptive Text**

### **1. Definition of Descriptive Text**

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

Wishon and Burks (1980:218) stated that descriptive text provides sense of opinions, for instance smell, sound, feel, look, of things.<sup>12</sup> It means that by reading a descriptive text, the reader can get similar ideas when the readers see certain objects directly with their senses.

In addition, according to Pardiyo (2007:33), descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Moreover, Barbara (2004:142) added that description gives a significant point of view because it transforms our feeling and extends our experiences.

It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely. The researcher chooses descriptive writing because it describes a colorful piece of a person, place, thing, or idea using concrete and also vivid detail

## **2. Generic Structure of Descriptive Text**

According to Bamanti and Oktaviani (2011:50) the generic structure of descriptive text is divided into two parts, there are:

- 1) Identification It is generic part of paragraph which introduces or identifies the character.
- 2) Description It is a part of paragraph which describes the character.

## **3. Language Features of Descriptive Text**

- a. Descriptive often uses adjectives, numbering, and, classifying. For example; is really cool, it has very thick fur, etc.
- b. Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.
- c. Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel)
- d. Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

## **4. The Purpose of Descriptive Text**

Fink et al said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting (1983:41) It is allowed by using

picture, so that the reader can visualize it. According to Febriani (2011:17) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information. Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

## **2.6 Scientific Approach**

There are many literatures that elaborate the definition of “scientific approach” in education, particularly in the field of Science. It is defined as a logical orderly approach that involves gathering data, formulating and testing hypothesis, and proposing theories (Wicander & Monroe, 2006). “Scientific method” is also the process of asking questions and making experiments to find the answers (McMurry & Fay, 2008). From a psychology textbook, “scientific method refers to a set of assumptions, attitudes, and procedures that guide researchers in creating questions to investigate, in generating evidence, and making conclusions” (Hockenburry & Hockenburry, 2000).

The definitions of “scientific method” proposed by some experts above can be summarized as a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. Tang et al. (2009) says that scientific approach has the characteristics of “doing science”. This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning.

The Ministry of Education (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach. Scientific Approach is

a new approach in English Language Teaching because the term “scientific” is more familiar with natural science, social science and management (Suharyadi, 2013, p.1). It is claimed that scientific approach is “a more effective learning approach to reinforce students’ learning outcomes; learner is an active subject of learning or learner is subject of learning process” (Permendikbud No.68, 2013).

According to Regulation of Ministry of National Education No. 65, Scientific Approach in 2013 curriculum trains the students to: (1) be the center of learning, (2) involve the cognitive processes which is potential in stimulating intellectual development, specifically the high level of student; thinking skill, (3) give opportunities to the student to assimilate and accommodate concepts, laws and principles, (4) find knowledge through scientific process and use it in learning process, (5) learn from various sources, (6) promote acculturation and empowerment of students as lifelong learners, (7) apply values by giving exemplary things, build willingness, and develop creativity of the students in the learning process, (8) implement the principles in which everyone is teacher, everyone is student and everywhere is class.

In accordance with the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge was gained through the activity of remember, understand, apply, analyze, evaluate, and create. Skills were acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a).

So, the teaching learning process in scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing network for all subjects.

### **2.6.1 The Stages of Scientific Approach**

The learning process adopts the scientist stages in building the knowledge through the science methods and characteristics (see Alfred De Vito: 1989; Government's file: 2013; Barringer, *et al.*, 2010; Abidin, 2014) Kemdikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. The activities of each steps can be explain as follows:

#### **1. Observing**

The first stage is observing. Observing is “a deliberate and systematic activity to study a social phenomenon or real object through utilization of the five sense” (Hosnan, 2014, p.40) and involving descriptive skill (Halonen, et al., 2003, cited in Mutaqqin, 2015). In this stage teacher contextualizes learning activity for students in the classroom. Observing is to develop student's curiosity, to create meaningful learning process and help students acquire knowledge (Brown, 2001).

The teacher asks the students to observe objects, events, phenomena, concepts and procedures by using all of their senses to see, listen, read and watch, and integrate it with the learning material (Checkovich & Sterling, 2001, p. 32; Government's file, 2015). At the same time, students construct their knowledge

and facilitate them to fulfill their need of knowing something. In this activity, the context is also presented to make students connect what they have learned with what they are going to learn (Suharyadi, 2013, p 3).

According to Kemendikbud (2013b), the observation is going to be effective if the teacher and students employ tape recorder (to record the conversation), camera (to record visual objects), film or video (to record audio-visual objects) and related equipment

## 2. Questioning

The second stage is questioning. Questioning is the process of constructing knowledge in form of concepts of social function in particular material, procedure of structure text through group discussion or class discussion (Kemendikbud, 2013; Abidin, 2014; Mulyasa, 2014). The students are required to have a critical thinking to evoke high level of thinking questions. Questioning can be used by both teachers and students in the classroom with several specific purposes. Specifically, by giving questions, the teacher leads the students to give their attention to begin learning and stimulate them to pursue knowledge on their own (Suharyadi, 2013, p. 3-4).

Based on the regulation of Ministry of Education and Culture (Permendikbud No 81a, 2013) in this stage, students pose questions from what have been observed in the previous stage for gaining more information and comprehension about the material. Furthermore, the students can show their active participation in the learning process. In this stage, the teachers have to facilitate the students with scaffolding to stimulate and encourage the students to ask (Government's file, 2013, pp. 34-35).



The question expected in this stage also must requires criteria of good question: (1) compact and clear, (2) inspiring, (3) focus on a particular subject, (4) probing and divergent, (5) valid and reinforced question, (6) increasing cognitive level, and (7) promoting interaction. Thus, in this stage, students pursue their own knowledge to construct a concept, principle, procedure, theory or law of the material learned. It can be obtained through classroom discussion, or group discussion (Abidin, 2014, p.137; Hosnan, 2014, p.40; Kemendikbud, 2013b).

### 3. Experimenting

The third stage is experimenting. In this stage, students get real or authentic learning, for example they have to do experiments. As stated in the Regulation of Indonesia Ministry of Education and Culture No. 81/2013, in doing the experiment, the students have to read other sources or collect extra information by several ways such as, doing experiment, observation, and interview, reading texts or books or other sources or functional texts.

The students also experience the skill process to enhance knowledge and employ scientific method to solve the real problem. Experimenting is intended to develop various learning objectives, attitudes, skills and knowledge. It is an activity to internalize knowledge and skills that have been learned. The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games (Government's file, 2013, p. 35).

The teacher provides learning sources, worksheets, media or experiment tools. Therefore, the roles of teacher in this stage are as director and as the controller who plan and manage the activity of collecting data and its process

(Brown, 2001, as cited in Nugraha, 2015). The teacher may give feedback during the process of the activity.

#### 4. Associating

The fourth stage is associating. Associating is to attain the conclusion of knowledge by a logical thinking process and systematic empirical factual statement which is observed. Students must be more active and given more opportunities to learn. Associating refers to grouping ability of various ideas and associating various events to be part of memory.

When the experiences are stored in the brain, they will interact with the previous events or experiences. In this stage, students and teacher are engaged into learning activities, such as text analyzing and categorizing. The information or data that have been collected from the previous activity (observing and experimenting) must be analyzed to draw conclusions. Students will then process the information from the teachers and draw the conclusions out of that information.

As stated on the Policy of Indonesia Ministry of Education and Culture No. 81a/2013, associating process must be conducted through: (1) processing information that has been collected from the result of experimenting and observing activity and, (2) processing the information collected to find solutions from variety of sources that have different opinions to the contrary. Thus, students are expected to be able to relate the result of learning or experimenting to the reality.

## 5. Communicating

The last stage is communicating. In this stage, students communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face various changes. In collaborative learning, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively in order to create social interaction to gain meaningful learning (Wahyudin, 2015). The teacher gives feedback, suggestions or more information related to students' work. There are interactions between teacher and students and among the students. In this stage, teacher holds role that provides correct information and the reciprocal scaffolding (Brown, 2001, cited at Nugraha, 2015). This can be done through dialogue and discussion between teacher with the students. Thus communicating stage is in which students report or deliver the results of the observing, experimenting and concluding based on the result of the analysis orally or written or in other forms to let others know what learners have learned (Abidin, 2014; Arauz, 2013; Hosnan, 2014, p.77; Mulyasa, 2014).

### **2.6.2 Scientific Approach Indicator**

A learning approach can be regarded as scientific approach if it covers some criteria explained by Ministry of Education and Culture. They are: (1) the teaching materials come from facts or phenomena that logically can be explained, (2) teacher's explanation, and teacher-student interaction are based on objectivity, (3) teaching materials build students' critical thinking and accuracy in identifying, understanding, and resolving problems, (4) it encourages and inspires students to think hypothetically in looking at difference, congruence and links to each

learning material given, (5) it fosters students to understand, apply, and develop pattern of rationale and objective thinking towards learning materials, (6) it should be based on concepts, theories, and empirical facts, and (7) learning objectives are composed in simple, clear and attractive presentation way (Kemendikbud, 2013a).

## **2.7 Previous Studies**

In accomplishing the research, the researcher used the relevant research dealing with the topic of study as guidance. First, the research entitled “ The Effect of Scientific Approach on Students’ English Achievement for Junior High School Level in Riau Province, Indonesia. “ was done by Abdullah Hasan (2018, State Islamic University of Sultan Syarif Kasim). This research is to determine the effects of the scientific approach through Information Communication Technology (ICT) of curriculum 2013 on students’ English achievement. The research utilized a quasi-experimental study of the pretest - post-test of non-equivalent group design. The participants of the study comprised 160 students and three intact teachers from three Junior High schools in Kampar regency of Riau province. The scientific approaches with three aspects of attitude, skill and knowledge competencies through ICT were used for the treatment of the study. Data were collected using pre-test and post-test to measure the students’ English achievement before and after conducting treatments for 12 meetings; then, an observation sheet was administered to investigate the implementation of the scientific approach done by the teachers. Two research questions and four hypotheses were posted in this research. Teaching and learning process of scientific approach through ICT with the strength of attitude, skill and knowledge

made the students became more active, creative, effective and joyful learning to achieve the learning objectives. It also made the class became student centered instruction. The findings showed that there were significant effects of the scientific approach through ICT of curriculum 2013 on students' English achievement.

Second, the research entitled “ The Effect of Using the Scientific Approach Through Concept Understanding and Critical Thinking in Science ” was done by Syarifuddin, S. (2018) This research aimed to find out: (1) the effect of scientific approach through concept understanding in science, (2) the effect of scientific approach through critical thinking in science, and (3) the effect of scientific approach through concept understanding and critical thinking in science. The research was a quasi-experimental research using pretest-posttest control group design. The population of the research was the fifth grade school elementary students in the first cluster of Palakka Bone amounted of 125 students. Technique of collecting sample was cluster random sampling which was 71 students. Data were analyzed with independent sample t-test and MANOVA test. The research findings showed: (1) There is a significant positive effect of scientific approach through concept understanding in science, the result obtained 0.003, (2) There is a significant positive effect of scientific approach through critical thinking in science; the result obtained 0.000, (3) there is a significant positive effect of scientific approach through concept understanding and critical thinking; the result obtained 0.000. In conclusion, the scientific approach is effective to use in science class in improving students' concept understanding and critical thinking.

Third, the research entitled “ The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Teaching Writing “was done by Nidya Indrilla (2018, Universitas Negeri Yogyakarta) This research used a quasi-experimental design. The population was grade VIII students of SMP XX Yogyakarta that consisted of four classes. The sample consisted of three classes, namely class 8A using CTL approach and class 8B using the scientific approach as the experimental groups, while class 8D used the conventional approach as the control group. The instruments used were tests in the form of writing composition. The hypotheses testing were analyzed using ANCOVA test. The results are (1) there are significant differences in writing achievement among the students taught by using the scientific approach, CTL approach, and conventional approach. (2) The use of the scientific approach and the CTL approach are more effective than that of the conventional approach in teaching writing. (3) The use of the scientific approach is not more effective than that of the CTL approach in teaching writing.

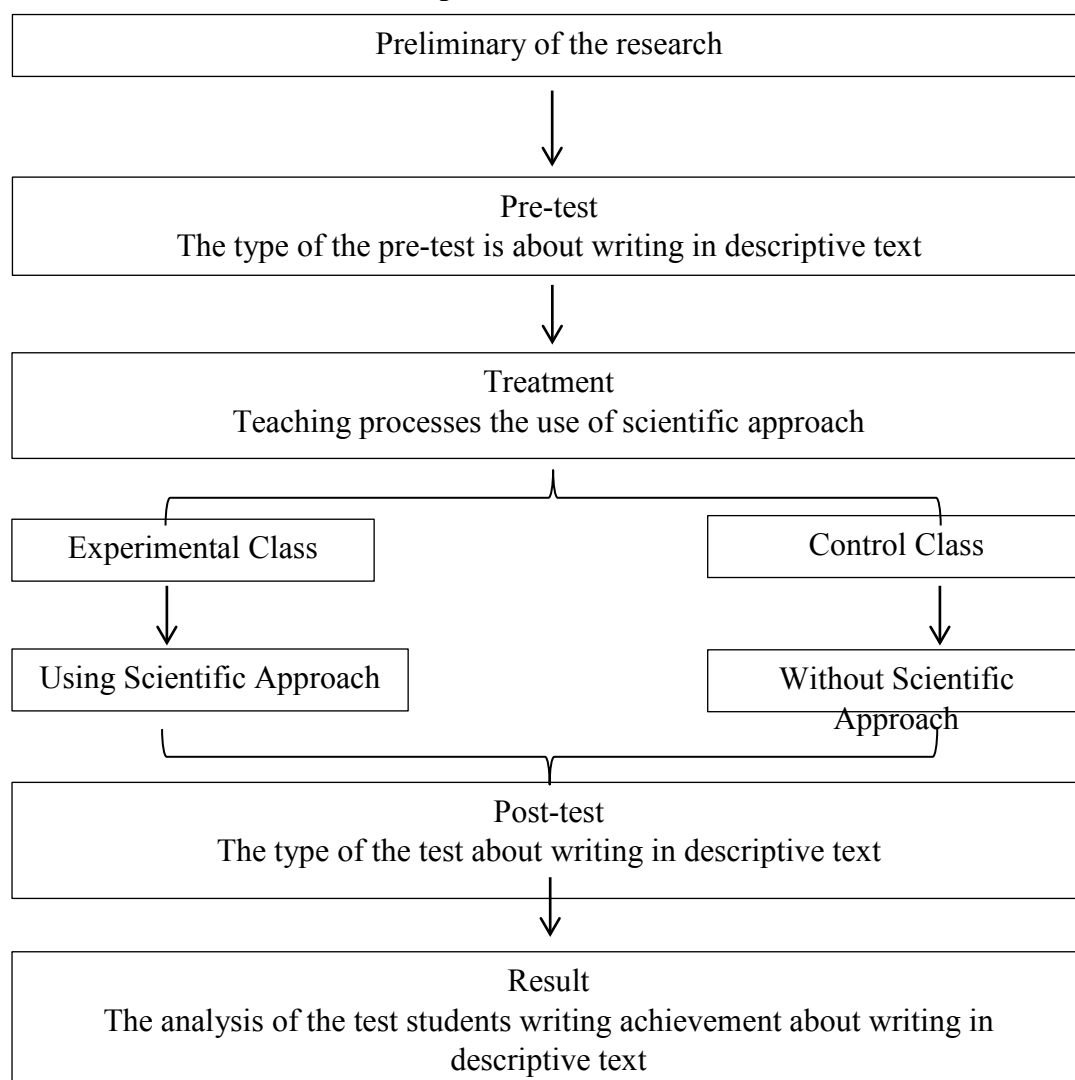
The similarities between the research above and the research in this thesis are the using of Scientific Approach. Such as, determine effects of the scientific approach. Meanwhile, the differences between the research above and the research which was conducted in this thesis are the place, time and also theories. In teaching writing descriptive text using scientific approach the researcher used theories by Alfred de Vito (1989) the learning process adopts the scientist stages in building the knowledge through the science methods and characteristics as cited in Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. In order to measure students

writing achievement in this thesis, the researcher using scoring rubric of descriptive text adapted from Brown (2007). Students must write descriptive text choosing on of the topic and at least 100 words.

## 2.8 Conceptual Framework

The conceptual framework of the research can be seen in the figure below:

**Table 1**  
**Conceptual Framework**



There are two concepts that applied in this research. The first concept is using scientific approach to teaching writing descriptive text in experimental

class, and the second without using scientific approach to teaching writing descriptive text to be applied in control class. Before the study given, students in experimental class and control class given pre-test, and then after pre-test in each other class treatment will be implemented just to experimental class but to class control just opposite is not given treatment. After all procedure is completed post-test will be given to control class and experiment class and the result of the test will be count and compared.

## **2.9 Hypothesis**

Hypothesis is a statement that is still empirically tested for truth. Soehartono (2011: 26-27) Hypothesis is a temporary answer to a research question, the truth of which will be tested based on data collected by researchers. The hypotheses in this study are as follows:

1. Working hypothesis ( $H_a$ ) There is a significant effect using scientific approach toward students writing achievement at Tenth Grade students' at SMA N 8 Kota Jambi Academic Year 2019/2020.
2. Null hypothesis ( $H_0$ ) There is not significant effect of using scientific approach toward students writing achievement at Tenth Grade students' at SMA N 8 Kota Jambi Academic Year 2019/2020



## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

This research deals with the effect of scientific approach toward students' writing achievement. In conducting the research, quantitative research design applied as the research methodology. Quantitative method, as explained by Creswell (2012), defined as a research that will deal with collecting numeric data from a large number of people using instrument with preset questions and responses.

A quasi-experimental design was used in this study, due to the limited time and cost. A true experimental design will not be practicable because of long time period. Additionally, Hatch & Farhady (1982) assert that quasi-experimental design is a comparison group design. In this research the researcher just takes two class to use pre-test and post-test design to know the result of treatment.

A pre-test provides a measure on some attribute or characteristic that is assessed in an experiment before the group gets a treatment and a post-test measure on some attribute or characteristics that is assessed for participants in an experiment after a treatment. Furthermore, this study employed quasi experimental design as the research design. Schematically, the quasi experimental design can be drawn as follows:

**Table 2**  
**The Schematic of the Quasi-experimental Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	T1	X	T2
Control	T1	0	T2

(Adapted from Hatch & Lazaraton, 1991, p. 89)

Notes:

T1 : Students' writing scores on pre-test

X : Treatment using Scientific Approach for experimental group

0 : Treatment using traditional strategy for control group

T2 : Students' writing scores on post-test

### **3.2 Population**

Population, according to Creswell (2012, p. 142), is a group of individuals who have the same characteristics. Population can be small or large depend on what kind of group that will be studied.

The population on this research used all students at Science Tenth Grade of SMA N 8 Kota Jambi in Academic Year 2019/2020. The number of students is 176 which were divided into 6 classes. The total number of students can be seen from the table below:

**Table 3**  
**The Population of the Research**

CLASS	TOTAL OF STUDENTS
X IPA 1	30
X IPA 2	29
X IPA 3	28
X IPA 4	30
X IPA 5	31
X IPA 6	28
<b>TOTAL OF STUDENTS</b>	<b>176</b>

**Source:** Administration of Senior High School 8 Kota Jambi.

### 3.3 Sample

Sample is a subgroup of the target population and selected from the individuals who represent the whole population that the researcher plans to study for generalizing about the target population (Creswell, 2012, p. 142). In quantitative research, it is assumed that if the sample is chosen carefully using the right procedure, it will be possible to generalize the results to the entire population (Dawson, 2002).

**Table 4**  
**The Sample of the Research**

No	Group	Classes	Number of Students
1	Experimental Group	X IPA 3	28
2	Control Group	X IPA 6	28
	<b>Total</b>		<b>56</b>

**Source:** Administration of Senior High School 8 Kota Jambi.

In this research, researcher used Simple Random Sampling. The sampling method in this research was done Simple Random Sampling for 6 class of population. First, researcher prepare paper, pen, and glass then researcher cut into 6 pieces of paper, next write all the class on 6 pieces of paper, roll it and put into glass, after that removed 2 rolls from the glasss, so 2 rolls of paper are class X IPA 3 and X IPA 6 that the researcher made sample in this research.

### **3.4 Variable of the Research**

According to Alison Mackey & Gass (2005), variable is characteristics that vary from person to person, text to text, or object to object, or it can be concluded as features or qualities that change. There are two variables in this study, namely independent variable and a dependent variable. According to (Cohen, Manion, & Morrison, 2007) independent variable is used to influence or make a change in the value at least one other variable and dependent variable is the variable that is presumed to be affected by independent variable

There are two kinds of the variables independent variable and dependent variable. Below was the clear distinctions:

1. Independent variable (X) was the effect of scientific approach in (X IPA 5 Class) and without scientific approach in (X IPA 6 Class)
2. Dependent variable (Y) was the students writing achievement in writing descriptive text.

### 3.5 Instruments of the Research

The instrument use in this research is tests. Ary et al (2010:201) says that test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.

In this research, there are two types of test. They are pre-test and post-test. The researcher use pre-test to measure the student's achievement in writing achievement before the treatment given, and post-test to measure students' writing achievement after the treatment given.

The test in this research is a prompt test to write descriptive text using some criteria which is explained clearly in the paper of student task. There are some criteria for student to write descriptive text such as: content of the text should relevant, organization, grammar, vocabulary and mechanics. The researcher also use scoring rubric to scoring the student's writing achievement.

**Table 5**  
**Classification of Student's Scores**

<b>Test Score</b>	<b>Classification</b>
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
0-50	Very poor

( adapted from Subana, Rahadi, and Sudrajat: 2015 )

### **3.6 Technique of Data Collection**

This research needed the data to support the investigation. To get the result of the research, the researcher applied the data collecting techniques consisting of observation, pre-test, treatment, and post- test:

#### **1. Observation**

Burns (1999:80) stated that observation is taking regular conscious notice of classroom and occurrences which are particularly relevant to the issues or topic are being investigated. In this step, the researcher describes the type of data collected and how to collect the data. The researcher did an observation by watching and noticing classroom events, happening, or interaction, either as a participant in the classroom or an observer of another teacher's observation. In the observational technique, the researcher collected the data from observation, and field notes form.

#### **2. Pre-test**

The pre-test conducted both of the groups, experimental and control group in order to know students skills on writing descriptive text before treatment given. Before they start to do the test, the researcher introduce who the researcher is and give the simple instruction for writing the test. Time for the pre-test in this research for 90 minutes. The types of pre-test is writing descriptive test.

### 3. Treatment

After the pre-test was given to students, the researcher gave treatment to the students. Treatment here meant the teaching way in the sample class. There was different treatment given to experimental class and control class. In experimental class, the researcher taught by using Scientific Approach, while the control class was taught without using Scientific Approach in teaching and learning process on writing descriptive text.

In three weeks the researcher has six meetings in experimental class and control class. In one week the researcher could teach two classes because the researcher has already obtained permission to the English obligation schedule from the teacher at SMA N 8 Kota Jambi.

### 4. Post-test

The last, post-test was given at the end of the treatment. It was done to see the effect of Scientific Approach toward students writing achievement in writing descriptive text. This measuring instrument is usually consisted of an essay that is raised to each subject to know how far someone's knowledge about something or material. In this case, the researcher was used easy test to measure the student's ability at writing.

### **3.7 Technique of Data Analysis**

Student pre-test and post test scores were analyzed to find out whether there was a significant effect on students writing achievement in descriptive text

by using scientific approach teaching and learning method. To find out the data about students writing achievement, viewed from several components

➤ T-test

The formula T-test is taken from Arikunto (2010:394) as followed :

$$t = \frac{M_y - M_x}{\sqrt{\frac{[\sum x^2 + \sum Y^2]}{Nx + Ny - 2}}}$$

Explanation :

t = T-test Value

Mx = (differences), between pre-test and post-test score

My = (differences), between pre-test and post-test score

$\sum x^2$  = quadrate of deviation

N = The number of sample

d.b = N-1

➤ To look for the mean score, the researcher uses formula is presented as follows:

$$M = \frac{\sum x}{N}$$

Explanation :

M = Mean Score

$\sum x$  = The total score

N = The total number of sample



- Pre-test and post-test calculation by the following formula :

$$P = \frac{f}{n} \times 100$$

Explanation :

P = The percentage of score

F = The number of false score

N = The number of students

- Calculated the standard of deviation from difference by using formula :

$$SDD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Research Findings**

The research was conducted toward the science first grade of SMA N 8 Kota Jambi. The researcher conducted this research for 3 weeks to prove the effect of scientific approach learning method on students writing ability. The researcher taken two class as sample, the sample of this research get of simple random sampling. The result of the simple random sampling is there are X IPA 3 and X IPA 6 one class consist (28 students) and other class consist (28 students) they are equal (56 students). The researcher did this research start from on February 26, 2020 until March 13, 2020. The researcher present the data from the test, test in this research are pre-test, treatment, and the last post-test.

##### **4.1.1 Descriptive Analysis**

The researcher did the observation on February 10<sup>th</sup> 2020 at class X IPA 3 of SMA 8 Kota Jambi. The researcher observed the students interaction and all activities in the class, to notice of classroom and occurrences which are particularly relevant to the issues or topic are being investigated.

Based on observation that researcher do at X IPA 3 class when English teacher using conventional method, mostly students in classroom do not pay attention to the teacher. They tend seen like bored with teacher explanation about learning material. The teacher just using textbook as source and lack of interaction to students such as stimulating students to think critically and giving example which is interesting for students.

In this section, the researcher explain the frequencies, percentages and mean scores of the test based on the results of the test before and after the intervention in both experimental and control class.

**Table 6**  
**The Data of Control Class**

<b>No</b>	<b>Name</b>	<b>pre-test(x)</b>	<b>post-test(y)</b>	<b>differences(x)</b>	<b>x<sup>2</sup></b>
1	S1	52,5	77,5	25	625
2	S2	52,5	77,5	25	625
3	S3	57,5	91	33,5	1.122
4	S4	54	82,5	28,5	813
5	S5	57,5	91	33,5	1.122
6	S6	57,5	91	33,5	1.122
7	S7	54	82,5	28,5	813
8	S8	45	71	26	676
9	S9	57,5	91	33,5	1.122
10	S10	45	75	30	900
11	S11	52,5	82,5	30	900
12	S12	44	79	35	1.225
13	S13	45	86	41	1.681
14	S14	44	71	27	729
15	S15	49	79	30	900
16	S16	37,5	74	36,5	1.332
17	S17	49	79	30	900
18	S18	52,5	82,5	30	900
19	S19	32,5	66	33,5	1.122
20	S20	45	71	26	676
21	S21	52,5	82,5	30	900
22	S22	49	79	30	900
23	S23	45	70	25	625
24	S24	50	75	25	625
25	S25	52,5	82,5	30	900
26	S26	52,5	82,5	30	900
27	S27	32,5	66	33,5	1.122
28	S28	45	70	25	625
	<b>Total</b>	<b>1.363</b>	<b>2.207,5</b>	<b>844,5</b>	<b>25.902</b>
	<b>Means</b>	<b>48,6</b>	<b>78,8</b>	<b>30,1</b>	<b>925</b>

Based on the table 7 above, the number of students in control class was 28 students. In pre-test, students who get the highest value of 57,5 were 4 people, 2 students get a value of 54, 7 students get a value of 52, 1 students get a value of 50, 3 students get a value of 49, 6 students get a value of 45, 2 students get a value of 44, 1 students get a value of 37,5 and the lowest with a value of 32,5 were 2 students. With the total overall value was 1.363 The mean of pre-test in control class was 48,6.

In post-test, students who get the highest value of 91 were 4 people, 1 students get a value of 86, 7 students get a value of 82,5, 4 students get a value of 79, 2 students get a value of 77,5, 2 students get a value of 75, 1 students get a value of 74, 3 students get a value of 71, 2 students get a value of 70 and the lowest with a value of 66 were 2 students. With the total overall value was 2.207,5 The mean of pre-test in control class was 78,6.

**Table 7**  
**The Data of Experimental Class**

No	Name	pre-test(x)	post-test (y)	differences(x)	x <sup>2</sup>
1	S1	57,5	100	42,5	1.806
2	S2	52,5	92	39,5	1.560
3	S3	52,5	80	27,5	756
4	S4	54	92	38	1.444
5	S5	52,5	80	27,5	756
6	S6	54	80	26	676
7	S7	45	86	41	1.681
8	S8	52,5	86	33,5	1.122
9	S9	45	80	35	1.225
10	S10	52,5	92	39,5	1.560
11	S11	45	96	51	2.601
12	S12	52,5	92	39,5	1.566
13	S13	57,5	80	22,5	506
14	S14	57,5	100	42,5	1.806
15	S15	57,5	100	42,5	1.806
16	S16	52,5	96	43,5	1.892
17	S17	70	92	22	484
18	S18	54	100	56	3.136
19	S19	57,5	96	38,5	1.482
20	S20	57,5	100	42,5	1.806
21	S21	54	100	56	3.136
22	S22	57,5	80	22,5	506
23	S23	45	80	35	1.225
24	S24	57,5	86	28,5	812
25	S25	52,5	96	43,5	1.892
26	S26	52,5	86	33,5	1.122
27	S27	52,5	92	39,5	1.566
28	S28	54	96	42	1.764
	<b>Total</b>	<b>1.500</b>	<b>2.536</b>	<b>1.051</b>	<b>41.694</b>
	<b>Means</b>	<b>53,5</b>	<b>90,5</b>	<b>37,5</b>	<b>1.489</b>

Based on the table 8 above, the number of students in experimental class was 28 students. In pre-test, students who get the highest value of 70 were 1 people, 7 students get a value of 57,5, 5 students get a value of 54, 11 students get a value of 52,5, and the lowest with a value of 45 were 4 students. With the

total overall value was 1.500 The mean of pre-test in experimental class was 52,5.

In post-test, students who get the highest value of 100 were 6 people, 5 students get a value of 96, 6 students get a value of 92, 4 students get a value of 86, and the lowest with a value of 86 were 7 students. With the total overall value was 2.536 The mean of pre-test in control class was 90,5.

#### 4.1.2 Statistical Analysis

##### 1. Result of pre-test and post-test in experimental class

The result of pre-test before the intervention, shows that all of students were categorized very poor. The lowest score and the highest score in some score interval 0-50. The table of value of pre-test in experimental class can be seen table 8.

**Table 8**  
**The Result of Pre-Test in Experimental Class**

No	Score (Mx)	Frequency(My)	Total (Mx My)
1	45	4	180
2	52,5	11	577,5
3	54	5	270
4	57,5	7	402,5
5	70	1	70
<b>Total</b>	<b>∑Mx=279</b>	<b>∑My=28</b>	<b>∑(MxMy)=1500</b>

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.500}{28}$$

$$M = 53,5$$

Based on the calculated, it can be concluded that the mean value of pre-test in experimental group was 53,5. The table of value of post-test in experimental class can be seen in table 9.

**Table 9**  
**The Result of Post-Test in Experimental Class**

No	Score (Mx)	Frequency (My)	Total (Mx My)
1	80	7	560
2	86	4	344
3	92	6	552
4	96	5	480
5	100	6	600
<b>Total</b>	<b>∑Mx=454</b>	<b>∑My=28</b>	<b>∑(Mx My)=2.536</b>

$$M = \frac{\sum x}{N}$$

$$M = \frac{2.536}{28}$$

$$M = 90,5$$

Based on calculated, it can be concluded that the mean value of post-test in experimental class was 90,5

## 2. Result of pre-test and post-test in control class

The result of pre-test before the intervention, shows that all of students were categories very poor. The lowest score and the highest score in some score interval 0-50. The table of value of pre-test in control class can be seen table 10

**Table 10**  
**The Result of Pre-Test in Control Class**

No	Score (Mx)	Frequency (My)	Total (MxMy)
1	32,5	2	65
2	37,5	1	37,5
3	44	2	88
4	45	6	270
5	49	3	147
6	50	1	50
7	52,5	7	367,5
8	54	2	108
9	57,5	4	230
<b>Total</b>	<b>∑Mx=422</b>	<b>∑My=28</b>	<b>∑(Mx My)=1.363</b>

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.363}{28}$$

$$M = 48,6$$

Based on the calculated, it can be concluded that the mean value of pre-test in control class was 48,6. The table of value of post-test in control class can be seen table 11

**Table 11**  
**The Result of Post-Test in Control Class**

No	Score (Mx)	Frequency (My)	Total (Mx My)
1	66	2	132
2	70	2	140
3	71	3	213
4	74	1	74
5	75	2	150
6	77,5	2	155
7	79	4	316
8	82,5	7	577,5
9	86	1	86
10	91	4	364
<b>Total</b>	<b>∑Mx=772</b>	<b>∑My=28</b>	<b>∑(MxMy)=2.207,5</b>



$$M = \frac{\sum x}{N}$$

$$M = \frac{2.207,5}{28}$$

$$M = 78,8$$

Based on calculated, it can be concluded that the mean value of post-test in control class was 78,8.

### 3. The Score Distribution in The Experimental Class

**Table 12**  
**The Score Distribution in the Experimental Class**

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent	0	0%	17	61%
81-90	Very Good	0	0%	4	14%
71-80	Good	0	0%	7	25%
61-70	Fair	1	4%	0	0%
51-60	Poor	23	82%	0	0%
0-50	Very Poor	4	14%	0	0%

From the table 12, it can be seen that, in the pre-test no one students got excellent, no students got very good, no students got good and 1 students got fair, 23 students get poor category, 4 students get very poor category.

In post-test, it can be seen that is improvement in students score which mean improvement in students ability, 17 students get very excellent category, 4 students get very good category, 7 students get good category. In the post test no one students got fair, poor and very poor category.

#### 4. The Score Distribution in the control class

**Table 13**  
**The Score Distribution in the Control Class**

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent	0	0%	4	14%
81-90	Very Good	0	0%	8	29%
71-80	Good	0	0%	12	43%
61-70	Fair	0	0%	4	14%
51-60	Poor	13	46,50%	0	0%
0-50	Very Poor	15	53,50%	0	0%

From the table 13, it can be seen in pre-test 13 students get poor category, 15 students get very poor category, no one get fair, good, very good, and excellent category. Meanwhile in post-test 12 students get good category, 4 students get fair category, 8 students get very good category and 4 students get excellent category, no one students get poor, and very poor category, it is clearly proved students writing ability that taught without scientific approach learning method not really improve than students that taught with scientific approach as learning method.

#### 4.1.3 Data Analysis

The table comparison between experimental group and control group.

**Table 14**  
**The Different Between Control Group and Experimental Group**

Variable		Mean	The Improvement
Control group	Pre-test	48,6	30,2
	Post-test	78,8	
Experimental group	Pre-test	53,5	37
	Post-test	90,5	

The result of control group and experimental group is different. The result of control group is 30,2 and experimental group is 37. Experimental group higher than control group. This result is significant.

To know there is significant difference between experimental group score and control group score, t-test was higher than t-table. In order to see the significance between pre-test and post-test before and after treatment of experimental group, the formula would be used analyze the data, the researcher was compared between the score of pre-test and post-test.

#### The t-test result calculation

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{ny}\right]}}$$

$$Mx = \frac{844,5}{28} = 30,1$$

$$\sum x^2 = \sum x^2 - \frac{\sum X^2}{N} Y^2$$

$$= 25.902 - \frac{844,5^2}{28}$$

$$= 25.902 - 25.470,7$$

$$= 431,3$$

$$My = \frac{1.051}{28} = 37,5$$

$$\sum y^2 = \sum Y^2 - \frac{\sum X^2}{N} Y^2$$

$$= 41.694 - \frac{1.051^2}{28}$$

$$= 41.694 - 39.450$$

$$= 2.244$$

$$t = \frac{30,1 - 37,5}{\sqrt{\left[ \frac{431,3 + 2.244}{28 + 28 - 2} \right] \left[ \frac{1}{28} + \frac{1}{28} \right]}}$$

$$= \frac{+7,4}{\sqrt{\frac{2.675,3}{54} \left[ \frac{2}{28} \right]}}$$

$$= \frac{+7,4}{\sqrt{\frac{5.350,6}{1.512}}}$$

$$= \frac{+7,4}{3.53875}$$

$$= \frac{+7.4}{1.8811}$$

$$= 3,93$$

Based on the calculation of the statistical analysis, it is found that the value of t-test is 3.93

Finding t-table :

Number of variables (k) = 2

Number of respondents (n)= 56

Taraf sig. = 5%...0,025

Degree of freedom (df) = (N1+N2)-2

$$= (28+28)-2$$

$$= 56$$

From the result of the distribution table, it was found that the t-table is 2,004. So, it can be concluded that  $t(54) = 2,004$

**Table 15**  
**Summary of Writing Achievement**

	<b>Writing Achievement</b>	
	<b>Experimental</b>	<b>Control</b>
Minimum Score	45	32,5
Maximum Score	100	91
Mean Pre-test	53,5	48,6
Mean Post-test	90,5	78,8
The Improvement	37	30,2
N	28	28

#### **4.2 Hypothesis Testing**

From the calculation of t-test, the hypothesis can be tested as follow:

Null hypothesis ( $H_0$ ) is accepted if the value of t-test is the same or less than the value of t-table ( $t\text{-test} = t\text{-table}$  or  $t\text{-test} < t\text{-table}$ ). In the fact, in this research, the null hypothesis is rejected because the value of t-test is higher than the value of t-table ( $3,93 > 2,004$ ). Alternative hypothesis ( $H_a$ ) is accepted if the value of t-test is higher than the value of t-table ( $t\text{-test} > t\text{-table}$ ). Thus, the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table ( $3,93 > 2,004$ ). Thus, it proved that there is the effect of using scientific approach learning method on students writing ability at first grade of SMA N 8 Kota Jambi.

#### **4.3 Discussion**

The discussion of this research is based on the research question, which was to know the effect of scientific approach towards students writing

achievement at SMA N 8 Kota Jambi. At the beginning, the researcher gave pre-test in experimental and control class.

In the control class, there is not a new treatment in teaching learning process. They were given a usual treatment. They were taught descriptive text using conventional method as they have get. By using conventional method in the teaching learning process, teacher had used a monotonous method that could not increase students' writing ability in writing descriptive text. Students could not enjoy in learning writing descriptive text because they have difficulties in writing and some of the students still not comprehend material whom is taught by the teacher. Also few of studens still confuse with teacher explanation. The class is carried out for 3 meetings using conventional method.

In the experimental class, the researcher using scientific approach as learning method. The researcher used video and picture about place to explaining about descriptive text, this stage also named *observing*. Next, the researcher asking question students what they saw. For stimulating students to have a critical thinking to evoke high level of thinking question. This stage called *questioning*. Next, stage is *experimenting*. The activity such as discussion and presentation. Experimenting is intended to develop various learning objectives, attitude, skills and knowledge. Then, after that there is *associating* stage. Students must be more active and given more oppurtunities to learn. And the last stage is *communicating*. In this stage, students communicate and demonstrate their learning product as a form of collaborative learning. The researcher gives feedback, suggestions or more information related to students works. The researcher always applied the five stages in scientific approach during 3 meetings in experimental class.

In the last activity, the researcher gave post-test in control class and experimental class. The students had to write descriptive text, and choose one topic.

After the researcher got pre-test and post-test, the researcher found the significant difference of their score in the experimental and control class. It was influenced by the treatment using scientific approach, so the ability of the students writing descriptive text is improved.

Based on post-test result, it was known that the students writing achievement in descriptive text showed the differences in both experimental and control class. The mean of pre-test score in experimental class is 53,5. The mean of pre-test score in control class is 48,6. Then comparing with the mean of post-test in experimental class is 90,5 and in control class is 78,8. In this research, sample of data that became as control class was class X IPA 6 with 28 students, and experimental class was X IPA 3 with 28 students.

From those results, it can be interpreted that post-test score of the experimental and control class increased better than the pre-test. Although the mean of post-test score from both class increased, the experimental class has more improvement than control class. Thus, it can concluded that scientific approach are an effective learning method to be used in teaching writing descriptive text at the tenth grade students of SMA N 8 Kota Jambi.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### 5.1 Conclusion

Based on the discussion in the previous chapter, the researcher draws some conclusion of this research.

1. Based on observation that researcher do at X IPA 3 class when English teacher using conventional method, mostly students in classroom do not pay attention to the teacher. They tend seen like bored with teacher explanation about learning material. The teacher just using textbook as source and lack of interaction to students such as stimulating students to think critically and giving example which is interesting for students.
2. Students writing achievement increased after using scientific approach as a learning method, which is proved with students score is higher than before treatment.
3. Two means score was computed by using T-test formula, the value of t-test was higher than the value of t-table. It is indicated that there was a significant effect of scientific approach towards students writing achievement, it means that the effect of scientific approach towards students writing achievement at the tenth grade students of SMA N 8 Kota Jambi in Academic Year 2019/2020 was accepted

#### 5.2 Suggestion

Based on the findings and discussion in previous chapter, the researcher would like to give some suggestion:



1. For the students

The students can improve their English skill especially in writing with scientific approach that using by their English teacher. It can help students to think critically and be more creative with the teacher as guide in learning

2. For the teacher

The teacher can use scientific approach as a learning method with some creativity to provided learning media. And teacher have to stimulate and encourage students to think critical and motivate them to offer question. Besides, the teachers employed the class discussion to make them creating the active, cooperative and collaborative learning. Also, it is recommended that the teacher should improve effort in applying scientific approach to classroom practice by effectively using time management.

3. For the reader

Hopefully, there will be the other researcher who investigates similar topics. So this study will be continued and increase the readers knowledge about scientific approach as a learning method.

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**APPENDIX I**  
**WRITING TEST**

Name:

Class:

Instruction:

1. Write descriptive text (at least 100 words)
2. Choose one topic below :
  - People
  - Place
  - Animal
  - Thing
3. Consist of 2 paragraphs : Identification and Description
4. Use Simple Present Tense.



## APPENDIX II

### Scoring Rubric of Descriptive Text

Adapted from Brown (2007)

Aspect	Score	Performance Descriptive
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper Connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement Inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalizati on	4	It uses correct spelling, punctuation and Capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and Capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

$$\text{Score} = \frac{3C+20+2G+1,5V+1,5M}{40} \times 100$$

### APPENDIX III

The Score of Pre-test and Post-test Experimental Class

No	Name	pre-test(x)	post-test (y)
1	S1	57,5	100
2	S2	52,5	92
3	S3	52,5	80
4	S4	54	92
5	S5	52,5	80
6	S6	54	80
7	S7	45	86
8	S8	52,5	86
9	S9	45	80
10	S10	52,5	92
11	S11	45	96
12	S12	52,5	92
13	S13	57,5	80
14	S14	57,5	100
15	S15	57,5	100
16	S16	52,5	96
17	S17	70	92
18	S18	54	100
19	S19	57,5	96
20	S20	57,5	100
21	S21	54	100
22	S22	57,5	80
23	S23	45	80
24	S24	57,5	86
25	S25	52,5	96
26	S26	52,5	86
27	S27	52,5	92
28	S28	54	96
	<b>Total</b>	<b>1.500</b>	<b>2.536</b>
	<b>Means</b>	<b>53,5</b>	<b>90,5</b>



## APPENDIX IV

The Score of Pre-test and Post-test Control Class

No	Name	pre-test(x)	post-test(y)
1	S1	52,5	77,5
2	S2	52,5	77,5
3	S3	57,5	91
4	S4	54	82,5
5	S5	57,5	91
6	S6	57,5	91
7	S7	54	82,5
8	S8	45	71
9	S9	57,5	91
10	S10	45	75
11	S11	52,5	82,5
12	S12	44	79
13	S13	45	86
14	S14	44	71
15	S15	49	79
16	S16	37,5	74
17	S17	49	79
18	S18	52,5	82,5
19	S19	32,5	66
20	S20	45	71
21	S21	52,5	82,5
22	S22	49	79
23	S23	45	70
24	S24	50	75
25	S25	52,5	82,5
26	S26	52,5	82,5
27	S27	32,5	66
28	S28	45	70
	<b>Total</b>	<b>1.363</b>	<b>2.207,5</b>
	<b>Means</b>	<b>48,6</b>	<b>78,8</b>

## APPENDIX V

### List Pre-test Category Control Class

No	Name of Students	Score	Category
1	S1	52,5	Poor
2	S2	52,5	Poor
3	S3	57,5	Poor
4	S4	54	Poor
5	S5	57,5	Poor
6	S6	57,5	Poor
7	S7	54	Poor
8	S8	45	Very Poor
9	S9	57,5	Poor
10	S10	45	Very Poor
11	S11	52,5	Poor
12	S12	44	Very Poor
13	S13	45	Very Poor
14	S14	44	Very Poor
15	S15	49	Very Poor
16	S16	37,5	Very Poor
17	S17	49	Very Poor
18	S18	52,5	Poor
19	S19	32,5	Very Poor
20	S20	45	Very Poor
21	S21	52,5	Poor
22	S22	49	Very Poor
23	S23	45	Very Poor
24	S24	50	Very Poor
25	S25	52,5	Poor
26	S26	52,5	Poor
27	S27	32,5	Very Poor
28	S28	45	Very Poor
	<b>SUM</b>	<b>1.363</b>	
	<b>AVERAGE</b>	<b>48,6</b>	

## APPENDIX VI

### List Post-test Category Control Class

No	Name of Students	Score	Category
1	S1	77,5	Good
2	S2	77,5	Good
3	S3	91	Excellent
4	S4	82,5	Very Good
5	S5	91	Excellent
6	S6	91	Excellent
7	S7	82,5	Very Good
8	S8	71	Good
9	S9	91	Excellent
10	S10	75	Good
11	S11	82,5	Very Good
12	S12	79	Good
13	S13	86	Very Good
14	S14	71	Good
15	S15	79	Good
16	S16	74	Good
17	S17	79	Good
18	S18	82,5	Very Good
19	S19	66	Fair
20	S20	71	Good
21	S21	82,5	Very Good
22	S22	79	Good
23	S23	70	Fair
24	S24	75	Good
25	S25	82,5	Very Good
26	S26	82,5	Very Good
27	S27	66	Fair
28	S28	70	Fair
	<b>SUM</b>	<b>2.207,50</b>	
	<b>AVERAGE</b>	<b>78,8</b>	

## APPENDIX VI

### List Pre-test Category Experimental Class

No	Name of Students	Score	Category
1	S1	57,5	Poor
2	S2	52,5	Poor
3	S3	52,5	Poor
4	S4	54	Poor
5	S5	52,5	Poor
6	S6	54	Poor
7	S7	45	Very Poor
8	S8	52,5	Poor
9	S9	45	Very Poor
10	S10	52,5	Poor
11	S11	45	Very Poor
12	S12	52,5	Poor
13	S13	57,5	Poor
14	S14	57,5	Poor
15	S15	57,5	Poor
16	S16	52,5	Poor
17	S17	70	Fair
18	S18	54	Poor
19	S19	57,5	Poor
20	S20	57,5	Poor
21	S21	54	Poor
22	S22	57,5	Poor
23	S23	45	Very Poor
24	S24	57,5	Poor
25	S25	52,5	Poor
26	S26	52,5	Poor
27	S27	52,5	Poor
28	S28	54	Poor
	<b>SUM</b>	<b>1.500</b>	
	<b>AVERAGE</b>	<b>53,5</b>	

## APPENDIX VII

### List Post-test Category Experimental Class

No	Name of Students	Score	Category
1	S1	100	Excellent
2	S2	92	Excellent
3	S3	80	Good
4	S4	92	Excellent
5	S5	80	Good
6	S6	80	Good
7	S7	86	Very Good
8	S8	86	Very Good
9	S9	80	Good
10	S10	92	Excellent
11	S11	96	Excellent
12	S12	92	Excellent
13	S13	80	Good
14	S14	100	Excellent
15	S15	100	Excellent
16	S16	96	Excellent
17	S17	92	Excellent
18	S18	100	Excellent
19	S19	96	Excellent
20	S20	100	Excellent
21	S21	100	Excellent
22	S22	80	Good
23	S23	80	Good
24	S24	86	Very Good
25	S25	96	Excellent
26	S26	86	Very Good
27	S27	92	Excellent
28	S28	96	Excellent
	<b>SUM</b>	<b>2.536</b>	
	<b>AVERAGE</b>	<b>90,5</b>	

**APPENDIX VIII**  
**LESSON PLAN**  
**EXPERIMENTAL CLASS**

School Name : SMAN N 8 KOTA JAMBI  
Subject : English Language  
Class/Semester : X/2  
Material : Descriptive Text  
Time : 3 Weeks x 2 Hours of Learning (2x45 minutes)

**A. Core Competence**

1. Appreciate and live up to it the teachings of religion that professed.
  2. Appreciate and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and nature environment and in placing oneself as a mirror of the nation.
  3. Understand, apply, analyze and evaluate factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture related to phenomena and events, and apply procedural knowledge in specific fields of study according to talents and interests to solve problems.
  4. Cultivate, reason, present and create in the realm of concrete and abstract domains related to self-development that are learned in schools independently and act effectively and creatively, and are able to use methods according to scientific principles

## B. Basic Competence & Achievement Competence Indicator

Basic Competence	Achievement Competence Indicator
<p><b>3.4 Distinguish</b> social functions, text structure and linguistic elements of several oral and written descriptive texts by giving and requesting information related to famous tourist attractions and historic buildings, short and easy according to the context of use.</p>	<p>3.4.1 Distinguish social functions, text structure and linguistic elements in descriptive texts</p> <p>3.4.2 Explain descriptive text information related to tourist attractions and famous historic buildings, short, and simple according to the context of their use</p> <p>3.4.3 Describe verbally and write down famous places and historical buildings, short and simple according to the context of use</p>
<p><b>4.4 Descriptive Text</b></p>	<p>4.4.1 Capture contextual meaning related to social functions, text structure and linguistic elements of descriptive, oral and written texts, short and simple related to tourist attractions and famous historic buildings</p> <p>4.4.2 Compose descriptive text oral and written, short simple related to tourist attractions and famous historic buildings with attention to social functions, text structure and linguistic elements, correctly and in context</p>

## C. Learning Objectives

**Through learning activities on this material students are expected to be able to:**

1. Distinguish social functions, text structure and elements of descriptive text
2. Identify the meaning, social function, text structure, and linguistic elements in simple descriptive oral and written texts about tourist attractions and historic buildings according to the context of use
3. Explain information and contents of oral and written descriptions about tourist attractions and historic buildings by paying attention to the purpose of communication, text structure, and linguistic elements of descriptive texts according to the context of use

4. Describe verbally and in writing of famous historical places and buildings, short and simple according to the context of use
5. Describe and verbally and write tourist attractions or historic buildings by paying attention to social functions, text structures, and linguistic elements in descriptive texts correctly according to the context of use

#### **D. Learning Materials**

1. The definition of Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*
2. Social Function : *Describing or presenting information about a particular place and a historical building*
3. Generic Structure :
  - Opening Paragraph (Identification) : *Opening statement to introduce the subject*
  - A series of Paragraph (Description) : *Supporting paragraph that describes the subject*
4. Language Feature:
  - a. Vocabulary: words related to ecotourism destinations and historical building such as *destination (n), establish (v), impressive (adj)*, etc.
  - b. Grammar: Noun phrases such as *beautiful bird, unique monkey*

#### **E. Learning Method**

- Approach : **Scientific approach**
- Design : *Inquiry Based Learning / Project Based-Learning*
- Technique : Questioning and discussion

#### **F. Learning Media**

1. Images / Photos related to tourist attractions or historic buildings in Indonesia
2. Laptop / infocus
3. Students worksheet

#### **G. Learning Sources**

1. English Language Students Book class X Curriculum 2013 edisi 2016 (Chapter V)
2. English Language Dictionary
3. Website (<https://www.indonesia-tourism.com/>)



4. Youtube video <https://www.youtube.com/watch?v=ebItTB92FIU>

## H. Learning Activities

Activities	Description	Time Allocation
First Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) Students respond to the teacher's greetings.</li> <li>2) Students pray according to their respective religions.</li> <li>3) Students respond to the teacher in checking attendance lists</li> <li>4) The teacher briefly discusses the material that has been studied</li> <li>5) The teacher gives questions to students and divides students into two large groups based on student answers (“Which one is your best getaway?”)</li> <li>6) The teacher shows photos / pictures to students about tourist attractions and historic sites</li> <li>7) The teacher gives several questions about the photo / picture shown, such as “What do you think about the picture?”</li> <li>8) Students are given the opportunity to answer questions from the teacher</li> <li>9) The teacher associates student answers with learning objectives</li> <li>10) Students listen about the learning objectives of the material to be taught.</li> </ol>	15 Minutes
Main	<ol style="list-style-type: none"> <li>1) The teacher reads or plays an example of descriptive text to students (<b>Observing</b>)</li> <li>2) Students listen and imitate the teacher reading descriptive text (<b>Experimenting</b>)</li> <li>3) Teacher explain descriptive text material (Definition, social function dan text construction). (<b>Observing</b>) – English Language Book Class X Curriculum 2013 Revision 2016, P.85</li> <li>4) Learners ask about the reading text and the teacher's explanation material (<b>Questioning</b>)</li> <li>5) The teacher divides 2 large groups of students into smaller groups (into 4 groups)</li> <li>6) The teacher instructs students to compare 2 descriptive texts (p.84)</li> <li>7) Students identify the problem formulation and make hypotheses</li> <li>8) Students look for information by discussing and examining these 2 types of descriptive text (<b>Associating</b>)</li> <li>9) Each group of students presents the results of the comparison of 2 descriptive texts in the form of a venn diagram</li> <li>10) The teacher invites students to discuss by giving presentations to each group in turn to then conclude the results of the overall data collection (<b>Communicating</b>)</li> <li>11) Students record the results of information obtained from group presentations</li> <li>12) The teacher gives exercises that are then done by students</li> </ol>	73 Minutes

Closure	<ol style="list-style-type: none"> <li>1) Students reflect on the learning activities that have been carried out (<i>Communicating</i>)</li> <li>2) The teacher gives the task to each student to bring examples of descriptive text obtained from various print or online media</li> <li>3) Learners pay attention to information about planned learning activities for the next meeting.</li> <li>4) Learners and teachers say final greetings</li> </ol>	7 minutes
Second Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) Students respond to the teacher's greetings.</li> <li>2) Students pray according to their respective religions.</li> <li>3) Students respond to the teacher in checking attendance lists</li> <li>4) The teacher briefly discusses the material that has been studied and checks the completeness of the students' assignments</li> <li>5) Students listen about the learning objectives of the material to be taught.</li> </ol>	8 Minutes
Main	<ol style="list-style-type: none"> <li>1) Students are instructed to sit in groups</li> <li>2) The teacher gives a descriptive example to students (the descriptive sheet has been marked in the noun phrase section as one of the elements of the descriptive text language)</li> <li>3) Students are given the opportunity to examine several forms of noun phrases from the descriptive text, then formulate their own possible structure of words forming noun phrases in groups (<i>Experimenting</i>)</li> <li>4) The teacher appoints one representative of each group to explain the results of students' discussions (<i>Associating</i>)</li> <li>5) The teacher confirms the results of the student discussion and explains the material about Noun Phrase as a descriptive element of the text</li> <li>6) Students listen to the explanation from the teacher (<i>Observing</i>)</li> <li>7) Students ask questions relating to descriptive text (<i>Questioning</i>)</li> <li>8) The teacher instructs students to exchange their descriptive text assignments with other groups</li> <li>9) Students are given the opportunity to examine the descriptive text received and record some information and noun phrases used in the descriptive text</li> <li>10) Learners explain their findings by submitting themselves</li> <li>11) The teacher confirms and appreciates the work of students</li> </ol>	75 minutes
Closure	<ol style="list-style-type: none"> <li>1) Students reflect on the learning activities that have been carried out. (<i>Communicating</i>)</li> <li>2) The teacher gives assignments to students in the form of Project Based-Learning, namely students consisting of 2 large groups must visit one of the tourist attractions or historic buildings in the area around their residence (1 group visits tourist attractions and the other visits historical buildings) then each group member is assigned to collect information and take video footage (in mp4 format).</li> <li>3) Learners pay attention to information about planned learning activities for the next meeting.</li> <li>4) Learners and teachers say final greetings</li> </ol>	7 minute
Third Meeting (2x45)		

Preliminary	<ol style="list-style-type: none"> <li>1) Students respond to the teacher's greetings.</li> <li>2) Students pray according to their respective religions.</li> <li>3) Students respond to the teacher in checking attendance lists</li> <li>4) The teacher briefly discusses the material that has been studied and checks the completeness of the students' assignments</li> <li>5) Students listen about the learning objectives of the material to be taught</li> </ol>	10 minutes
Main	<ol style="list-style-type: none"> <li>1) The teacher explains about the language structure material (<i>Present tense</i> dan <i>Passive Voice</i>, English Language Book Class X Curriculum 2013 Revision 2016, P.98)</li> <li>2) Learners listen to the explanation from the teacher and ask questions relating to the material</li> <li>3) Learners are instructed to sit in groups and in a circle (according to the group of places they visit)</li> <li>4) Learners are instructed to take turns writing a sentence about the place (tourist / historical building) that they visited. Starting with the main sentence. This is done until each student's paper is held back.</li> <li>5) Students are given a number of questions as a guide and direct students to compile and write descriptive text</li> <li>6) Students are given the opportunity to read and correct descriptive texts (<i>Experimenting</i>)</li> <li>7) During the process of improving, students are expected to ask the teacher to help in the preparation and writing of the descriptive text</li> <li>8) The final results of the preparation and writing of descriptive text by students are placed on the classroom wall creatively (<i>Associating</i>)</li> </ol>	70 minutes
Closure	<ol style="list-style-type: none"> <li>1) Students reflect on the learning activities that have been carried out. (<i>Communicating</i>)</li> <li>2) Learners pay attention to information about planned learning activities for the next meeting.</li> <li>3) Learners and teachers say final greetings</li> </ol>	10 minutes

**Knowing,  
English Subject Teacher**

**The Researcher**

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## APPENDIX IX

### LESSON PLAN

#### CONTROL CLASS

School Name	: SMAN N 8 KOTA JAMBI
Subject	: English Language
Class/Semester	: X/2
Material	: Descriptive Text
Time	: 3 Weeks x 2 Hours of Learning (2x45 minutes)

#### A. Core Competence

1. Learning Spiritual Attitudes and Social Attitudes are carried out indirectly (indirect teaching) through exemplary, related to honesty, responsibility, discipline, and courtesy through the learning process of Knowledge and Skills. Furthermore, the teacher conducts an assessment of these attitudes throughout the learning process, and serves as a teacher's consideration in developing the character of students further.
2. Understand, apply, and analyze factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to talents and interests to solve problems.
3. Cultivate, reason, present and create in the realm of concrete and abstract domains related to the development of what they learn in school independently and effectively and creatively, and be able to use methods according to scientific principles.

#### B. Basic Competence & Achievement Competence Indicator

Basic Competence	Achievement Competence Indicator
3.4 <b>Distinguish</b> social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and requesting	3.4.1 <b>Determine</b> the social function of descriptive texts related to historic buildings. 3.4.2 <b>Identify</b> descriptive text structures

information related to famous tourist attractions and historic buildings, short and simple, according to the context of use.	related to historic buildings. 3.4.3 <b>Applying</b> language elements from descriptive texts related to historic buildings. 3.4.4 <b>Distinguish</b> social functions, text structure, and linguistic elements of descriptive texts related to historic buildings.
4.4 Descriptive Text 4.4.1 <b>Capture contextual meaning</b> related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to tourist attractions and famous historic buildings	4.4.1.1 <b>Explain</b> the social function, text structure, and language elements of descriptive texts related to historic buildings. 4.4.1.2 <b>Summing up</b> the contents of descriptive text related to historic buildings.
4.4.2 <b>Compile</b> oral and written descriptive texts, short and simple, related to famous tourist attractions and historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context	4.4.2.1 <b>Use</b> descriptive language elements related to historic buildings correctly and in context. 4.4.2.2 <b>Write</b> descriptive texts related to historic buildings by paying attention to social functions, text structures, and linguistic elements, correctly and in context.

### C. Learning Objective

1. Identify social functions, structure your text, grammar, descriptive texts about people, tourist attractions and historic buildings famous for oral and written.
2. Find the main ideas, detailed information and certain information and social functions of descriptive texts that are read / heard.
3. Compose descriptive text written about people, tourist attractions and famous historic buildings, taking into account social functions, text structures, linguistic elements correctly and in context.
4. Compile oral descriptive texts about people, tourist attractions and famous historic buildings, taking into account social functions, text structures, linguistic elements correctly and in context.

### D. Learning Material

- Social Function  
Explain, Exemplify, Apply descriptive text related information about objects that are around students in accordance with the context of use
- Generic Structure
  - Opening Paragraph (Identification) : *Opening statement to introduce the subject*
  - A series of Paragraph (Description) : *Supporting paragraph that describes the subject*
- Linguistic Elements
  - Words and languages that can be understood.
  - Use the right tenses.

**E. Learning Method**

- Approach : **Contextual approach**
  - Technique : Task

**F. Learning Media and Tools**

Tools: Whiteboard.

**G. Learning Sources**

1. English Language Students Book class X Curriculum 2013 edisi 2016 (Chapter V)
2. English Language Dictionary

**H. Learning Activities**

Activities	Description	Time Allocation
First Meeting (2x45)		
Preliminary	1) The teacher greets the students. 2) The teacher leads to pray together 3) The teacher checks the students' attendance list. 4) The teacher raises the brainstorming the students' mind 5) The teacher informs the students that they are going to learn about descriptive text.	15 Minutes

Main	<ol style="list-style-type: none"> <li>1) The teacher explains about the definition of descriptive text.</li> <li>2) The teacher gives and shows the example of descriptive text.</li> <li>3) The teacher asks the students to read the text silently</li> <li>4) The teacher explains about the generic structures of descriptive text</li> <li>5) The teacher asks the students to find the difficult words and to identify the lexico-grammatical use within the descriptive text.</li> <li>6) The teacher translates and writes the difficult words on the white board.</li> <li>7) Teacher assigns students to do task in English Language Book P.81 for knowing adjective that commonly used to describe places.</li> <li>8) Teacher and students correcting together the task</li> <li>9) Teacher give students chance to fix their task.</li> <li>10) Teacher conclude material that have been learned.</li> </ol>	73 Minutes
Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	7 minutes
Second Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher leads to pray together</li> <li>3) The teacher checks the students' attendance list.</li> <li>4) The teacher raises the brainstorming the students' mind</li> <li>5) The teacher briefly discusses the material that has been studied</li> </ol>	8 Minutes
Main	<ol style="list-style-type: none"> <li>1) Students are instructed to sit in groups</li> <li>2) The teacher together with the students discuss the generic structure and language feature.</li> <li>3) The teacher asks the students to arrange the paragraph of descriptive text into good descriptive text.</li> <li>4) The teacher explains about the tenses that are used in the text.</li> <li>5) The teacher gives the students another descriptive text and asks them to do exercise of the text by choosing the right tenses that is suitable with the command.</li> <li>6) The teacher also asks the students to identify the language feature and generic structure of the text.</li> <li>7) The teacher asks the students whether any difficulties or not</li> </ol>	75 minutes
Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	7 minute
Third Meeting (2x45)		

Preliminary	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher leads to pray together</li> <li>3) The teacher checks the students' attendance list.</li> <li>4) The teacher raises the brainstorming the students' mind</li> <li>5) The teacher briefly discusses the material that has been studied</li> </ol>	10 minutes
Main	<ol style="list-style-type: none"> <li>1) Explaining the generic structure and language feature of descriptive text</li> <li>2) Giving the example of descriptive text.</li> <li>3) Distributes the task to the students</li> <li>4) Asking the students to answer the questions.</li> </ol>	70 minutes
Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	10 minutes

**Knowing,  
English Subject Teacher**

**The Researcher**

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## DOCUMENTATION



# CHAPTER I

## INTRODUCTION

### **1.1 Background of the Problem**

Language is one of the most important things in communication and it is used as a tool of communication among the nation in all over the world. As an international language, English is very important and has many interrelationships with various aspect of life owned by human being. In Indonesia's education, English becomes a compulsory subject with a very important existence. The movement towards English as a foreign language began at independence, and English is now the main foreign language being learned in Indonesia. Also English is considered as the first foreign language and taught formally from elementary school up to the university.

In English, there are four skills that should be mastered, they are listening speaking, reading and writing. Those four skills are classified into two categories. Listening and reading belong to receptive skill, which the user of language requires to receive the spoken and written language. While, speaking and writing are productive skills which the language users require the ability to produce language both spoken and written (Harmer, 1998: 44). Those skills in English should be integrated well including writing skill. Writing will help students master other skills and mastering English completely. The students are sometimes afraid and shy to speak what they want to say but they can tell what they think and what they want to say into draft or writing before speaking.

Writing involves transferring messages from our thoughts to form of flat surface (written form) using language. Powell (2009: 13) stated that writing is hard to see because it governs our thoughts and hard to talk about because of the lack of consistent names for real categories. Writing is a difficult activity for most people, both in mother tongue and in foreign language. Writing is the most complex one compared to the other skills. Not only putting letters, symbols, and numbers, it involves many aspects such as paragraph development, mechanic and organization of content and it demands standard from grammar, syntax, and vocabulary. In writing, the relation between sentences operates at several levels (Byrne, 1994: 4).

In writing skill, there are some kinds of text that will be learned by the students, one of them is descriptive text. Descriptive text is a kind of text that is use to describe something. It is usually used to describe a thing, person, place or event to give explanation for someone.

Therefore, having a good writing skill can help people to express their idea, opinion, and feeling to other parties by means of written language, for example in the form of articles, novels, short stories, journals, and many others. Furthermore, Hosseini et al. (2013) have stated that by having a good writing ability, it will give good impact in life. Through writing activity, people are required to read more from various sources and to think creatively in developing the insight of their knowledge widely. Hence, writing skill is considered an important skill to be mastered, especially by the second language learners (Javed, Juan, & Nazli, 2013).

The effective learning of writing allows the students to learn easily in learning to reach the learning goals. In consequence, this needs the teacher's roles to assist and guide the students in order to achieve the learning objectives. For instance, the teacher has the roles in choosing and in using an appropriate approach to the learning process of writing. As it is known that an approach is defined as someone's perspective toward the learning process (Rusman, 2014). Therefore, the selection of the right approach is expected that it can affect the process of teaching and learning of writing.

The scientific approach is recommended in the implementation of Curriculum 2013. The scientific approach is an old and a new approach because it has been implemented in science, and it is newly used in all subjects including English. The scientific approach is based on the Bruner's theory which states that the learners study and construct the knowledge through the cognitive process (Hosnan, 2014). Furthermore, this approach emphasizes the students on the learning process to seek the knowledge rather than to transfer it. The learners are seen as the learning subjects who need to be involved actively in the learning process, and the teacher is as a facilitator who guides and coordinates the learning activities. Saefuddin and Berdiati (2014) add that in the scientific approach, the learning process aims to support and to assist the students' learning process in finding and using their knowledge. Therefore, Komariah (2016) says that in implementing this approach, the students are expected to be able to think critically.

The scientific approach can be applied in the teaching and learning process in the English language, especially in writing class. According to

Hosnan (2014), the scientific approach aims to train the students in communicating ideas, especially in writing. The scientific approach also develops the students' attitudes, knowledge, and skills. It means that this approach can promote the students' language skills, particularly in writing skill.

The steps of the scientific approach, such as observing, questioning, exploring, associating, and communicating can help the students in the learning process become active learners. Moreover, the scientific approach is one of the effective approaches in the teaching, especially in the teaching of English language, so like Suharyadi (2013), it is revealed that the use of the scientific approach is more effective than that of the traditional approach. Therefore, the use of the scientific approach is expected to be able to affect the students' ability in writing and to make the process of teaching and learning writing becomes the effective learning.

However, the effect from scientific approach toward students' writing achievement still questioned. Based on the observation when the researcher doing teaching practice to find some problems occurring during the teaching and learning process of English , Based on the observation, it was found that the students still had difficulties in writing and some of the students still not comprehend material whom is taught by the teacher. Also few of students still confuse with teacher explanation. So when teacher asking question, students cannot answer the question. Even students can answer, the answer it's still based on their book, they do not developing their answer with creativity.

There were only some of the students who participated in the class by answering and responding to their teacher's questions and instructions.

Based on the situation, the researcher thought that it is important to find ways to overcome the problem. One of the ways to solve the problem is by proposing a teaching method that is suitable, effective, easy, interesting and helpful to the students. Knowing the complex process of writing, the teachers should use the proper teaching technique to motivate the students to learn and pay attention to the material. One of the new approach in curriculum 2013 that can be used is scientific approach. Approach is one of the components involved in teaching and learning process. The teacher makes the use of teaching media to support the material in classroom.

Furthermore, because it's claimed that scientific approach is more effective to students, so the researcher is triggered to do this research. The researcher were very curious to know if this scientific approach is going to be effective or not. The researcher would like to analyze the effect of scientific approach toward students' achievement at tenth grade of SMA N 8 Jambi city and to know any significant effect from scientific approach itself.

## **1.2 Identification of the Problem**

Based on the statement above, there were some problems occurring during the teaching and learning process, the researcher identifies the problem as follow:

First, the students still had difficulties in writing and some of the students still not comprehend material whom is taught by the teacher that used conventional teaching method. Second, few of students still confuse with teacher explanation. So when teacher asking question, students cannot answer the

question. Even students can answer, the answer it's still based on their book, they do not developing their answer with creativity. Third, there were only some of the students who participated in the class by answering and responding to their teacher's questions and instructions.

### **1.3 Limitation of the Problem**

In order to focus on the topic, the researcher makes the limitation of the study on this thesis. This research discuss about is the effect of scientific approach as a teaching method toward students' writing achievement in writing descriptive text at tenth grade of SMA N 8 Kota Jambi academic year 2019/2020

### **1.4 Problem of the Research**

The problem in this research is formulated to the following questions:

“ Is there any significant effect of the scientific approach toward students' writing achievement at tenth grade of SMA N 8 Kota Jambi academic year 2019/2020 ?

### **1.5 Objective of the Research**

The objective of this research is to find out whether is significant effect of using scientific approach toward students writing achievement at tenth grade of SMA N 8 Kota Jambi academic year 2019/2020.

### **1.6 Significance of the Research**

1. Theoretically
  - a. The findings of this research will enhance the knowledge and give more information related to the effect of scientific approach toward students' writing achievement.
  - b. This research might provide additional information on the literature on the effectiveness of the learning approaches in English language

teaching and learning, especially in the Indonesian context. It can also serve as a reference and contribute to developing knowledge in teaching writing especially descriptive text by using the scientific approach.

## 2. Practically

- a. For the teacher, this research provides information and guidance who are interested in using the scientific approach in the teaching of writing. By using different learning approaches, teachers can help learners to enhance their learning ability.
- b. For students, it can also be used to encourage to learning English in their classroom and to improve and develop their English writing skill and ability.
- c. For the other researcher, this research may give and provide information for the next researchers who are interested in conducting research on a similar topic in a different context.

### **1.7 Definition of Key Terms**

To avoid the misunderstanding in this research, there are several terms that the writer feels necessary to explain. The terms are as follow:

#### 1. Scientific Approach

According to the Kemendikbud 2014, a scientific discussion (scientific approach) is a learning model that uses scientific principles that are supported by training in data collection through observation, asking questions, experimenting, processing information or data, then communicating.



Scientific approach, is a learning technique that puts students into active subjects through scientific stages so that they are able to construct new knowledge or integrate with previous knowledge.

## 2. Writing

Nunan (2003: 88) states that writing is an intellectual activity of finding the ideas and thinking about the way to express and arrange them into a statement and paragraph that is clear to be understood by the people. It indicates that the writers are demanded to show the thoughts and organize them into a good composition.

## 3. Descriptive Text

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

## CHAPTER II

### REVIEW OF THE RELATED LITERATURE

#### 2.1 Writing Skill

Before going to the concept of writing ability, it is better to know what writing is. Harmer (2001:79) says that writing is a form of communication to deliver through or to express feeling through written form. It means that writing is productive skills that express feeling through written communication.

Writing is considered as an active creation of text involves on the one hand lower-order transcription skills such as handwriting, punctuation and spelling, and on the other hand, higher-order self-regulated thinking processes such as planning, sequencing and expressing the content (Berninger et al, 2002). It requires the writer to express the content of writing into a good composition by considering the aspects of writing to be understood by the readers.

Writing is one of important skills which have to be mastered by the students because writing can help them to think critically and deeply to build a good writing. Writing also necessary component of education, livelihood, and functional basics in our society. By learning writing, the students will get knowledge how to write effectively, how to express ideas, how to share their thoughts with anyone else through writing. Harmer (2004: 31-33) states that there are some the importance of learning writing. Those can be seen in the following points:

- a. Writing is often not time-bound in the way conversation is. It means that in writing activities the students have longer time to think rather than in

speaking activities. Thus, the students can choose the appropriate word that will be used to express their ideas. They can also have longer time to check their grammar patterns.

- b. Writing encourage students to focus on accurate language use because they think as they write. It may provoke well development as they resolve problems which writing puts in their mind.
- c. Writing has always been used as a means of reinforcing language that has been taught. Teacher uses writing skill to make a note about recently learnt grammar in learning process.
- d. Writing is frequently useful as preparation for some other activities, in particular when students write sentences. The students are given the time to think the ideas and asked to write sentence.
- e. Writing can also be used as an integral part of a larger activity where the focus is on something else such as language practice, acting out, or speaking. The teacher asks students to write short dialogues which they will act out.
- f. Writing is also used in questionnaire-type activities. Students may be asked to design a questionnaire by asking questions to their friends.
- g. Writing is also used to help students perform a different kind of activity (in this case speaking and listening). Students need to be able to write to do these activities.

## **2.2 Aspects of Writing**

To create a good writing, there are several aspects for the writer to pay a close attention to. An effective composition should meet the qualities in some

terms proposed by Jacobs et al (1981: 90) below:

1. Content:

The substance of writing, the experience of the main idea, i.e., groups of related statements that a writer presents as unit in developing a subject. Content paragraphs do the work of conveying ideas rather than fulfilling special functions of transition, restatement, and emphasis.

2. Organization:

It is scarcely more than an attempt to place together all conditions of fact and jumble ideas. Even in early drafts it may still be searching for order, trying to make our pattern in its materials and working to bring particulars of its subject in line with what is still only a half-formed notion of purpose.

3. Vocabulary:

The selection of words that is suitable with the content. It begins with the assumption that the writer wants to express the ideas as clearly and directly as he/she can. As a general rule, clarity should be his/her prime objective. Choosing words that express his/her meaning is precise.

4. Language Use:

The use of correct grammatical form and synthetic pattern of separating, combining, and grouping ideas in words, phrases, clauses, and sentences to bring out logical relationships in paragraph writing.

5. Mechanic:

The use of graphic conventions of the language, i.e., the steps of arranging letters, words, paragraphs by using knowledge of structure and

some other related to one another.

### **2.3 The Process of Writing**

According to Nunan (2003:89), the process of writing includes organizing, drafting, editing, reading, and rereading. This process of writing is often cyclical and sometimes disorder. It can be said as disorder because sometimes after the writers reach the next step, they have to repeat the previous step. Hyland (2003:11) also has the same ideas that planning, drafting, revising, and editing do not occur in a neat linear sequence, but are recursive, interactive, and potentially simultaneous, and all work can be reviewed, evaluated, and revised, even before any text has been produced at all. This is in line with Tribble (1996: 37- 39) in Harmer (2007: 326) who states that in reality, the writing process is more complex and the stages of writing are done recursively. Thus at the editing stage, sometimes writers may feel to go back at the pre-writing stage and rethink about what they have written.

To sum up, the arrangement of the steps cannot be separated because it works like a wheel. Each stage in the process of writing will work in line to help the students compose the text.

### **2.4 Writing Achievement**

Achievement means the students' mastery of a particular syllabus or the material taught in the class (Heaton, 1975: 163). Writing achievement is the result score of writing ability of the students. Writing achievement has a standard score from the teacher to be passed by the students in writing. Writing achievement is measured by a holistically scored writing sample (Shell, Duane F.; Murphy, Carolyn C.; Bruning, Roger H. 1989). The results from students writing

ability after being tested is called writing achievement

## **2.5 Descriptive Text**

### **1. Definition of Descriptive Text**

According to Anderson and Anderson (2003:26), descriptive text describes particular person, place, or things. It means that descriptive text is designed specially about a person, a place, or things. They also stated descriptive text to tell about subject by describing its feature without including personal opinions.

Wishon and Burks (1980:218) stated that descriptive text provides sense of opinions, for instance smell, sound, feel, look, of things.<sup>12</sup> It means that by reading a descriptive text, the reader can get similar ideas when the readers see certain objects directly with their senses.

In addition, according to Pardiyo (2007:33), descriptive text gives descriptions from the living or non-living things to the reader. In other words, the text can tell an object that is still alive and not. Moreover, Barbara (2004:142) added that description gives a significant point of view because it transforms our feeling and extends our experiences.

It means that description is telling about something or someone particularly which bring the reader's perception change and spread the reader's knowledge widely. The researcher chooses descriptive writing because it describes a colorful piece of a person, place, thing, or idea using concrete and also vivid detail

## **2. Generic Structure of Descriptive Text**

According to Bamanti and Oktaviani (2011:50) the generic structure of descriptive text is divided into two parts, there are:

- 1) Identification It is generic part of paragraph which introduces or identifies the character.
- 2) Description It is a part of paragraph which describes the character.

## **3. Language Features of Descriptive Text**

- a. Descriptive often uses adjectives, numbering, and, classifying. For example; is really cool, it has very thick fur, etc.
- b. Tense which is often used is simple present tense. However, sometimes it uses past tense if the thing to be described doesn't exist anymore for example; go, fly, cook, etc.
- c. Descriptive text uses thinking verbs (believe, think, etc.) and feeling verbs (feel)
- d. Descriptive text also uses adverbs to give information about character or adjective that explained. Example; it is extremely high, it runs definitely past, etc.

## **4. The Purpose of Descriptive Text**

Fink et al said that the purpose of description is to imagine the reader by using a picture of a person, subject, or setting (1983:41) It is allowed by using

picture, so that the reader can visualize it. According to Febriani (2011:17) the purpose of the descriptive text is to get the reader imagine within the story to get pleasure and information. Generally, the purpose of descriptive text is to describe something, someone, a place, animal, or plants specifically.

## **2.6 Scientific Approach**

There are many literatures that elaborate the definition of “scientific approach” in education, particularly in the field of Science. It is defined as a logical orderly approach that involves gathering data, formulating and testing hypothesis, and proposing theories (Wicander & Monroe, 2006). “Scientific method” is also the process of asking questions and making experiments to find the answers (McMurry & Fay, 2008). From a psychology textbook, “scientific method refers to a set of assumptions, attitudes, and procedures that guide researchers in creating questions to investigate, in generating evidence, and making conclusions” (Hockenburry & Hockenburry, 2000).

The definitions of “scientific method” proposed by some experts above can be summarized as a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. Tang et al. (2009) says that scientific approach has the characteristics of “doing science”. This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning.

The Ministry of Education (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach. Scientific Approach is



a new approach in English Language Teaching because the term “scientific” is more familiar with natural science, social science and management (Suharyadi, 2013, p.1). It is claimed that scientific approach is “a more effective learning approach to reinforce students’ learning outcomes; learner is an active subject of learning or learner is subject of learning process” (Permendikbud No.68, 2013).

According to Regulation of Ministry of National Education No. 65, Scientific Approach in 2013 curriculum trains the students to: (1) be the center of learning, (2) involve the cognitive processes which is potential in stimulating intellectual development, specifically the high level of student; thinking skill, (3) give opportunities to the student to assimilate and accommodate concepts, laws and principles, (4) find knowledge through scientific process and use it in learning process, (5) learn from various sources, (6) promote acculturation and empowerment of students as lifelong learners, (7) apply values by giving exemplary things, build willingness, and develop creativity of the students in the learning process, (8) implement the principles in which everyone is teacher, everyone is student and everywhere is class.

In accordance with the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge was gained through the activity of remember, understand, apply, analyze, evaluate, and create. Skills were acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a).

So, the teaching learning process in scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing network for all subjects.

### **2.6.1 The Stages of Scientific Approach**

The learning process adopts the scientist stages in building the knowledge through the science methods and characteristics (see Alfred De Vito: 1989; Government's file: 2013; Barringer, *et al.*, 2010; Abidin, 2014) Kemdikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. The activities of each steps can be explain as follows:

#### **1. Observing**

The first stage is observing. Observing is “a deliberate and systematic activity to study a social phenomenon or real object through utilization of the five sense” (Hosnan, 2014, p.40) and involving descriptive skill (Halonen, et al., 2003, cited in Mutaqqin, 2015). In this stage teacher contextualizes learning activity for students in the classroom. Observing is to develop student's curiosity, to create meaningful learning process and help students acquire knowledge (Brown, 2001).

The teacher asks the students to observe objects, events, phenomena, concepts and procedures by using all of their senses to see, listen, read and watch, and integrate it with the learning material (Checkovich & Sterling, 2001, p. 32; Government's file, 2015). At the same time, students construct their knowledge

and facilitate them to fulfill their need of knowing something. In this activity, the context is also presented to make students connect what they have learned with what they are going to learn (Suharyadi, 2013, p 3).

According to Kemendikbud (2013b), the observation is going to be effective if the teacher and students employ tape recorder (to record the conversation), camera (to record visual objects), film or video (to record audio-visual objects) and related equipment

## 2. Questioning

The second stage is questioning. Questioning is the process of constructing knowledge in form of concepts of social function in particular material, procedure of structure text through group discussion or class discussion (Kemendikbud, 2013; Abidin, 2014; Mulyasa, 2014). The students are required to have a critical thinking to evoke high level of thinking questions. Questioning can be used by both teachers and students in the classroom with several specific purposes. Specifically, by giving questions, the teacher leads the students to give their attention to begin learning and stimulate them to pursue knowledge on their own (Suharyadi, 2013, p. 3-4).

Based on the regulation of Ministry of Education and Culture (Permendikbud No 81a, 2013) in this stage, students pose questions from what have been observed in the previous stage for gaining more information and comprehension about the material. Furthermore, the students can show their active participation in the learning process. In this stage, the teachers have to facilitate the students with scaffolding to stimulate and encourage the students to ask (Government's file, 2013, pp. 34-35).

The question expected in this stage also must requires criteria of good question: (1) compact and clear, (2) inspiring, (3) focus on a particular subject, (4) probing and divergent, (5) valid and reinforced question, (6) increasing cognitive level, and (7) promoting interaction. Thus, in this stage, students pursue their own knowledge to construct a concept, principle, procedure, theory or law of the material learned. It can be obtained through classroom discussion, or group discussion (Abidin, 2014, p.137; Hosnan, 2014, p.40; Kemendikbud, 2013b).

### 3. Experimenting

The third stage is experimenting. In this stage, students get real or authentic learning, for example they have to do experiments. As stated in the Regulation of Indonesia Ministry of Education and Culture No. 81/2013, in doing the experiment, the students have to read other sources or collect extra information by several ways such as, doing experiment, observation, and interview, reading texts or books or other sources or functional texts.

The students also experience the skill process to enhance knowledge and employ scientific method to solve the real problem. Experimenting is intended to develop various learning objectives, attitudes, skills and knowledge. It is an activity to internalize knowledge and skills that have been learned. The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games (Government's file, 2013, p. 35).

The teacher provides learning sources, worksheets, media or experiment tools. Therefore, the roles of teacher in this stage are as director and as the controller who plan and manage the activity of collecting data and its process

(Brown, 2001, as cited in Nugraha, 2015). The teacher may give feedback during the process of the activity.

#### 4. Associating

The fourth stage is associating. Associating is to attain the conclusion of knowledge by a logical thinking process and systematic empirical factual statement which is observed. Students must be more active and given more opportunities to learn. Associating refers to grouping ability of various ideas and associating various events to be part of memory.

When the experiences are stored in the brain, they will interact with the previous events or experiences. In this stage, students and teacher are engaged into learning activities, such as text analyzing and categorizing. The information or data that have been collected from the previous activity (observing and experimenting) must be analyzed to draw conclusions. Students will then process the information from the teachers and draw the conclusions out of that information.

As stated on the Policy of Indonesia Ministry of Education and Culture No. 81a/2013, associating process must be conducted through: (1) processing information that has been collected from the result of experimenting and observing activity and, (2) processing the information collected to find solutions from variety of sources that have different opinions to the contrary. Thus, students are expected to be able to relate the result of learning or experimenting to the reality.

## 5. Communicating

The last stage is communicating. In this stage, students communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face various changes. In collaborative learning, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively in order to create social interaction to gain meaningful learning (Wahyudin, 2015). The teacher gives feedback, suggestions or more information related to students' work. There are interactions between teacher and students and among the students. In this stage, teacher holds role that provides correct information and the reciprocal scaffolding (Brown, 2001, cited at Nugraha, 2015). This can be done through dialogue and discussion between teacher with the students. Thus communicating stage is in which students report or deliver the results of the observing, experimenting and concluding based on the result of the analysis orally or written or in other forms to let others know what learners have learned (Abidin, 2014; Arauz, 2013; Hosnan, 2014, p.77; Mulyasa, 2014).

### **2.6.2 Scientific Approach Indicator**

A learning approach can be regarded as scientific approach if it covers some criteria explained by Ministry of Education and Culture. They are: (1) the teaching materials come from facts or phenomena that logically can be explained, (2) teacher's explanation, and teacher-student interaction are based on objectivity, (3) teaching materials build students' critical thinking and accuracy in identifying, understanding, and resolving problems, (4) it encourages and inspires students to think hypothetically in looking at difference, congruence and links to each

learning material given, (5) it fosters students to understand, apply, and develop pattern of rationale and objective thinking towards learning materials, (6) it should be based on concepts, theories, and empirical facts, and (7) learning objectives are composed in simple, clear and attractive presentation way (Kemendikbud, 2013a).

## **2.7 Previous Studies**

In accomplishing the research, the researcher used the relevant research dealing with the topic of study as guidance. First, the research entitled “ The Effect of Scientific Approach on Students’ English Achievement for Junior High School Level in Riau Province, Indonesia. “ was done by Abdullah Hasan (2018, State Islamic University of Sultan Syarif Kasim). This research is to determine the effects of the scientific approach through Information Communication Technology (ICT) of curriculum 2013 on students’ English achievement. The research utilized a quasi-experimental study of the pretest - post-test of non-equivalent group design. The participants of the study comprised 160 students and three intact teachers from three Junior High schools in Kampar regency of Riau province. The scientific approaches with three aspects of attitude, skill and knowledge competencies through ICT were used for the treatment of the study. Data were collected using pre-test and post-test to measure the students’ English achievement before and after conducting treatments for 12 meetings; then, an observation sheet was administered to investigate the implementation of the scientific approach done by the teachers. Two research questions and four hypotheses were posted in this research. Teaching and learning process of scientific approach through ICT with the strength of attitude, skill and knowledge

made the students became more active, creative, effective and joyful learning to achieve the learning objectives. It also made the class became student centered instruction. The findings showed that there were significant effects of the scientific approach through ICT of curriculum 2013 on students' English achievement.

Second, the research entitled “ The Effect of Using the Scientific Approach Through Concept Understanding and Critical Thinking in Science ” was done by Syarifuddin, S. (2018) This research aimed to find out: (1) the effect of scientific approach through concept understanding in science, (2) the effect of scientific approach through critical thinking in science, and (3) the effect of scientific approach through concept understanding and critical thinking in science. The research was a quasi-experimental research using pretest-posttest control group design. The population of the research was the fifth grade school elementary students in the first cluster of Palakka Bone amounted of 125 students. Technique of collecting sample was cluster random sampling which was 71 students. Data were analyzed with independent sample t-test and MANOVA test. The research findings showed: (1) There is a significant positive effect of scientific approach through concept understanding in science, the result obtained 0.003, (2) There is a significant positive effect of scientific approach through critical thinking in science; the result obtained 0.000, (3) there is a significant positive effect of scientific approach through concept understanding and critical thinking; the result obtained 0.000. In conclusion, the scientific approach is effective to use in science class in improving students' concept understanding and critical thinking.



Third, the research entitled “ The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Teaching Writing “was done by Nidya Indrilla (2018, Universitas Negeri Yogyakarta) This research used a quasi-experimental design. The population was grade VIII students of SMP XX Yogyakarta that consisted of four classes. The sample consisted of three classes, namely class 8A using CTL approach and class 8B using the scientific approach as the experimental groups, while class 8D used the conventional approach as the control group. The instruments used were tests in the form of writing composition. The hypotheses testing were analyzed using ANCOVA test. The results are (1) there are significant differences in writing achievement among the students taught by using the scientific approach, CTL approach, and conventional approach. (2) The use of the scientific approach and the CTL approach are more effective than that of the conventional approach in teaching writing. (3) The use of the scientific approach is not more effective than that of the CTL approach in teaching writing.

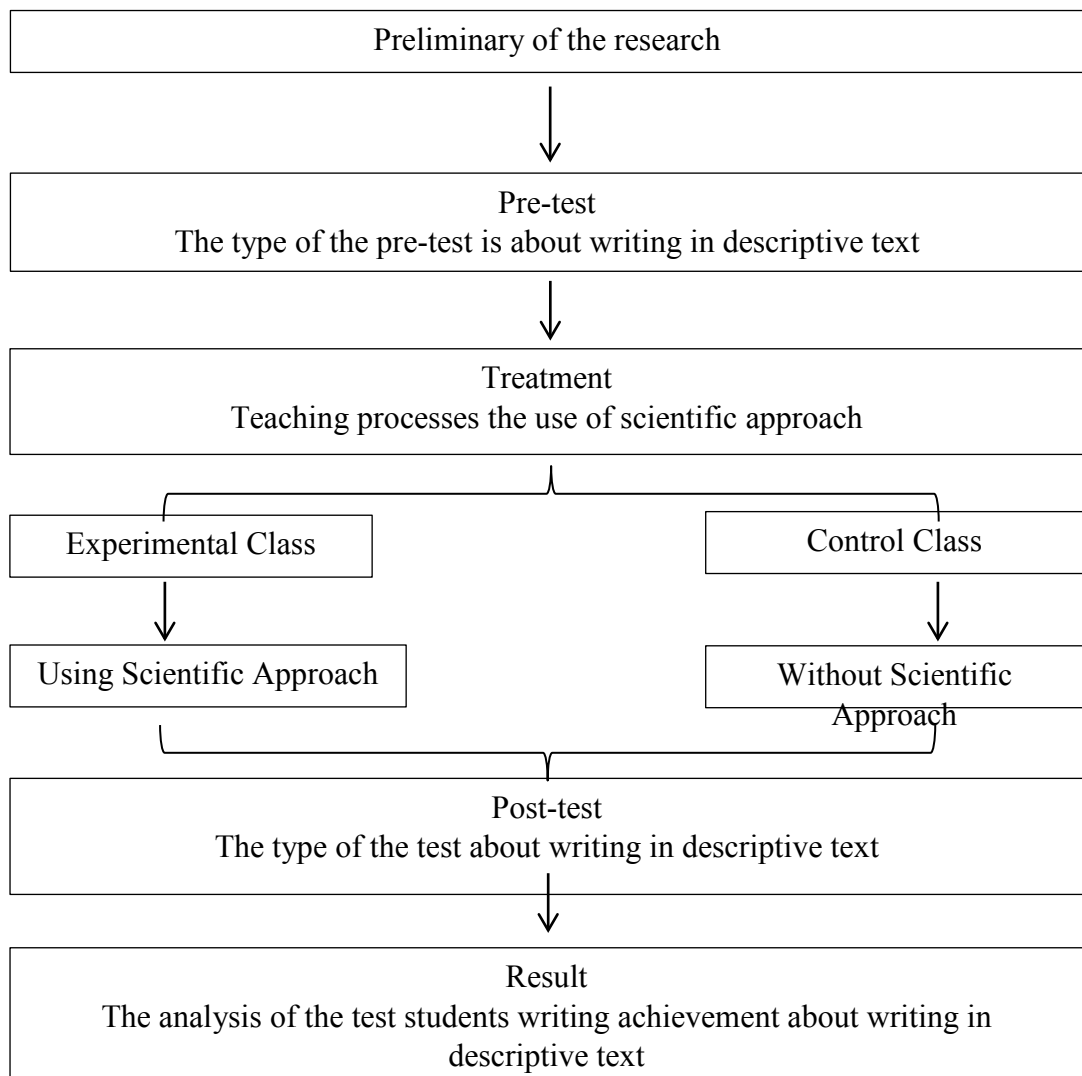
The similarities between the research above and the research in this thesis are the using of Scientific Approach. Such as, determine effects of the scientific approach. Meanwhile, the differences between the research above and the research which was conducted in this thesis are the place, time and also theories. In teaching writing descriptive text using scientific approach the researcher used theories by Alfred de Vito (1989) the learning process adopts the scientist stages in building the knowledge through the science methods and characteristics as cited in Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. In order to measure students

writing achievement in this thesis, the researcher using scoring rubric of descriptive text adapted from Brown (2007). Students must write descriptive text choosing on of the topic and at least 100 words.

## 2.8 Conceptual Framework

The conceptual framework of the research can be seen in the figure below:

**Table 1**  
**Conceptual Framework**



There are two concepts that applied in this research. The first concept is using scientific approach to teaching writing descriptive text in experimental

class, and the second without using scientific approach to teaching writing descriptive text to be applied in control class. Before the study given, students in experimental class and control class given pre-test, and then after pre-test in each other class treatment will be implemented just to experimental class but to class control just opposite is not given treatment. After all procedure is completed post-test will be given to control class and experiment class and the result of the test will be count and compared.

## **2.9 Hypothesis**

Hypothesis is a statement that is still empirically tested for truth. Soehartono (2011: 26-27) Hypothesis is a temporary answer to a research question, the truth of which will be tested based on data collected by researchers. The hypotheses in this study are as follows:

1. Working hypothesis ( $H_a$ ) There is a significant effect using scientific approach toward students writing achievement at Tenth Grade students' at SMA N 8 Kota Jambi Academic Year 2019/2020.
2. Null hypothesis ( $H_0$ ) There is not significant effect of using scientific approach toward students writing achievement at Tenth Grade students' at SMA N 8 Kota Jambi Academic Year 2019/2020

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Method**

This research deals with the effect of scientific approach toward students' writing achievement. In conducting the research, quantitative research design applied as the research methodology. Quantitative method, as explained by Creswell (2012), defined as a research that will deal with collecting numeric data from a large number of people using instrument with preset questions and responses.

A quasi-experimental design was used in this study, due to the limited time and cost. A true experimental design will not be practicable because of long time period. Additionally, Hatch & Farhady (1982) assert that quasi-experimental design is a comparison group design. In this research the researcher just takes two class to use pre-test and post-test design to know the result of treatment.

A pre-test provides a measure on some attribute or characteristic that is assessed in an experiment before the group gets a treatment and a post-test measure on some attribute or characteristics that is assessed for participants in an experiment after a treatment. Furthermore, this study employed quasi experimental design as the research design. Schematically, the quasi experimental design can be drawn as follows:

**Table 2**  
**The Schematic of the Quasi-experimental Design**

<b>Group</b>	<b>Pre-test</b>	<b>Treatment</b>	<b>Post-test</b>
Experimental	T1	X	T2
Control	T1	0	T2

(Adapted from Hatch & Lazaraton, 1991, p. 89)

Notes:

T1 : Students' writing scores on pre-test

X : Treatment using Scientific Approach for experimental group

0 : Treatment using traditional strategy for control group

T2 : Students' writing scores on post-test

### **3.2 Population**

Population, according to Creswell (2012, p. 142), is a group of individuals who have the same characteristics. Population can be small or large depend on what kind of group that will be studied.

The population on this research used all students at Science Tenth Grade of SMA N 8 Kota Jambi in Academic Year 2019/2020. The number of students is 176 which were divided into 6 classes. The total number of students can be seen from the table below:

**Table 3**  
**The Population of the Research**

<b>CLASS</b>	<b>TOTAL OF STUDENTS</b>
X IPA 1	30
X IPA 2	29
X IPA 3	28
X IPA 4	30
X IPA 5	31
X IPA 6	28
<b>TOTAL OF STUDENTS</b>	<b>176</b>

**Source:** Administration of Senior High School 8 Kota Jambi.

### 3.3 Sample

Sample is a subgroup of the target population and selected from the individuals who represent the whole population that the researcher plans to study for generalizing about the target population (Creswell, 2012, p. 142). In quantitative research, it is assumed that if the sample is chosen carefully using the right procedure, it will be possible to generalize the results to the entire population (Dawson, 2002).

**Table 4**  
**The Sample of the Research**

<b>No</b>	<b>Group</b>	<b>Classes</b>	<b>Number of Students</b>
1	Experimental Group	X IPA 3	28
2	Control Group	X IPA 6	28
	<b>Total</b>		<b>56</b>

**Source:** Administration of Senior High School 8 Kota Jambi.

In this research, researcher used Simple Random Sampling. The sampling method in this research was done Simple Random Sampling for 6 class of population. First, researcher prepare paper, pen, and glass then researcher cut into 6 pieces of paper, next write all the class on 6 pieces of paper, roll it and put into glass, after that removed 2 rolls from the glasss, so 2 rolls of paper are class X IPA 3 and X IPA 6 that the researcher made sample in this research.

### **3.4 Variable of the Research**

According to Alison Mackey & Gass (2005), variable is characteristics that vary from person to person, text to text, or object to object, or it can be concluded as features or qualities that change. There are two variables in this study, namely independent variable and a dependent variable. According to (Cohen, Manion, & Morrison, 2007) independent variable is used to influence or make a change in the value at least one other variable and dependent variable is the variable that is presumed to be affected by independent variable

There are two kinds of the variables independent variable and dependent variable. Below was the clear distinctions:

1. Independent variable (X) was the effect of scientific approach in (X IPA 5 Class) and without scientific approach in (X IPA 6 Class)
2. Dependent variable (Y) was the students writing achievement in writing descriptive text.

### 3.5 Instruments of the Research

The instrument use in this research is tests. Ary et al (2010:201) says that test is a set of stimuli presented to individual in order to elicit responses on the basis of which a numerical score can be assigned.

In this research, there are two types of test. They are pre-test and post-test. The researcher use pre-test to measure the student's achievement in writing achievement before the treatment given, and post-test to measure students' writing achievement after the treatment given.

The test in this research is a prompt test to write descriptive text using some criteria which is explained clearly in the paper of student task. There are some criteria for student to write descriptive text such as: content of the text should relevant, organization, grammar, vocabulary and mechanics. The researcher also use scoring rubric to scoring the student's writing achievement.

**Table 5**  
**Classification of Student's Scores**

<b>Test Score</b>	<b>Classification</b>
91-100	Excellent
81-90	Very good
71-80	Good
61-70	Fair
51-60	Poor
0-50	Very poor

( adapted from Subana, Rahadi, and Sudrajat: 2015 )



### **3.6 Technique of Data Collection**

This research needed the data to support the investigation. To get the result of the research, the researcher applied the data collecting techniques consisting of observation, pre-test, treatment, and post- test:

#### **1. Observation**

Burns (1999:80) stated that observation is taking regular conscious notice of classroom and occurrences which are particularly relevant to the issues or topic are being investigated. In this step, the researcher describes the type of data collected and how to collect the data. The researcher did an observation by watching and noticing classroom events, happening, or interaction, either as a participant in the classroom or an observer of another teacher's observation. In the observational technique, the researcher collected the data from observation, and field notes form.

#### **2. Pre-test**

The pre-test conducted both of the groups, experimental and control group in order to know students skills on writing descriptive text before treatment given. Before they start to do the test, the researcher introduce who the researcher is and give the simple instruction for writing the test. Time for the pre-test in this research for 90 minutes. The types of pre-test is writing descriptive test.

### 3. Treatment

After the pre-test was given to students, the researcher gave treatment to the students. Treatment here meant the teaching way in the sample class. There was different treatment given to experimental class and control class. In experimental class, the researcher taught by using Scientific Approach, while the control class was taught without using Scientific Approach in teaching and learning process on writing descriptive text.

In three weeks the researcher has six meetings in experimental class and control class. In one week the researcher could teach two classes because the researcher has already obtained permission to the English obligation schedule from the teacher at SMA N 8 Kota Jambi.

### 4. Post-test

The last, post-test was given at the end of the treatment. It was done to see the effect of Scientific Approach toward students writing achievement in writing descriptive text. This measuring instrument is usually consisted of an essay that is raised to each subject to know how far someone's knowledge about something or material. In this case, the researcher was used easy test to measure the student's ability at writing.

### **3.7 Technique of Data Analysis**

Student pre-test and post test scores were analyzed to find out whether there was a significant effect on students writing achievement in descriptive text

by using scientific approach teaching and learning method. To find out the data about students writing achievement, viewed from several components

➤ T-test

The formula T-test is taken from Arikunto (2010:394) as followed :

$$t = \frac{M_y - M_x}{\sqrt{\frac{[\sum x^2 + \sum Y^2]}{Nx + Ny - 2}}}$$

Explanation :

t = T-test Value

Mx = (differences), between pre-test and post-test score

My = (differences), between pre-test and post-test score

$\sum x^2$  = quadrate of deviation

N = The number of sample

d.b = N-1

➤ To look for the mean score, the researcher uses formula is presented as follows:

$$M = \frac{\sum x}{N}$$

Explanation :

M = Mean Score

$\sum x$  = The total score

N = The total number of sample

- Pre-test and post-test calculation by the following formula :

$$P = \frac{f}{n} \times 100$$

Explanation :

P = The percentage of score

F = The number of false score

N = The number of students

- Calculated the standard of deviation from difference by using formula :

$$SDD = \sqrt{\frac{\sum D^2}{N} - \left(\frac{\sum D}{N}\right)^2}$$

## **CHAPTER IV**

### **FINDINGS AND DISCUSSION**

#### **4.1 Research Findings**

The research was conducted toward the science first grade of SMA N 8 Kota Jambi. The researcher conducted this research for 3 weeks to prove the effect of scientific approach learning method on students writing ability. The researcher taken two class as sample, the sample of this research get of simple random sampling. The result of the simple random sampling is there are X IPA 3 and X IPA 6 one class consist (28 students) and other class consist (28 students) they are equal (56 students). The researcher did this research start from on February 26, 2020 until March 13, 2020. The researcher present the data from the test, test in this research are pre-test, treatment, and the last post-test.

##### **4.1.1 Descriptive Analysis**

The researcher did the observation on February 10<sup>th</sup> 2020 at class X IPA 3 of SMA 8 Kota Jambi. The researcher observed the students interaction and all activities in the class, to notice of classroom and occurrences which are particularly relevant to the issues or topic are being investigated.

Based on observation that researcher do at X IPA 3 class when English teacher using conventional method, mostly students in classroom do not pay attention to the teacher. They tend seen like bored with teacher explanation about learning material. The teacher just using textbook as source and lack of interaction to students such as stimulating students to think critically and giving example which is interesting for students.

In this section, the researcher explain the frequencies, percentages and mean scores of the test based on the results of the test before and after the intervention in both experimental and control class.

**Table 6**  
**The Data of Control Class**

<b>No</b>	<b>Name</b>	<b>pre-test(x)</b>	<b>post-test(y)</b>	<b>differences(x)</b>	<b>x<sup>2</sup></b>
1	S1	52,5	77,5	25	625
2	S2	52,5	77,5	25	625
3	S3	57,5	91	33,5	1.122
4	S4	54	82,5	28,5	813
5	S5	57,5	91	33,5	1.122
6	S6	57,5	91	33,5	1.122
7	S7	54	82,5	28,5	813
8	S8	45	71	26	676
9	S9	57,5	91	33,5	1.122
10	S10	45	75	30	900
11	S11	52,5	82,5	30	900
12	S12	44	79	35	1.225
13	S13	45	86	41	1.681
14	S14	44	71	27	729
15	S15	49	79	30	900
16	S16	37,5	74	36,5	1.332
17	S17	49	79	30	900
18	S18	52,5	82,5	30	900
19	S19	32,5	66	33,5	1.122
20	S20	45	71	26	676
21	S21	52,5	82,5	30	900
22	S22	49	79	30	900
23	S23	45	70	25	625
24	S24	50	75	25	625
25	S25	52,5	82,5	30	900
26	S26	52,5	82,5	30	900
27	S27	32,5	66	33,5	1.122
28	S28	45	70	25	625
	<b>Total</b>	<b>1.363</b>	<b>2.207,5</b>	<b>844,5</b>	<b>25.902</b>
	<b>Means</b>	<b>48,6</b>	<b>78,8</b>	<b>30,1</b>	<b>925</b>

Based on the table 7 above, the number of students in control class was 28 students. In pre-test, students who get the highest value of 57,5 were 4 people, 2 students get a value of 54, 7 students get a value of 52, 1 students get a value of 50, 3 students get a value of 49, 6 students get a value of 45, 2 students get a value of 44, 1 students get a value of 37,5 and the lowest with a value of 32,5 were 2 students. With the total overall value was 1.363 The mean of pre-test in control class was 48,6.

In post-test, students who get the highest value of 91 were 4 people, 1 students get a value of 86, 7 students get a value of 82,5, 4 students get a value of 79, 2 students get a value of 77,5, 2 students get a value of 75, 1 students get a value of 74, 3 students get a value of 71, 2 students get a value of 70 and the lowest with a value of 66 were 2 students. With the total overall value was 2.207,5 The mean of pre-test in control class was 78,6.

**Table 7**  
**The Data of Experimental Class**

No	Name	pre-test(x)	post-test (y)	differences(x)	x <sup>2</sup>
1	S1	57,5	100	42,5	1.806
2	S2	52,5	92	39,5	1.560
3	S3	52,5	80	27,5	756
4	S4	54	92	38	1.444
5	S5	52,5	80	27,5	756
6	S6	54	80	26	676
7	S7	45	86	41	1.681
8	S8	52,5	86	33,5	1.122
9	S9	45	80	35	1.225
10	S10	52,5	92	39,5	1.560
11	S11	45	96	51	2.601
12	S12	52,5	92	39,5	1.566
13	S13	57,5	80	22,5	506
14	S14	57,5	100	42,5	1.806
15	S15	57,5	100	42,5	1.806
16	S16	52,5	96	43,5	1.892
17	S17	70	92	22	484
18	S18	54	100	56	3.136
19	S19	57,5	96	38,5	1.482
20	S20	57,5	100	42,5	1.806
21	S21	54	100	56	3.136
22	S22	57,5	80	22,5	506
23	S23	45	80	35	1.225
24	S24	57,5	86	28,5	812
25	S25	52,5	96	43,5	1.892
26	S26	52,5	86	33,5	1.122
27	S27	52,5	92	39,5	1.566
28	S28	54	96	42	1.764
	<b>Total</b>	<b>1.500</b>	<b>2.536</b>	<b>1.051</b>	<b>41.694</b>
	<b>Means</b>	<b>53,5</b>	<b>90,5</b>	<b>37,5</b>	<b>1.489</b>

Based on the table 8 above, the number of students in experimental class was 28 students. In pre-test, students who get the highest value of 70 were 1 people, 7 students get a value of 57,5, 5 students get a value of 54, 11 students get a value of 52,5, and the lowest with a value of 45 were 4 students. With the



total overall value was 1.500 The mean of pre-test in experimental class was 52,5.

In post-test, students who get the highest value of 100 were 6 people, 5 students get a value of 96, 6 students get a value of 92, 4 students get a value of 86, and the lowest with a value of 86 were 7 students. With the total overall value was 2.536 The mean of pre-test in control class was 90,5.

#### 4.1.2 Statistical Analysis

##### 1. Result of pre-test and post-test in experimental class

The result of pre-test before the intervention, shows that all of students were categorized very poor. The lowest score and the highest score in some score interval 0-50. The table of value of pre-test in experimental class can be seen table 8.

**Table 8**  
**The Result of Pre-Test in Experimental Class**

No	Score (Mx)	Frequency(My)	Total (Mx My)
1	45	4	180
2	52,5	11	577,5
3	54	5	270
4	57,5	7	402,5
5	70	1	70
<b>Total</b>	<b>∑Mx=279</b>	<b>∑My=28</b>	<b>∑(MxMy)=1500</b>

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.500}{28}$$

$$M = 53,5$$

Based on the calculated, it can be concluded that the mean value of pre-test in experimental group was 53,5. The table of value of post-test in experimental class can be seen in table 9.

**Table 9**  
**The Result of Post-Test in Experimental Class**

No	Score (Mx)	Frequency (My)	Total (Mx My)
1	80	7	560
2	86	4	344
3	92	6	552
4	96	5	480
5	100	6	600
<b>Total</b>	<b>∑Mx=454</b>	<b>∑My=28</b>	<b>∑(Mx My)=2.536</b>

$$M = \frac{\sum x}{N}$$

$$M = \frac{2.536}{28}$$

$$M = 90,5$$

Based on calculated, it can be concluded that the mean value of post-test in experimental class was 90,5

## 2. Result of pre-test and post-test in control class

The result of pre-test before the intervention, shows that all of students were categories very poor. The lowest score and the highest score in some score interval 0-50. The table of value of pre-test in control class can be seen table 10

**Table 10**  
**The Result of Pre-Test in Control Class**

No	Score (Mx)	Frequency (My)	Total (MxMy)
1	32,5	2	65
2	37,5	1	37,5
3	44	2	88
4	45	6	270
5	49	3	147
6	50	1	50
7	52,5	7	367,5
8	54	2	108
9	57,5	4	230
<b>Total</b>	<b>∑Mx=422</b>	<b>∑My=28</b>	<b>∑(Mx My)=1.363</b>

$$M = \frac{\sum x}{N}$$

$$M = \frac{1.363}{28}$$

$$M = 48,6$$

Based on the calculated, it can be concluded that the mean value of pre-test in control class was 48,6. The table of value of post-test in control class can be seen table 11

**Table 11**  
**The Result of Post-Test in Control Class**

No	Score (Mx)	Frequency (My)	Total (Mx My)
1	66	2	132
2	70	2	140
3	71	3	213
4	74	1	74
5	75	2	150
6	77,5	2	155
7	79	4	316
8	82,5	7	577,5
9	86	1	86
10	91	4	364
<b>Total</b>	<b>∑Mx=772</b>	<b>∑My=28</b>	<b>∑(MxMy)=2.207,5</b>

$$M = \frac{\sum x}{N}$$

$$M = \frac{2.207,5}{28}$$

$$M = 78,8$$

Based on calculated, it can be concluded that the mean value of post-test in control class was 78,8.

### 3. The Score Distribution in The Experimental Class

**Table 12**  
**The Score Distribution in the Experimental Class**

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent	0	0%	17	61%
81-90	Very Good	0	0%	4	14%
71-80	Good	0	0%	7	25%
61-70	Fair	1	4%	0	0%
51-60	Poor	23	82%	0	0%
0-50	Very Poor	4	14%	0	0%

From the table 12, it can be seen that, in the pre-test no one students got excellent, no students got very good, no students got good and 1 students got fair, 23 students get poor category, 4 students get very poor category.

In post-test, it can be seen that is improvement in students score which mean improvement in students ability, 17 students get very excellent category, 4 students get very good category, 7 students get good category. In the post test no one students got fair, poor and very poor category.

#### 4. The Score Distribution in the control class

**Table 13**  
**The Score Distribution in the Control Class**

Score Interval	Category	Pre-test		Post-test	
		Frequency	Percentage	Frequency	Percentage
91-100	Excellent	0	0%	4	14%
81-90	Very Good	0	0%	8	29%
71-80	Good	0	0%	12	43%
61-70	Fair	0	0%	4	14%
51-60	Poor	13	46,50%	0	0%
0-50	Very Poor	15	53,50%	0	0%

From the table 13, it can be seen in pre-test 13 students get poor category, 15 students get very poor category, no one get fair, good, very good, and excellent category. Meanwhile in post-test 12 students get good category, 4 students get fair category, 8 students get very good category and 4 students get excellent category, no one students get poor, and very poor category, it is clearly proved students writing ability that taught without scientific approach learning method not really improve than students that taught with scientific approach as learning method.

#### 4.1.3 Data Analysis

The table comparison between experimental group and control group.

**Table 14**  
**The Different Between Control Group and Experimental Group**

Variable		Mean	The Improvement
Control group	Pre-test	48,6	30,2
	Post-test	78,8	
Experimental group	Pre-test	53,5	37
	Post-test	90,5	

The result of control group and experimental group is different. The result of control group is 30,2 and experimental group is 37. Experimental group higher than control group. This result is significant.

To know there is significant difference between experimental group score and control group score, t-test was higher than t-table. In order to see the significance between pre-test and post-test before and after treatment of experimental group, the formula would be used analyze the data, the researcher was compared between the score of pre-test and post-test.

#### The t-test result calculation

$$t = \frac{Mx - My}{\sqrt{\left[\frac{\sum x^2 + \sum y^2}{Nx + Ny - 2}\right] \left[\frac{1}{Nx} + \frac{1}{ny}\right]}}$$

$$Mx = \frac{844,5}{28} = 30,1$$

$$\sum x^2 = \sum x^2 - \frac{\sum X^2}{N} Y^2$$

$$= 25.902 - \frac{844,5^2}{28}$$

$$= 25.902 - 25.470,7$$

$$= 431,3$$

$$My = \frac{1.051}{28} = 37,5$$

$$\sum y^2 = \sum Y^2 - \frac{\sum X^2}{N} Y^2$$

$$= 41.694 - \frac{1.051^2}{28}$$

$$= 41.694 - 39.450$$

$$= 2.244$$

$$t = \frac{30,1 - 37,5}{\sqrt{\left[ \frac{431,3 + 2.244}{28 + 28 - 2} \right] \left[ \frac{1}{28} + \frac{1}{28} \right]}}$$

$$= \frac{+7,4}{\sqrt{\frac{2.675,3}{54} \left[ \frac{2}{28} \right]}}$$

$$= \frac{+7,4}{\sqrt{\frac{5.350,6}{1.512}}}$$

$$= \frac{+7,4}{3.53875}$$

$$= \frac{+7.4}{1.8811}$$

$$= 3,93$$

Based on the calculation of the statistical analysis, it is found that the value of t-test is 3.93

Finding t-table :

Number of variables (k) = 2

Number of respondents (n)= 56

Taraf sig. = 5%...0,025

Degree of freedom (df) = (N1+N2)-2

$$= (28+28)-2$$

$$= 56$$

From the result of the distribution table, it was found that the t-table is 2,004. So, it can be concluded that  $t(54) = 2,004$

**Table 15**  
**Summary of Writing Achievement**

	<b>Writing Achievement</b>	
	<b>Experimental</b>	<b>Control</b>
Minimum Score	45	32,5
Maximum Score	100	91
Mean Pre-test	53,5	48,6
Mean Post-test	90,5	78,8
The Improvement	37	30,2
N	28	28

#### **4.2 Hypothesis Testing**

From the calculation of t-test, the hypothesis can be tested as follow:

Null hypothesis ( $H_0$ ) is accepted if the value of t-test is the same or less than the value of t-table ( $t\text{-test} = t\text{-table}$  or  $t\text{-test} < t\text{-table}$ ). In the fact, in this research, the null hypothesis is rejected because the value of t-test is higher than the value of t-table ( $3,93 > 2,004$ ). Alternative hypothesis ( $H_a$ ) is accepted if the value of t-test is higher than the value of t-table ( $t\text{-test} > t\text{-table}$ ). Thus, the alternative hypothesis is accepted, the value of t-test is higher than the value of t-table ( $3,93 > 2,004$ ). Thus, it proved that there is the effect of using scientific approach learning method on students writing ability at first grade of SMA N 8 Kota Jambi.

#### **4.3 Discussion**

The discussion of this research is based on the research question, which was to know the effect of scientific approach towards students writing



achievement at SMA N 8 Kota Jambi. At the beginning, the researcher gave pre-test in experimental and control class.

In the control class, there is not a new treatment in teaching learning process. They were given a usual treatment. They were taught descriptive text using conventional method as they have get. By using conventional method in the teaching learning process, teacher had used a monotonous method that could not increase students' writing ability in writing descriptive text. Students could not enjoy in learning writing descriptive text because they have difficulties in writing and some of the students still not comprehend material whom is taught by the teacher. Also few of studens still confuse with teacher explanation. The class is carried out for 3 meetings using conventional method.

In the experimental class, the researcher using scientific approach as learning method. The researcher used video and picture about place to explaining about descriptive text, this stage also named *observing*. Next, the researcher asking question students what they saw. For stimulating students to have a critical thinking to evoke high level of thinking question. This stage called *questioning*. Next, stage is *experimenting*. The activity such as discussion and presentation. Experimenting is intended to develop various learning objectives, attitude, skills and knowledge. Then, after that there is *associating* stage. Students must be more active and given more oppurtunities to learn. And the last stage is *communicating*. In this stage, students communicate and demonstrate their learning product as a form of collaborative learning. The researcher gives feedback, suggestions or more information related to students works. The researcher always applied the five stages in scientific approach during 3 meetings in experimental class.

In the last activity, the researcher gave post-test in control class and experimental class. The students had to write descriptive text, and choose one topic.

After the researcher got pre-test and post-test, the researcher found the significant difference of their score in the experimental and control class. It was influenced by the treatment using scientific approach, so the ability of the students writing descriptive text is improved.

Based on post-test result, it was known that the students writing achievement in descriptive text showed the differences in both experimental and control class. The mean of pre-test score in experimental class is 53,5. The mean of pre-test score in control class is 48,6. Then comparing with the mean of post-test in experimental class is 90,5 and in control class is 78,8. In this research, sample of data that became as control class was class X IPA 6 with 28 students, and experimental class was X IPA 3 with 28 students.

From those results, it can be interpreted that post-test score of the experimental and control class increased better than the pre-test. Although the mean of post-test score from both class increased, the experimental class has more improvement than control class. Thus, it can concluded that scientific approach are an effective learning method to be used in teaching writing descriptive text at the tenth grade students of SMA N 8 Kota Jambi.

## **CHAPTER V**

### **CONCLUSION AND SUGGESTION**

#### **5.1 Conclusion**

Based on the discussion in the previous chapter, the researcher draws some conclusion of this research.

1. Based on observation that researcher do at X IPA 3 class when English teacher using conventional method, mostly students in classroom do not pay attention to the teacher. They tend seen like bored with teacher explanation about learning material. The teacher just using textbook as source and lack of interaction to students such as stimulating students to think critically and giving example which is interesting for students.
2. Students writing achievement increased after using scientific approach as a learning method, which is proved with students score is higher than before treatment.
3. Two means score was computed by using T-test formula, the value of t-test was higher than the value of t-table. It is indicated that there was a significant effect of scientific approach towards students writing achievement, it means that the effect of scientific approach towards students writing achievement at the tenth grade students of SMA N 8 Kota Jambi in Academic Year 2019/2020 was accepted

#### **5.2 Suggestion**

Based on the findings and discussion in previous chapter, the researcher would like to give some suggestion:

1. For the students

The students can improve their English skill especially in writing with scientific approach that using by their English teacher. It can help students to think critically and be more creative with the teacher as guide in learning

2. For the teacher

The teacher can use scientific approach as a learning method with some creativity to provided learning media. And teacher have to stimulate and encourage students to think critical and motivate them to offer question. Besides, the teachers employed the class discussion to make them creating the active, cooperative and collaborative learning. Also, it is recommended that the teacher should improve effort in applying scientific approach to classroom practice by effectively using time management.

3. For the reader

Hopefully, there will be the other researcher who investigates similar topics. So this study will be continued and increase the readers knowledge about scientific approach as a learning method.

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**APPENDIX I**  
**WRITING TEST**

Name:

Class:

Instruction:

1. Write descriptive text (at least 100 words)
2. Choose one topic below :
  - People
  - Place
  - Animal
  - Thing
3. Consist of 2 paragraphs : Identification and Description
4. Use Simple Present Tense.



## APPENDIX II

### Scoring Rubric of Descriptive Text

Adapted from Brown (2007)

Aspect	Score	Performance Descriptive
Content (C) 30 % - topic - detail	4	The topic is complete and clear and the details are relating to the topic
	3	the topic is complete and clear but the details are almost relating to the topic
	2	the topic is complete and clear but the details are not relating to the topic
	1	the topic is not clear and the details are not relating to the topic
Organization (O) 20 % - identification - description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper Connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connective
	1	Identification is not complete and descriptions are arranged with misuse of connectives
Grammar (G) 20 %	4	Very few grammatical or agreement inaccuracies
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Numerous grammatical or agreement Inaccuracies
	1	Frequent grammatical or agreement inaccuracies
Vocabulary (V) 15 %	4	Effective choice of words and word forms
	3	Few grammatical or agreement inaccuracies but not effect on meaning
	2	Limited range confusing words and word forms
	1	Very poor knowledge or words, word forms, and not understandable
Mechanics (M) 15 % - Spelling - Punctuation - Capitalizati on	4	It uses correct spelling, punctuation and Capitalization
	3	It has occasional errors of spelling, punctuation and capitalization
	2	It has frequent errors of spelling, punctuation and Capitalization
	1	It is dominated by errors spelling, punctuation and capitalization

$$\text{Score} = \frac{3C+20+2G+1,5V+1,5M}{40} \times 100$$

### APPENDIX III

The Score of Pre-test and Post-test Experimental Class

No	Name	pre-test(x)	post-test (y)
1	S1	57,5	100
2	S2	52,5	92
3	S3	52,5	80
4	S4	54	92
5	S5	52,5	80
6	S6	54	80
7	S7	45	86
8	S8	52,5	86
9	S9	45	80
10	S10	52,5	92
11	S11	45	96
12	S12	52,5	92
13	S13	57,5	80
14	S14	57,5	100
15	S15	57,5	100
16	S16	52,5	96
17	S17	70	92
18	S18	54	100
19	S19	57,5	96
20	S20	57,5	100
21	S21	54	100
22	S22	57,5	80
23	S23	45	80
24	S24	57,5	86
25	S25	52,5	96
26	S26	52,5	86
27	S27	52,5	92
28	S28	54	96
	<b>Total</b>	<b>1.500</b>	<b>2.536</b>
	<b>Means</b>	<b>53,5</b>	<b>90,5</b>

## APPENDIX IV

The Score of Pre-test and Post-test Control Class

No	Name	pre-test(x)	post-test(y)
1	S1	52,5	77,5
2	S2	52,5	77,5
3	S3	57,5	91
4	S4	54	82,5
5	S5	57,5	91
6	S6	57,5	91
7	S7	54	82,5
8	S8	45	71
9	S9	57,5	91
10	S10	45	75
11	S11	52,5	82,5
12	S12	44	79
13	S13	45	86
14	S14	44	71
15	S15	49	79
16	S16	37,5	74
17	S17	49	79
18	S18	52,5	82,5
19	S19	32,5	66
20	S20	45	71
21	S21	52,5	82,5
22	S22	49	79
23	S23	45	70
24	S24	50	75
25	S25	52,5	82,5
26	S26	52,5	82,5
27	S27	32,5	66
28	S28	45	70
	<b>Total</b>	<b>1.363</b>	<b>2.207,5</b>
	<b>Means</b>	<b>48,6</b>	<b>78,8</b>

## APPENDIX V

### List Pre-test Category Control Class

No	Name of Students	Score	Category
1	S1	52,5	Poor
2	S2	52,5	Poor
3	S3	57,5	Poor
4	S4	54	Poor
5	S5	57,5	Poor
6	S6	57,5	Poor
7	S7	54	Poor
8	S8	45	Very Poor
9	S9	57,5	Poor
10	S10	45	Very Poor
11	S11	52,5	Poor
12	S12	44	Very Poor
13	S13	45	Very Poor
14	S14	44	Very Poor
15	S15	49	Very Poor
16	S16	37,5	Very Poor
17	S17	49	Very Poor
18	S18	52,5	Poor
19	S19	32,5	Very Poor
20	S20	45	Very Poor
21	S21	52,5	Poor
22	S22	49	Very Poor
23	S23	45	Very Poor
24	S24	50	Very Poor
25	S25	52,5	Poor
26	S26	52,5	Poor
27	S27	32,5	Very Poor
28	S28	45	Very Poor
	<b>SUM</b>	<b>1.363</b>	
	<b>AVERAGE</b>	<b>48,6</b>	

## APPENDIX VI

### List Post-test Category Control Class

No	Name of Students	Score	Category
1	S1	77,5	Good
2	S2	77,5	Good
3	S3	91	Excellent
4	S4	82,5	Very Good
5	S5	91	Excellent
6	S6	91	Excellent
7	S7	82,5	Very Good
8	S8	71	Good
9	S9	91	Excellent
10	S10	75	Good
11	S11	82,5	Very Good
12	S12	79	Good
13	S13	86	Very Good
14	S14	71	Good
15	S15	79	Good
16	S16	74	Good
17	S17	79	Good
18	S18	82,5	Very Good
19	S19	66	Fair
20	S20	71	Good
21	S21	82,5	Very Good
22	S22	79	Good
23	S23	70	Fair
24	S24	75	Good
25	S25	82,5	Very Good
26	S26	82,5	Very Good
27	S27	66	Fair
28	S28	70	Fair
	<b>SUM</b>	<b>2.207,50</b>	
	<b>AVERAGE</b>	<b>78,8</b>	

## APPENDIX VI

### List Pre-test Category Experimental Class

No	Name of Students	Score	Category
1	S1	57,5	Poor
2	S2	52,5	Poor
3	S3	52,5	Poor
4	S4	54	Poor
5	S5	52,5	Poor
6	S6	54	Poor
7	S7	45	Very Poor
8	S8	52,5	Poor
9	S9	45	Very Poor
10	S10	52,5	Poor
11	S11	45	Very Poor
12	S12	52,5	Poor
13	S13	57,5	Poor
14	S14	57,5	Poor
15	S15	57,5	Poor
16	S16	52,5	Poor
17	S17	70	Fair
18	S18	54	Poor
19	S19	57,5	Poor
20	S20	57,5	Poor
21	S21	54	Poor
22	S22	57,5	Poor
23	S23	45	Very Poor
24	S24	57,5	Poor
25	S25	52,5	Poor
26	S26	52,5	Poor
27	S27	52,5	Poor
28	S28	54	Poor
	<b>SUM</b>	<b>1.500</b>	
	<b>AVERAGE</b>	<b>53,5</b>	

## APPENDIX VII

### List Post-test Category Experimental Class

No	Name of Students	Score	Category
1	S1	100	Excellent
2	S2	92	Excellent
3	S3	80	Good
4	S4	92	Excellent
5	S5	80	Good
6	S6	80	Good
7	S7	86	Very Good
8	S8	86	Very Good
9	S9	80	Good
10	S10	92	Excellent
11	S11	96	Excellent
12	S12	92	Excellent
13	S13	80	Good
14	S14	100	Excellent
15	S15	100	Excellent
16	S16	96	Excellent
17	S17	92	Excellent
18	S18	100	Excellent
19	S19	96	Excellent
20	S20	100	Excellent
21	S21	100	Excellent
22	S22	80	Good
23	S23	80	Good
24	S24	86	Very Good
25	S25	96	Excellent
26	S26	86	Very Good
27	S27	92	Excellent
28	S28	96	Excellent
	<b>SUM</b>	<b>2.536</b>	
	<b>AVERAGE</b>	<b>90,5</b>	



**APPENDIX VIII**  
**LESSON PLAN**  
**EXPERIMENTAL CLASS**

School Name : SMAN N 8 KOTA JAMBI  
Subject : English Language  
Class/Semester : X/2  
Material : Descriptive Text  
Time : 3 Weeks x 2 Hours of Learning (2x45 minutes)

**A. Core Competence**

1. Appreciate and live up to it the teachings of religion that professed.
  2. Appreciate and practice honest behavior, discipline, responsibility, care (mutual cooperation, cooperation, tolerance, peace), polite, responsive and proactive and show attitude as part of the solution to various problems in interacting effectively with the social and nature environment and in placing oneself as a mirror of the nation.
  3. Understand, apply, analyze and evaluate factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture related to phenomena and events, and apply procedural knowledge in specific fields of study according to talents and interests to solve problems.
  4. Cultivate, reason, present and create in the realm of concrete and abstract domains related to self-development that are learned in schools independently and act effectively and creatively, and are able to use methods according to scientific principles

## B. Basic Competence & Achievement Competence Indicator

Basic Competence	Achievement Competence Indicator
<p><b>3.4 Distinguish</b> social functions, text structure and linguistic elements of several oral and written descriptive texts by giving and requesting information related to famous tourist attractions and historic buildings, short and easy according to the context of use.</p>	<p>3.4.1 Distinguish social functions, text structure and linguistic elements in descriptive texts</p> <p>3.4.2 Explain descriptive text information related to tourist attractions and famous historic buildings, short, and simple according to the context of their use</p> <p>3.4.3 Describe verbally and write down famous places and historical buildings, short and simple according to the context of use</p>
<p><b>4.4 Descriptive Text</b></p>	<p>4.4.1 Capture contextual meaning related to social functions, text structure and linguistic elements of descriptive, oral and written texts, short and simple related to tourist attractions and famous historic buildings</p> <p>4.4.2 Compose descriptive text oral and written, short simple related to tourist attractions and famous historic buildings with attention to social functions, text structure and linguistic elements, correctly and in context</p>

## C. Learning Objectives

**Through learning activities on this material students are expected to be able to:**

1. Distinguish social functions, text structure and elements of descriptive text
2. Identify the meaning, social function, text structure, and linguistic elements in simple descriptive oral and written texts about tourist attractions and historic buildings according to the context of use
3. Explain information and contents of oral and written descriptions about tourist attractions and historic buildings by paying attention to the purpose of communication, text structure, and linguistic elements of descriptive texts according to the context of use

4. Describe verbally and in writing of famous historical places and buildings, short and simple according to the context of use
5. Describe and verbally and write tourist attractions or historic buildings by paying attention to social functions, text structures, and linguistic elements in descriptive texts correctly according to the context of use

#### **D. Learning Materials**

1. The definition of Descriptive text: *A descriptive text describes a particular object like a place, thing or person.*
2. Social Function : *Describing or presenting information about a particular place and a historical building*
3. Generic Structure :
  - Opening Paragraph (Identification) : *Opening statement to introduce the subject*
  - A series of Paragraph (Description) : *Supporting paragraph that describes the subject*
4. Language Feature:
  - a. Vocabulary: words related to ecotourism destinations and historical building such as *destination (n), establish (v), impressive (adj)*, etc.
  - b. Grammar: Noun phrases such as *beautiful bird, unique monkey*

#### **E. Learning Method**

- Approach : **Scientific approach**
- Design : *Inquiry Based Learning / Project Based-Learning*
- Technique : Questioning and discussion

#### **F. Learning Media**

1. Images / Photos related to tourist attractions or historic buildings in Indonesia
2. Laptop / infocus
3. Students worksheet

#### **G. Learning Sources**

1. English Language Students Book class X Curriculum 2013 edisi 2016 (Chapter V)
2. English Language Dictionary
3. Website (<https://www.indonesia-tourism.com/>)

4. Youtube video <https://www.youtube.com/watch?v=ebItTB92FIU>

## H. Learning Activities

Activities	Description	Time Allocation
First Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) Students respond to the teacher's greetings.</li> <li>2) Students pray according to their respective religions.</li> <li>3) Students respond to the teacher in checking attendance lists</li> <li>4) The teacher briefly discusses the material that has been studied</li> <li>5) The teacher gives questions to students and divides students into two large groups based on student answers (“Which one is your best getaway?”)</li> <li>6) The teacher shows photos / pictures to students about tourist attractions and historic sites</li> <li>7) The teacher gives several questions about the photo / picture shown, such as “What do you think about the picture?”</li> <li>8) Students are given the opportunity to answer questions from the teacher</li> <li>9) The teacher associates student answers with learning objectives</li> <li>10) Students listen about the learning objectives of the material to be taught.</li> </ol>	15 Minutes
Main	<ol style="list-style-type: none"> <li>1) The teacher reads or plays an example of descriptive text to students (<b>Observing</b>)</li> <li>2) Students listen and imitate the teacher reading descriptive text (<b>Experimenting</b>)</li> <li>3) Teacher explain descriptive text material (Definition, social function dan text construction). (<b>Observing</b>) – English Language Book Class X Curriculum 2013 Revision 2016, P.85</li> <li>4) Learners ask about the reading text and the teacher's explanation material (<b>Questioning</b>)</li> <li>5) The teacher divides 2 large groups of students into smaller groups (into 4 groups)</li> <li>6) The teacher instructs students to compare 2 descriptive texts (p.84)</li> <li>7) Students identify the problem formulation and make hypotheses</li> <li>8) Students look for information by discussing and examining these 2 types of descriptive text (<b>Associating</b>)</li> <li>9) Each group of students presents the results of the comparison of 2 descriptive texts in the form of a venn diagram</li> <li>10) The teacher invites students to discuss by giving presentations to each group in turn to then conclude the results of the overall data collection (<b>Communicating</b>)</li> <li>11) Students record the results of information obtained from group presentations</li> <li>12) The teacher gives exercises that are then done by students</li> </ol>	73 Minutes

Closure	<ol style="list-style-type: none"> <li>1) Students reflect on the learning activities that have been carried out (<i>Communicating</i>)</li> <li>2) The teacher gives the task to each student to bring examples of descriptive text obtained from various print or online media</li> <li>3) Learners pay attention to information about planned learning activities for the next meeting.</li> <li>4) Learners and teachers say final greetings</li> </ol>	7 minutes
Second Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) Students respond to the teacher's greetings.</li> <li>2) Students pray according to their respective religions.</li> <li>3) Students respond to the teacher in checking attendance lists</li> <li>4) The teacher briefly discusses the material that has been studied and checks the completeness of the students' assignments</li> <li>5) Students listen about the learning objectives of the material to be taught.</li> </ol>	8 Minutes
Main	<ol style="list-style-type: none"> <li>1) Students are instructed to sit in groups</li> <li>2) The teacher gives a descriptive example to students (the descriptive sheet has been marked in the noun phrase section as one of the elements of the descriptive text language)</li> <li>3) Students are given the opportunity to examine several forms of noun phrases from the descriptive text, then formulate their own possible structure of words forming noun phrases in groups (<i>Experimenting</i>)</li> <li>4) The teacher appoints one representative of each group to explain the results of students' discussions (<i>Associating</i>)</li> <li>5) The teacher confirms the results of the student discussion and explains the material about Noun Phrase as a descriptive element of the text</li> <li>6) Students listen to the explanation from the teacher (<i>Observing</i>)</li> <li>7) Students ask questions relating to descriptive text (<i>Questioning</i>)</li> <li>8) The teacher instructs students to exchange their descriptive text assignments with other groups</li> <li>9) Students are given the opportunity to examine the descriptive text received and record some information and noun phrases used in the descriptive text</li> <li>10) Learners explain their findings by submitting themselves</li> <li>11) The teacher confirms and appreciates the work of students</li> </ol>	75 minutes
Closure	<ol style="list-style-type: none"> <li>1) Students reflect on the learning activities that have been carried out. (<i>Communicating</i>)</li> <li>2) The teacher gives assignments to students in the form of Project Based-Learning, namely students consisting of 2 large groups must visit one of the tourist attractions or historic buildings in the area around their residence (1 group visits tourist attractions and the other visits historical buildings) then each group member is assigned to collect information and take video footage (in mp4 format).</li> <li>3) Learners pay attention to information about planned learning activities for the next meeting.</li> <li>4) Learners and teachers say final greetings</li> </ol>	7 minute
Third Meeting (2x45)		

Preliminary	<ol style="list-style-type: none"> <li>1) Students respond to the teacher's greetings.</li> <li>2) Students pray according to their respective religions.</li> <li>3) Students respond to the teacher in checking attendance lists</li> <li>4) The teacher briefly discusses the material that has been studied and checks the completeness of the students' assignments</li> <li>5) Students listen about the learning objectives of the material to be taught</li> </ol>	10 minutes
Main	<ol style="list-style-type: none"> <li>1) The teacher explains about the language structure material (<i>Present tense</i> dan <i>Passive Voice</i>, English Language Book Class X Curriculum 2013 Revision 2016, P.98)</li> <li>2) Learners listen to the explanation from the teacher and ask questions relating to the material</li> <li>3) Learners are instructed to sit in groups and in a circle (according to the group of places they visit)</li> <li>4) Learners are instructed to take turns writing a sentence about the place (tourist / historical building) that they visited. Starting with the main sentence. This is done until each student's paper is held back.</li> <li>5) Students are given a number of questions as a guide and direct students to compile and write descriptive text</li> <li>6) Students are given the opportunity to read and correct descriptive texts (<i>Experimenting</i>)</li> <li>7) During the process of improving, students are expected to ask the teacher to help in the preparation and writing of the descriptive text</li> <li>8) The final results of the preparation and writing of descriptive text by students are placed on the classroom wall creatively (<i>Associating</i>)</li> </ol>	70 minutes
Closure	<ol style="list-style-type: none"> <li>1) Students reflect on the learning activities that have been carried out. (<i>Communicating</i>)</li> <li>2) Learners pay attention to information about planned learning activities for the next meeting.</li> <li>3) Learners and teachers say final greetings</li> </ol>	10 minutes

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## APPENDIX IX

### LESSON PLAN

#### CONTROL CLASS

School Name	: SMAN N 8 KOTA JAMBI
Subject	: English Language
Class/Semester	: X/2
Material	: Descriptive Text
Time	: 3 Weeks x 2 Hours of Learning (2x45 minutes)

#### A. Core Competence

1. Learning Spiritual Attitudes and Social Attitudes are carried out indirectly (indirect teaching) through exemplary, related to honesty, responsibility, discipline, and courtesy through the learning process of Knowledge and Skills. Furthermore, the teacher conducts an assessment of these attitudes throughout the learning process, and serves as a teacher's consideration in developing the character of students further.
2. Understand, apply, and analyze factual, conceptual, procedural and metacognitive knowledge based on curiosity about science, technology, art, culture, and humanities with human, national, state, and civilization insights related to the causes of phenomena and events, and apply procedural knowledge to specific fields of study according to talents and interests to solve problems.
3. Cultivate, reason, present and create in the realm of concrete and abstract domains related to the development of what they learn in school independently and effectively and creatively, and be able to use methods according to scientific principles.

#### B. Basic Competence & Achievement Competence Indicator

Basic Competence	Achievement Competence Indicator
3.4 <b>Distinguish</b> social functions, text structure, and linguistic elements of several oral and written descriptive texts by giving and requesting	3.4.1 <b>Determine</b> the social function of descriptive texts related to historic buildings. 3.4.2 <b>Identify</b> descriptive text structures

information related to famous tourist attractions and historic buildings, short and simple, according to the context of use.	related to historic buildings. 3.4.3 <b>Applying</b> language elements from descriptive texts related to historic buildings. 3.4.4 <b>Distinguish</b> social functions, text structure, and linguistic elements of descriptive texts related to historic buildings.
4.4 Descriptive Text 4.4.1 <b>Capture contextual meaning</b> related to social functions, text structure, and linguistic elements of descriptive, oral and written texts, short and simple related to tourist attractions and famous historic buildings	4.4.1.1 <b>Explain</b> the social function, text structure, and language elements of descriptive texts related to historic buildings. 4.4.1.2 <b>Summing up</b> the contents of descriptive text related to historic buildings.
4.4.2 <b>Compile</b> oral and written descriptive texts, short and simple, related to famous tourist attractions and historic buildings, taking into account social functions, text structures, and linguistic elements, correctly and in context	4.4.2.1 <b>Use</b> descriptive language elements related to historic buildings correctly and in context. 4.4.2.2 <b>Write</b> descriptive texts related to historic buildings by paying attention to social functions, text structures, and linguistic elements, correctly and in context.

### C. Learning Objective

1. Identify social functions, structure your text, grammar, descriptive texts about people, tourist attractions and historic buildings famous for oral and written.
2. Find the main ideas, detailed information and certain information and social functions of descriptive texts that are read / heard.
3. Compose descriptive text written about people, tourist attractions and famous historic buildings, taking into account social functions, text structures, linguistic elements correctly and in context.
4. Compile oral descriptive texts about people, tourist attractions and famous historic buildings, taking into account social functions, text structures, linguistic elements correctly and in context.

### D. Learning Material



- Social Function  
Explain, Exemplify, Apply descriptive text related information about objects that are around students in accordance with the context of use
- Generic Structure
  - Opening Paragraph (Identification) : *Opening statement to introduce the subject*
  - A series of Paragraph (Description) : *Supporting paragraph that describes the subject*
- Linguistic Elements
  - Words and languages that can be understood.
  - Use the right tenses.

**E. Learning Method**

- Approach : **Contextual approach**
  - Technique : Task

**F. Learning Media and Tools**

Tools: Whiteboard.

**G. Learning Sources**

1. English Language Students Book class X Curriculum 2013 edisi 2016 (Chapter V)
2. English Language Dictionary

**H. Learning Activities**

Activities	Description	Time Allocation
First Meeting (2x45)		
Preliminary	1) The teacher greets the students. 2) The teacher leads to pray together 3) The teacher checks the students' attendance list. 4) The teacher raises the brainstorming the students' mind 5) The teacher informs the students that they are going to learn about descriptive text.	15 Minutes

Main	<ol style="list-style-type: none"> <li>1) The teacher explains about the definition of descriptive text.</li> <li>2) The teacher gives and shows the example of descriptive text.</li> <li>3) The teacher asks the students to read the text silently</li> <li>4) The teacher explains about the generic structures of descriptive text</li> <li>5) The teacher asks the students to find the difficult words and to identify the lexico-grammatical use within the descriptive text.</li> <li>6) The teacher translates and writes the difficult words on the white board.</li> <li>7) Teacher assigns students to do task in English Language Book P.81 for knowing adjective that commonly used to describe places.</li> <li>8) Teacher and students correcting together the task</li> <li>9) Teacher give students chance to fix their task.</li> <li>10) Teacher conclude material that have been learned.</li> </ol>	73 Minutes
Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	7 minutes
Second Meeting (2x45)		
Preliminary	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher leads to pray together</li> <li>3) The teacher checks the students' attendance list.</li> <li>4) The teacher raises the brainstorming the students' mind</li> <li>5) The teacher briefly discusses the material that has been studied</li> </ol>	8 Minutes
Main	<ol style="list-style-type: none"> <li>1) Students are instructed to sit in groups</li> <li>2) The teacher together with the students discuss the generic structure and language feature.</li> <li>3) The teacher asks the students to arrange the paragraph of descriptive text into good descriptive text.</li> <li>4) The teacher explains about the tenses that are used in the text.</li> <li>5) The teacher gives the students another descriptive text and asks them to do exercise of the text by choosing the right tenses that is suitable with the command.</li> <li>6) The teacher also asks the students to identify the language feature and generic structure of the text.</li> <li>7) The teacher asks the students whether any difficulties or not</li> </ol>	75 minutes
Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	7 minute
Third Meeting (2x45)		

Preliminary	<ol style="list-style-type: none"> <li>1) The teacher greets the students.</li> <li>2) The teacher leads to pray together</li> <li>3) The teacher checks the students' attendance list.</li> <li>4) The teacher raises the brainstorming the students' mind</li> <li>5) The teacher briefly discusses the material that has been studied</li> </ol>	10 minutes
Main	<ol style="list-style-type: none"> <li>1) Explaining the generic structure and language feature of descriptive text</li> <li>2) Giving the example of descriptive text.</li> <li>3) Distributes the task to the students</li> <li>4) Asking the students to answer the questions.</li> </ol>	70 minutes
Closure	<ol style="list-style-type: none"> <li>1) The teacher gives the students chance to ask about descriptive text.</li> <li>2) The teacher arises the students reflection by asking them what they have got and what they have learn.</li> <li>3) The teacher closes the class while greeting the students.</li> </ol>	10 minutes

**Knowing,  
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## DOCUMENTATION

