

**THE APPLICATION OF SCIENTIFIC LEARNING STRATEGY TO
IMPROVE STUDENTS' WRITING SKILLS IN LEARNING ENGLISH
AT SMA MUHAMMADIYAH DISAMAKAN**

*(A pre experimental research at the eleventh grade students' of SMA
Muhammadiyah Disamakan)*



**ENGLISH EDUCATION DEPARTEMENT
FACULTY OF TEACHERS TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF MAKASSAR
2023**


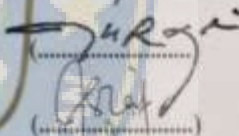

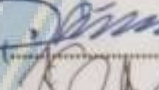
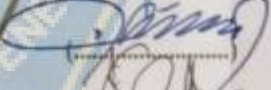
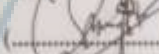


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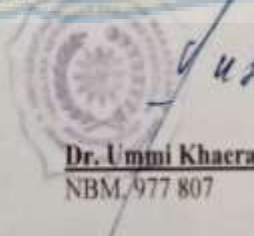
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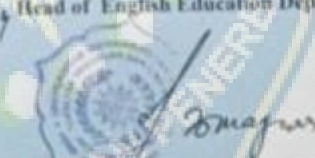

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Dengan ini menyatakan bahwa skripsi yang saya ajukan didepan Tim penguji adalah asli hasil karya saya sendiri, bukan hasil ciplakan atau dibuatkan oleh siapapun.

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RAHMAT MUHAMMADATUL BAKYA

MOTTO

**"LIFE IN THIS WORLD IS NOT ALWAYS ABOUT HAPPINESS AND ALWAYS SAYING
ALHAMDULILLAH BECAUSE ALLAH IS STILL BY YOUR SIDE."**

*(Hidup di dunia ini tak selalu tentang kebahagiaan dan ucapkanlah selalu
Alhamdulillah karena Allah masih ada di sisimu)*

**"THE SECRET OF HAPPINESS LIES IN 3 THINGS: PATIENCE, GRATITUDE, AND
SINCERITY."**

*(Rahasia kebahagiaan itu ada dalam 3 hal: Bersabar, bersyukur, dan ikhlas)
(HR. Ahmad)*



ABSTRACT

Rahmat Muhammadatul Bakya, 2023. *The Application of Scientific Learning Strategy to Improve Students' Writing Skills in Learning English at the Eleventh Grade Students' of SMA Muhammadiyah Disamakan.* The thesis of English Education Department, Faculty of Teacher Training and Education, University of Muhammadiyah Makassar, Guided by Hj. Ilmiah and Ismail Sangkala.

The objective of the research was to find out the improvement of the students' writing skills in learning english at the eleventh grade in term of content, organization, and grammar. The research applied a pre experimental design with one group pretest and posttest design. The subject of the research was the eleventh grade students' of SMA Muhammadiyah Disamakan academic year 2021-2022. The sample consists of 9 students. The research was held in first until fourth meetings.

Based on the data analysis showed that there was a significant difference between pretest and posttest. The research findings indicated that Scientific Learning Strategy was effective to improve the students' writing skill in term of content, organization, and grammar. It was proved by the students' mean score in pretest was 67.43 and posttest was 73.51. The value of t-test from content, organization, and grammar was 2.27 and it was greater than t-table 2.262 at the level of significant $(p) = 0,05$ and degree of freedom $(df) = 9-1 = 8$, it was found that the result of t-test value was greater than t-table $(2.27 > 2.262)$. It is said that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted. With regard to previous results, it can be concluded that the use of scientific learning strategy in the teaching and learning process significantly can improve the students writing skill in recount text. The students made a good improvement on the aspect of content, organization and grammar.

Keywords: *Scientific Learning Strategy, Students' Writing Skills, Writing Recount Text.*

ABSTRAK

Rahmat Muhammadatul Bakya, 2023. Penerapan Strategi Pembelajaran Saintifik untuk Meningkatkan Keterampilan Menulis Siswa dalam Pembelajaran Bahasa Inggris pada Siswa Kelas XI SMA Muhammadiyah Disamakan. Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, Dibimbing oleh Hj. Ilmiah dan Ismail Sangkala.

Tujuan dari penelitian ini adalah untuk mengetahui peningkatan keterampilan menulis siswa dalam pembelajaran bahasa Inggris di kelas sebelas dalam hal konten, organisasi, dan tata bahasa. Penelitian ini menggunakan desain pra eksperimental dengan desain one group pretest dan posttest. Subjek penelitiannya adalah siswa kelas XI SMA Muhammadiyah Disamakan tahun ajaran 2021-2022. Sampelnya terdiri dari 9 siswa. Penelitian dilaksanakan pada pertemuan pertama sampai keempat.

Berdasarkan analisis data menunjukkan bahwa terdapat perbedaan yang signifikan antara pretest dan posttest. Temuan penelitian menunjukkan bahwa Strategi Pembelajaran Saintifik efektif untuk meningkatkan keterampilan menulis siswa dalam hal isi, pengorganisasian, dan tata bahasa. Hal ini dibuktikan dengan nilai rata-rata siswa pada pretest sebesar 67,43 dan posttest sebesar 73,51. Nilai t-hitung isi, organisasi, dan tata bahasa sebesar 2,27 lebih besar dari t-tabel 2,262 pada taraf signifikan (p) = 0,05 dan derajat kebebasan (df) = $9-1 = 8$, didapatkan hasil nilai t-hitung lebih besar dari t-tabel ($2.27 > 2.262$). Dikatakan hipotesis nol (H_0) ditolak dan hipotesis alternatif (H_1) diterima. Berdasarkan hasil sebelumnya, dapat disimpulkan bahwa penggunaan strategi pembelajaran saintifik dalam proses belajar mengajar secara signifikan dapat meningkatkan keterampilan menulis siswa dalam teks recount. Para siswa mengalami peningkatan yang baik pada aspek konten, organisasi, dan tata bahasa.

Kata kunci: *Strategi Pembelajaran Saintifik, Keterampilan Menulis Siswa, Menulis Teks Recount.*

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The Researcher.



Rahmat Muhammadatul Bakya

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CHAPTER I

INTRODUCTION

A. Background

Language plays an important role in expressing ideas, thoughts, experiences, feelings, and desires. In addition, language is used to know oneself, society, and to solve some of the problems and tensions that arise from human interaction.

According to (Anggraeni, 2012:1) English is a foreign language that is increasingly used to communicate. Given the importance of foreign languages, our government has compiled English into a foreign language that must be mastered by students. English teaching aims to master the four basic language skills, which include understanding writing, listening, speaking, and reading. Writing is a way for humans to communicate. Communication is not only achieved through speaking, but can also be obtained through writing. People can be able to express their inspirations that they want to share in writing.

According to Tarigan (1987:7), writing is a language skill used in indirect communication. This means that students can communicate their ideas to others through written forms such as letters, messages, or invitations to communicate. That is, writing is very important for students to learn.

In fact, writing is still referred to as a complex skill for students to master because it involves complex activities that require various skills.

Students must have the ability to form ideas, set goals, develop arguments, organize and manage texts effectively, and revise.

Scientific approach is one of changes element in previous curriculum that is an interesting substance in 2013 Curriculum for education practitioner lately, not only for the teachers but also for the students. As I know from many sources such as Fadilla's book (Implementasi kurikulum 2013 dalam pembelajaran SD/MI, SMP/MTs, SMA/MA) and internet (Yusuf, 2013) said that scientific approach is base concept which inspires the learning method formulation by applying scientific characteristic. This approach emphasizes in how the students find out the knowledge. The students' were viewed as a subject who will participate actively in learning process. The teacher is a facilitator who guides and coordinates them in learning activity. In this case, the students were demanded to search knowledge about the material by some scientific activities. The learning process focuses on developing students' skill to search and to develop knowledge by themselves.

In general, the Scientific Learning strategy is a learning process designed in such a way that students actively construct concepts, laws or principles through the stages of observing (finding or finding problems), formulating problems, proposing or formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions. conclusions and communicate the "found" concept, law or principle. other than that according to Hosnan (2014:34).

Based on the reason above, the researcher tries to find out the real answer from the problem that appears from many people perceptions. The researcher concluded a title for research **“The Application of Scientific Learning Strategy to Improve Students’ Writing Skill in learning English at SMA Muhammadiyah Disamakan”***(A pre-experimental research at the eleventh grade students’ of SMA Muhammadiyah Disamakan).*

B. Research Question

Relating to the issue stated in the background, the researcher formulate the research problem statement :

“Does the use of the Application Scientific Learning Strategy in improve students’ writing skills in learning English at SMA Muhammadiyah Disamakan?”

C. Objective of the Research

Based on the problem statements above, this research objectives was to find whether the implementation of scientific learning strategy improve students’ writing skill in content, organization, and grammar at SMA Muhammadiyah Disamakn.

D. Significance of the Research

The results of this research is expected to be useful the teacher in teaching writing at senior high school, and the readers in general and helpful reference or motivation for students in improve their writing skill in recount text.

E. Scope of the Research

The scope of this research was limited to the use of the application of scientific learning strategy to improve writing skills the students' text scored from three components of writing consist of content, organization, and grammar in their recount text with a pre-experimental research at the eleventh grade students' of SMA Muhammadiyah Disamakan.



CHAPTER II

REVIEW OF RELATED LITERATURE

A. Previous Related Research Findings

Hadroni (2020), in his research "*The Learning Strategy Based on Scientific Approach to Strengthen the Employability Skill of Teacher Candidates*". This research aims to formulate learning strategies based on scientific approaches to strengthen workability the skills of prospective vocational school teachers because with the application of science, it is expected to create outstanding graduates who most suitable for work, innovative, creative.

The results showed that the implementation of learning strategies with scientific approach significantly strengthen employability skills of vocational teacher candidates with a contribution of 22.0%, while the remaining 78% was influenced by other factors. The reinforcement of employability skills vocational teacher candidates resulted in the reinforcement of the competitiveness of prospective graduates. When they have become vocational teachers, they are able to produce competitive vocational school graduates in 4.0 industry era.

Qing Zhang (2020), in his research "*Improving postgraduate students' scientific literacy and self-efficacy using international collaborative research workshops: an exploratory case study in a Chinese university*" in this research is try to find out and achieve the supply of high-end talent and to

drive scientific and technological innovation, Chinese higher education institutions need to provide high-quality postgraduate student education.

Genaina Fernandes Guerra (2020) with his research "*Scientific Methodology in Integrated High Schools: A Case Stud*" This study evaluated how the process of teaching scientific methodology occurs in technical courses in integrated high schools.

From the research above, it could be concluded that various strategy, of the application of scientific learning strategy to improve students' writing skills in learning English. In this research, it could improve and arise the students' motivation and facilitate the students to learn more easily.

The Similarities of this research is that both of them aim to formulate learning strategies based on a scientific approach to strengthen the workability of prospective teachers' skills. In this research is the focus on recognizing teachers in this particular field is different. The reference used as a benchmark focuses on vocational high school teachers while in this study it focuses on general high school teachers. From the research above, it could be concluded that various Strategy, of the application of Scietific Learning Strategy to improve students' writing skills in learning English. In this research, it could stimulate and arise the students' motivation and facilitate the students to.

B. Concept of Scientific Learning Strategy

1. Definition of Scientific Learning Strategy

According to Harys Imanulloh, 2021. Learning with a scientific approach is a learning activity designed so that students can actively create concepts, principles, and rules through the following steps: observing, formulating problems (asking), proposing (hypotheses), collecting information on several ways and techniques, analyzing, drawing conclusions and communicating the concepts or principles that have been found. The scientific approach can also be called using a scientific approach, namely a learner-centered approach. Where the tools that can be used in the scientific approach are inductive (inductive reasoning) and deductive (deductive reasoning).

In general, the Scientific Learning strategy is a learning process designed in such a way that students actively construct concepts, rules or principles through the stages of observing (finding or finding problems), formulating problems, proposing or formulating hypotheses, collecting information with various techniques, analyzing information, draw a conclusion. conclusions, and communicate the "discovered" concept, law, or principle.

In addition, based on Hosnan (2014:34) the scientific learning approach is a learning process that is made in such a way that students actively construct concepts, laws or principles through the stages of observing (finding or finding problems), formulating problems, proposing or

formulating. hypotheses, collect information using various techniques, analyze data, draw conclusions and communicate concepts, rules or principles found. scientific approach to provide understanding to students on recognizing, understanding various types of material using a scientific approach, that information can come from anywhere, anytime, not relying on unidirectional information from the teacher.

In addition, although scientific learning tactics aim to encourage research and academic production, there is an imbalance between students, when developing these activities, as they are taught and students' lack of interest in the discipline (Araujo et al, 2015).

In addition, students as well as teachers are not committed to research, which interferes with knowledge construction (Santos, 2011). regarding basic education for students who carry out research activities, initial preparation as well as human resources and materials to teach science are still lacking (Filipecki et al, 2006). For Maia (2008), low-quality secondary education prevents students from developing reasoning and critical thinking skills, and from generating that knowledge.

Therefore, the authors agree that the dissemination of research in schools requires changes from all involved in the process: students, teachers, researchers, and coordinators. Unfortunately, the Scientific Learning Strategy tactics and students' writing skills are still far from being expected. similar to the implementation of the Scientific Learning strategy that has not been implemented and the improve students' writing skills are still lacking. This

condition was found in the Muhammadiyah Disamakan Senior High School. It is the same with second grade students, where there are still many students who have difficulty writing paragraphs in English. In this case, it is not required to compose grammatical sentences, spelling, punctuation, and limited vocabulary.

Therefore, students can become bored and not interested in participating in the learning process. In fact, there are some students who do not pass the standard score (minimum passing criteria score) for the daily test. Therefore, students can become bored and not interested in participating in the learning process. In fact, there are some students who do not pass the standard score (minimum passing criteria score) for the daily test.

Case the problem is caused by several signs, such as; first, teaching and learning applications that only focus on the teacher. The opportunity for students to express their opinions is limited because the teacher is too focused on explaining. Students can only gain knowledge from the teacher's explanation. Students only focused on the teacher's explanation and the lack of communication between students and teachers.

The thing that students have to do is just listen to the teacher and record important points in the learning material. Students only receive that knowledge from the teacher: students cannot understand more about insights according to their mindset. Second, students have limited vocabulary which makes it difficult for them to write essays. The limited understanding of vocabulary was found when the teacher asked questions using English and

they didn't even understand it at all. Third, students are not interested in using English itself. In this case, many students think that English is the most complicated subject to learn and apply in the teaching and learning process.

There are learning strategies that can solve these problems by using scientific learning strategies. This strategy helps students to become good writers. Using this strategy, the scientific learning process can support students during several stages of the writing process. Its purpose is to help support students to develop their writing and work effectively (Lory D.Oczkus 2013:1). Therefore, this study discusses the teacher's technique in the scientific learning process in writing.

In the 2013 curriculum, there is a learning approach called scientific learning or the Scientific Approach. Scientific learning is a scientific approach where students are required to be more active in teaching and learning activities and think scientifically.

The scientific learning approach is a learning process in which students actively construct the learning concept process through observing, formulating problems, proposing hypotheses, collecting data, analyzing, generating conclusions, and communicating their ideas.

2. Principles, Objectives and Strengths of Scientific Learning Strategy

The principles that must be understood in Scientific Learning are the material studied in the form of information, student-centered learning and students create their own concepts (self-concept), improve students' thinking

and communication skills, increase teacher motivation. and students, and is a validation process for students. concepts, laws, and principles.

There are many purposes of doing Scientific Learning. The purpose of Scientific Learning is to improve students' intellectual abilities, form problem-solving abilities (solve a problem), form learning conditions where students feel that learning is a necessity, in order to get high and quality learning outcomes, and train students to develop. their inspirations to develop good character for students.

The advantage of applying the Scientific Learning process is that the learning process is more student-centered, systematic learning steps, will provide opportunities for teachers to be more creative, and train the mind, because this process uses cognitive processes in making concepts and principles. In addition to its advantages, Scientific Learning also has disadvantages, namely it requires more teacher creativity which will take longer, the teacher will explain the material more often because learning is student-centered, and requires a longer learning time. There are several steps in implementing this Scientific Learning strategy, including:

In general, there are only five steps that can be taken to carry out the Scientific Learning process, namely observing (observing or observing), asking (asking), reasoning (reasoning), experimenting (trying or experimenting), and Networking (forming networks and connections). however, we have summarized them as seven steps, namely by opening and closing lessons.

With these steps, students' thinking will be honed and improved, and is the result to be achieved using Scientific Learning. Here's a more complete explanation:

1) Starting Learning with Opening

Before starting the lesson, of course, we do the opening first by greeting, praying and checking the presence of students. Provide motivation before learning takes place. Ask the previous material and provide an overview of the material to be studied.

2) Observing an object to be studied

Students observe objects either directly or indirectly by watching videos or pictures. The goal is to foster student curiosity. They can find the fact that there is a relationship between the object and the learning material carried out by the teacher.

The steps in observing are selecting the object to be observed, producing observation guidelines, determining the data that must be observed, determining the place of observation, determining the method of data collection, and formulating a method of recording observations using sheets of paper, books, cameras, cell phones, etc.

3) Doing Questioning Activities

This method is used by the teacher so that students can ask questions about what they have observed. The teacher will answer all the questions asked by the students, with the aim that they can listen to the

lesson well. When the teacher asks questions to students, he really wants to guide or direct his students well.

The benefits of asking or asking questions are to arouse students' curiosity, encourage and motivate students to actively learn, know their learning difficulties, get used to thinking quickly and spontaneously and responsively in acting, fostering students' writing skills, and many others. and the results of this activity in the form of a series of student questions according to the learning indicators.

4) Explore/Gather Information

Students are asked to collect various information based on various sources of knowledge. The goal is to obtain more accurate learning outcomes. In addition, it can develop various kinds of knowledge, behavior and skills of students.

Smoothness in this exploration activity is determined by the teacher. the teacher must be able to formulate the objectives of the activity to be carried out, prepare the equipment to be used with the students, take into account the time and place, provide worksheets for them and give it to the students, the teacher conveys the problem. to find out, give, finally the teacher collects and evaluates their work.

5) Reasoning/Processing Information

After the information is collected, it can be carried out activities to process information or reasoning. This activity is carried out in order to be able to conclude various information about the knowledge that has

been previously obtained. There are many ways that teachers can do to improve the reasoning power of their students.

Ways to increase reasoning power include teachers being able to arrange learning materials or materials according to the latest curriculum, reducing lecture methods and only delivering instructions in the form of short and clear simulations, preparing learning materials in stages from simple to complex, measurement results and observations as the main orientation. learning, correcting errors, recording student progress by the teacher for further improvement, and so on.

6) Communicating With Students

Communicating what will happen is done by students in written and oral form by telling it in front of the class. The goal is to be able to develop tolerance, thoroughness, honesty, foster systematic thinking skills, good and correct language or speaking skills, and be able to express opinions clearly and briefly.

7) Closing Learning

This cover contains conclusions from the teacher regarding the material that has been studied. After that, the teacher provides motivation for further learning. Finally, continued with a prayer to end the lesson. There are seven ways to apply current scientific learning strategies to teaching and learning.

After knowing the steps for implementing the Scientific Learning Strategy in the learning process, you also need to know the right way to apply

this strategy in the current teaching and learning process. Here are seven ways to apply scientific learning strategies to the current teaching and learning process, including:

- a. Inspire students.
- b. Improve and develop student attitudes/characters.
- c. Improve skills.
- d. Increase student knowledge.
- e. Communicate well with students.
- f. Encourage students to ask questions.
- g. Improve students' reasoning power.

Those are some things about Scientific Learning strategies for learning activities, starting from the principles, goals, advantages, and steps you can take. This strategy is very well done in learning to improve the ability of students.

By including this strategy in the learning process, three domains will be affected, namely knowledge (cognitive), behavior (affective), and skills (psychomotor). Thus, it is necessary for students to be more productive, innovative, creative and affective through strengthening these three domains.

C. The Concepts of Writing Skill

1. Definition of Writing Skill

Writing is one of the four language skills it communicates ideas through conversational symbols traced, incited, drawn or formed on the top or some material. Writing conveys immortality to human knowledge and

enables them to communicate over great distances. This is the advantage of writing over speaking because people can retain messages through writing longer than speaking. Being one of the language skills in English, writing is used to express ideas. In writing, the author will be involved in the process of creating the larger of the larger units of the idea.

Writing is the production of graphic symbols to form terms in a sequence of sentences arranged in a certain order and linked together in a certain way, also writing is the process of encoding messages to transfer meaning to the reader (Byrne, 1986: 19).

Another statement regarding writing skills comes from Widdowson (1985:30) who states that writing is a communicative activity and is carried out according to certain general principles that underline the use of language in communication.

Writing skill is a predictor of academic success and a basic requirement to participate in civic life in a global economy, whereas Writing is not a simple language skill to do as it is a broad field to be involved. In making a written work, linguistic competence and extra linguistic competence are always involved. The fact is that writing is not only a vehicle for expression, but also an important criterion of competence in any field. Writing is looking for an expression or saying something through the application of a linguistic system.

Some definition of writing given as follows:

- a) Byrne (1990:1) Writing is the production of graphic symbols to form words in a sequence of sentences arranged in a certain order and linked together in certain ways. Writing is a message coding process to transfer meaning to the reader.
- b) Oshima dan Hogue (1997:dua) Menulis adalah kegiatan yang progresif. Ini berarti bahwa ketika Anda pertama kali menulis sesuatu, Anda telah memikirkan apa yang akan Anda katakan.
- c) Kevel Andi Ismail in Syarif (2007:9) Writing is a type of activity in which an essayist expresses all the ideas on this mind map on paper (print) from word to sentence, sentence to paragraph and from paragraph to essay.
- d) Nunan (1991:36) Writing is not a common activity. all normal people physically and mentally learn to speak the language but everyone should be taught how to write. This means an important difference between spoken and written language. there are other important differences as well. Writing, unlike speech, is transferred in moments. Indeed, this is mandatory as one of the reasons why writing was originally innovative as it allows the transformation of messages from one place to another. Written messages can be received, stored and referenced at any time. It still compares to the brief "here one minute and go next" character of spoken language even spoken language recorded on tape or disk.

Universally, writing is a technique of expressing the author's intentions to the reader. as Donald Hall says in his book "Writing Well" that writing is pretentious and redundant, but there are expressions that are well received. Writing is also a thinking technique that is conveyed to the reader, as stated by Robert Scholes and Nancy R. Comley (1985) that writing is a thinking strategy and communication tool. Fred D. White (1986) also stated that writing is more important in the communication process in general; it is a thinking technique.

Writing is an individual activity similar to Jo McDonough and Christopher Shaw (1993) who argue that writing, like reading, is in some ways a direct activity. Furthermore, Trisha Phelps-Gunn and Diana Phelps-Terasaki (1982) stated that writing is very useful, effective, enjoyable, and among all things expected in today's world. this points to a preference for sending text messages directly to loved ones.

It assesses career path priorities and financial need in a summary structure or business letter. In this case, it can be said that writing is a very complex language similarity, which is omitted several times from the inner language, and adds an element of written expression in the previous ability.

According to Myklebust (1960), writing is divided into successful developments in three other types of language, which center on the aural, spoken, and visual receptive elements. It can be concluded, writing activity is a technique of thinking or delivering messages from writers to other writers.

readers who form linguistic elements or language skills and also communicate.

2. Part of Paragraph

Oshima (1981:71) classifies three main parts of a paragraph, namely: topic sentence, supporting sentence, and closing sentence

a) Topic sentences

The topic sentence is the most general statement of the paragraph. This is a key sentence because it describes the subject and the driving inspiration, the author's main inspiration, opinion, or feeling about the topic. The topic sentence is a complete sentence. It has three parts: the subject, the verb, and the controlling idea. The topic sentence will give the reader an understanding of what the paragraph is about.

b) Supporting sentences

Supporting sentences build topic sentences by providing specific details about the topic. Supporting sentences that follow the topic sentence must develop the main idea of the paragraph. Topic sentences can be supported by supporting sentences to develop and explain topic sentences by conveying definitions, reasons, examples, information, comparisons and influences. to specify more details to support the topic sentence, repeat it as a question, and answer the question with your supporting sentence. Supporting sentences follow the topic sentence and paragraph.

c) **Concluding sentences**

This sentence tells the reader that the paragraph is complete, and it completes the development of the paragraph's subject. The closing sentence reminds the reader of the topic sentence. When the writer writes the closing sentence, you can state the topic sentence in dissimilar words or summarize some of the main points in the paragraph.

3. Characteristic of good writing

We can understand the content of the text easily, if the use of parts of speech is correct, and if the content of the writing is clear. There are several characteristics of good writing, Nunan (1991:37). The points of successful writing are as follows: Relation to it, Nunan (1991:37)

Pointes the successful writing is as follow:

- a. Mastering the mechanic of letter formation.
- b. Mastering and obeying conventions of spelling and pantuations.
- c. Using grammatical system to convey one's intended meaning.
- d. Organizing content at the level of the paragraph and the complete text.
- e. Polishing and revising one's initial efforts.
- f. Selecting an appropriate style for one's audience.

4. Types of Writing

- a. Narration (story, autobiography, science fiction, etc) contain a sequence of events together with characters and setting.

- b. Description (details of people, place, things, concept, etc) is a detailed account of physical attributes as well as qualities of a person, a thing or place.
- c. Exposition (explanation, factual information, instructions, etc) is a presentation of fact, information and explanation of things as they are.
- d. Persuasion (advertisement, political, essays, brochures, etc) contains the writer's point of view and statements to convince the reader to agree with and / or accept it (view point).
- e. Argumentation (options, discussions, evaluations, etc) is a discursive essay containing a proposition and evidence of proof, (Chitravelu in Wahyuni, 2004:8).

5. The Components of Writing

Jacobs (1981:25) states that there are five main components of writing; they are content, organization, grammar, vocabulary and mechanics.

a. Content

The content of the text must be obvious to the reader so that they can know the message conveyed and receive information from it. To have good writing content, the content must be unified and complete. This term is usually known as unity and completeness which are the characteristics of good writing.

1. Unity

Lamot in Tanasy (2011: 18) states that the first condition of useful content is unity. using unity means that each sentence contributes to a single, unifying principle though. He further stated that unity is the first effective sentence. So, when we say that a sentence has unity, it means that the sentence has a logical correlation. Furthermore, Lorch (198:109) states that an integrated paragraph is a paragraph in which each supporting sentence is directly related to the topic in one of two ways: (1) by stating the means of supporting points. It is implied from the statement above that the topic sentence is supported directly by the supporting ideas stated in the supporting sentence.

2. Completeness

Writing is said to have completeness if the main idea has been fully explained and developed as stated by Rostina (2010:16) that controlling ideas is developed through the presence of certain information. Furthermore, Saraka in Talib (2011:11) states that the paragraph is complete if it does not leave confusion in the reader's mind about what is present, about how the reader should respond and about why the response was expected and perfect.

b. Organization

Organization is the arrangement of the strokes of the pen. It refers to the whole work of certain parts such as paragraphs or sentences

that have existed. In writing, the pattern of the emergence of ideas within is also known as organization. Writers need to understand organizational patterns because readers expect what they read is logical. Related to previous thoughts, Sullivan in Imran (2011:17) also stated that there are four ways to arrange composition, namely: (1) receiving a valid order (2) maintaining balance (3) conveying signals (4) opening the way.

Therefore, choosing and organizing patterns for writing means knowing what patterns are acceptable for our topic and outside the discipline.

c. Vocabulary

Vocabulary is one aspect of language that is related to the process or writing. Writing analytical exponent texts will be understood by students having good storage of words and being able to use words appropriately. Without vocabulary the reader will not be able to know about the content of writing an analytical exponent text using either.

d. Grammar

Cole in Nasriyani (2004:7) states that the use of language in writing descriptions and other forms of writing involves the use of valid and grammatical points can help students increase the use of formal language to have good language in writing, writers must pay attention to the use of grammatical rules regarding tenses, prepositional conjunctions, and clauses, (adjectives or non-clauses, articles, etc.) poor grammar will make the contents of the writing blurry and misunderstood.

e. **Mechanics**

Heaton (1988:135) states that mechanical skills are one of the skills in writing analytical exposition texts that convey agreement ability in written form. He further argued that mechanics refers to punctuation, capitalization, and spelling.

Pany (1998:81) states that punctuation is the name given to various tools that writers use to help readers understand their meaning when they write analytical exposition texts, in addition, the use of capital letters is related to the use of capital letters in the text. sentence. become Mc. Gorgor in Imran (2011: 20) states that capital letters are letters using a special form that is used to start a name or sentence.

6. **The Process of Writing**

If someone wants to write something and wants to form the best writing, then they must really understand how to write it. Writers do not all write with the same technique, but skilled writers can provide certain components that usually occur in writing activities, if these components can be combined using opposite techniques. As stated by Robert Scholes and Nancy R. Comley (1985) that there are three phases in writing. They are:

a. **Pre-Writing**

The most productive way to start your writing assignment is to use collecting your thoughts on paper without the stress of putting your expressions into final form. Pre-writing is your chance to practice what

you're saying by starting to pay attention to how your audience will judge the final form of your piece. The writer must start by deciding on the topic to write about. That means forming a list of potential subjects. It aims to narrow the emphasis, find boundaries that allow productive work.

b. Drafting

Drafting is the point at which you start putting your ideas in some kind of order and envisioning the potential shape for the work you're about to produce: beginning, middle, and end. Before starting to draft, some writers produce an outline to remind themselves of how they want to sequence their ideas.

c. Revising

Writers should revise after compiling, because revising their writing is important if they want to become professional writers. "This is an advantage that all writers can have if they revise and rewrite before they present their work to readers. The secret of professional writers is revision and revision and revision. Meanwhile, Fred D. White (1986) said that there are five stages of the writing process. They are:

- a) for. to find the topic, details about the topic, and what the author primarily wanted to say about the topic.
- b) Acquiring and Planning. extract details about the topic from the memory of the author or the origin of past historical analysis.

- c) Arrange and make lines. Mapping the author's inspiration from the beginning, middle, and end; line of work (experimental) tools to maintain coherence as well as rough development.
- d) Write the first Draft. Develop your inspiration, concentrating more on content than style or truth.
- e) Revise. Rework your draft to improve accuracy, readability, and expandability. Revisions can be made whenever you want, but the most efficient time for that to happen is after you've completed the initial draft.
- f) Final Version. After authors edit their draft, making any changes they deem necessary, they form their final version. It may look very different from the original plan and the first draft, as things have changed in the editing process. however, the writer is now ready to send the written text to the intended audience.

D. The Concepts of Recount Text

1. Definition of Recount Text

Recount text is one type of text that is commonly used in writing. It is the unfolding of the sequence of events over time and the reconstruction of past experiences (Derewianka, 1946:14).

Foo, et al (2008): vi) state that a recount is a piece of writing that tells events in a chronological sequence. A recount text is like a narrative text in that you have to write a story but in a recount the story is real. The story may

be an event or a situation that took place on particular day, and you are the narrator of the whole event.

Moko in Adi (2007:11) states that recount is a text that retells the events or experiences that happen in the past. It is consist of orientation, even and resolution. Its purposes is either to inform or to entertain the readers. Recount text tells about the activity that have actually happened to someone or people they know. It is different with narrative whish is related to the imaginative text.

Hornby (1998: 705) states that recount means something (to someone) providing a detailed explanation of something; telling about something: telling of adventures, experiences, misfortunes, etc. Text means the main written or printed part of a book or page (as opposed to notes, diagrams, illustrations, etc.).

Foo, et al in Fatmawati (2011: 20) state that a recount is a written work that tells an incident chronologically. Recount text is like descriptive text where you have to write a story but in recount the story is real. In recount text recalling even accurately is important thing to present. The language used must be factual and detailed. So, the readers can gain complete information from the text. The basic of personal recount are the writer's own experiences it is usually written in the first person and aim to entertain.

According to Knappa and Watskin (2005:223) states that recount texts are basically written to form a report about an experience from a series of related events. Recount is the simplest type of text in narrative flow.

Formally, a recount is a sequential text that does nothing more than sequence a series of events.

An imaginative recount can certain the rader by recalling an event of imaginary world as though as they are real. The use of technical term, an accurate time sequence and firs person narration provides the reader acuurate information.

In recount text the use of third personal narrator tends to the biographical recount. In the other hand, the use of firts person narration tends to the case of autobiography. Recount text can be used in many kinds of learning areas it can be used in the mathematic or technology and applied studies evaluate the students understanding of the process used in salving problem or creating a product.

2. The Structure of Recount Text

Deriwianka in Hidayat (2018:18) states that recount text generic has three basics elements they are as follows:

- a. Orientation: state persons on things that involved in event situation, time, place, etc.
- b. Series at event: event basis on it series.
- c. Re-orientation:personal comment on the incident.

A text covers some generic structure. According to Derewianka (1946:15) the generic structure of recount text are:

- a. Title (optional)

It usually summarizes the text and informs specific participants.

b. Part 1: setting or orientation

Giving the reader/listener the background information needed to understand the text (i.e who was involved, where it happened, when it happened).

c. Part 2: list of events

It present events what people do? It tells the events chronologically. It use conjunction or connectives like: first, second, then, next, first, secont, next, finally, etc.

d. Part 3: reorientation

It shows the concluding comments on the incident. It expresses the writer's personal opinion regarding the events described.

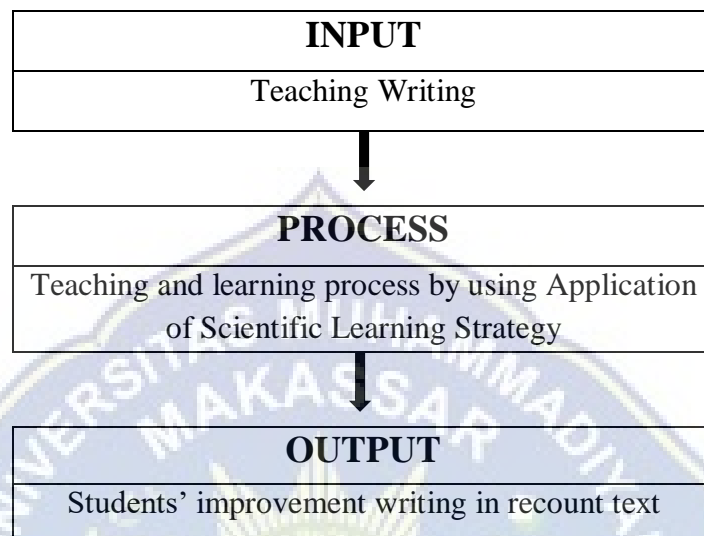
3. Language Feature of Recount text

In relation to the language features, the are some points to explain. Those are the use of tense, subject specific term, conjunction, adverb, and the rangeof sentence types.

Simple past tense is used must of recount text. However present tense and future tense are also sometimes used. Present tense is usually used to create a diary or journal. While future tense is usuaklly use in the conclusion stucture. Subject-specific terms are usually use to record farts and event accurately. They can also add the credibility of writing result. Then, to help the readers to imagine event, specific descriptive words are important to use.

E. Conceptual Framework

Based on the theory of the research, the theoretical framework is described in following:



Where :

- Input : Refers to writing material (recount text).
- Process : Refers to the teaching and learning material by using Application of Scientific Learning Strategy.
- Output : Refers to the Students' improvement writing in recount text that focused in content, grammar, and organization.

F. Hypothesis

According to Nunan (2007 : 30) hypothesis is a formal statement about an expected relationship between two or more variables which can be tested through an experiment. The researcher tries to determine the hypothesis of the research, they are :

1. Null hypothesis (H_0)

There is no significant improvement using the Application of Scientific Learning Strategy to Students' Writing Skills in term of content, organization and grammar.

2. Alternative hypothesis (H_1)

There is significant improvement using the Application of Scientific Learning Strategy to Students' Writing Skills in term of content, organization and grammar.



CHAPTER III

RESEARCH METHOD

A. Research Design

This research used pre- experimental research, which used on group pre- test and post- test design. In one group pre-test and post-test design, that was used a single group to measured or observed. It was not only after being exposed to a treatment of some sort, but also before a treatment. A pre-test provided a measure on some attribute or characteristic that was assessed in an experiment before the group got a treatment, while a post-test measured on some attribute or characteristic that was assessed for participants in an experiment after a treatment.

The pretest-treatment-posttest was used. It presented in the following table:

Table 3.1 The Illustration of Research Design

Pre-test	Treatment	Post-test
Y1	X	Y2

(Creswell, 2003:18)

Where:

Y1 : Students' achievement on Writing Recount text before Teaching by using Scientific Learning Strategy.

X : Scientific Learning Treatment

Y2 : Students' Writing Skill after Teaching by using Scientific Learning.

The procedures of the research described as follow :

1. Pre-test

Pre-test was administered on the first meeting. The steps of pre test:

- a. The researcher explain the material also talked to the students what they have to do.
- b. The researcher asked the students to write in recount text based on the topic that given by the researcher.

2. Treatment

After pre-test, the students was given a topic by using scientific approach. Treatment was given 4 meetings. The first until fourth meetings have been given individually to students.

The steps of first and second treatment :

- a. The researcher introduced and explained the material about recount text.
- b. The researcher explained about scientific learning and explained about content, organization, and grammar that used in recount text.
- c. The researcher collected ideas of each students about topic.
- d. The researcher shows some example of text in form recount text.
- e. The researcher and students discussed about topic that researcher gave to students in pre-test.

The steps of third and fourth treatment :

- a. In this step, the researcher provides several topics for students that students must choose one of these topics.

- b. The researcher guides the students to discuss the topic.
- c. Students must understand the topic, researcher ask students to explain about the topic.
- d. Students can use a dictionary to find new words or vocabulary in their writing.

3. Post-test

Post-test given after treatment. This is because of us will find out the effectiveness of using a scientific approach to guide students write descriptive text. The Post-test steps:

- a. The students individually
- b. Researchers provide several topics and students will choose one of these topics to write in several paragraphs.

B. Research Variables and Indicators

1. Variables

A variable is everything that would becomes that object of research or the influencing. Variable is everything to which the researcher expects to find the answer and that become point of research. Based on the title of the thesis, it had two variables:

a) Independent Variable (X)

Independent variable in this study was the application of scientific learning strategy.

b) Dependent variable (Y)

Dependent variable in this research was the students' writing skill.

2. Indicators

The indicator was content, organization, and grammar, how students' create idea in writing skill when scientific learning strategy was applied in classroom.

C. Population and Sample

1. Population

The population of this research was the second grade students' of SMA Muhammadiyah Disamakan which consists of three classes with a total population of 47 students. can be seen in the following table below:

Table 3.1 List of Population

Class	Program	L	P	Total Students
X	IPS	7	2	9 Students
XI	MIPA	-	8	8 Students
	IPS	6	3	9 Students
XII	MIPA	-	4	4 Students
	IPS	6	7	13 Students
	MIPA	-	4	4 Students
The Total Number of Students		19	28	47 Students

2. Sample

The researcher used purposive sampling technique in taking a sample. Purposive sampling technique was the process of selecting a samples that were believed to be representative of the population (Sugiyono,2016:124).

The researcher deliberately determines the participants or classes that he or she believes will produce the research.

For the effectiveness of the research. So, the researcher taken as sample that consist of 9 students of class XI Social Science.

D. Research Instrument

In this research the researcher used one instrument to collect data which was the researcher gave, writing test such as the students writing test its one topic, then the students developed two paragraph descriptive, its minimal 80 words and maximun 120 words. It was about 60 minutes.

E. Technique of Data Collection

Data collecting method was a systematical and standard procedure used to collect the data. A method of collecting data used in this research stated writing test was a set of exercise or other instruments. The researcher used two kinds of test, those were pre-test and post-test. The researcher subjected both pre-test and post-test as follows :

1. Pre-Test

The researcher would come to the class, and explains the material also talked to the students what they have to do. The pre-test in writing ability the researcher asked the students to write in recount text based on the topic that given by the researcher.

2. Treatment

After pre-test, the researcher gave the treatment to the students. The researcher doing a treatment with the topic. Then the material give to the

students in the form of text, in other words, the students would write in a paragraph in the form of descriptive text. The steps of the treatment could be classified into three phases :

a. Pre-writing Activity

In this phase, the researcher introduced and explained the material about the text that was going to be discussed that was descriptive text. Then before the text was discussed, the researcher explained about scientific approach and explained about content that used in descriptive text. The researcher asked the students to make a paragraph about the topic and the students could express their ideas in accordance with the topic.

b. Whilst-writing Activity

In this step, the researcher gave one topic for the students that the students should explain about the topic. After that the researcher guided the students to discuss the topic. After that students understood about the topic, the researcher asked the students explain about the topic. The students were able to use the dictionary to find the word or new vocabulary in their write.

c. Post-writing Activity

Post writing activity was instructional activity that the students and researcher did after writing takes place. In this step, post question, feedback and whole discussion were conducted. The researcher did it by giving quiz around the material as evaluation and reinforcement.

3. Post-Test

The last method use to collect the data was post-test. Post-test was collected the data after the implementation with text as the treatment used scientific approach. The post-test in writing skill, after giving the treatment in experimental research or after teaching writing by using scientific. The post-test would be done to get writing score of students after doing the treatment.

4. **Technique of Data Analysis**

Data analysis was the way data analysing by the researcher. The researcher used quantitative data analysis so the write analyzed the data by using formula. The analysis used to find the significant difference of the students' writing descriptive text ability before and after the use of scientific approach. O'Malley and Pierce (1996) state that writing assessment should evaluate more aspects of writing than just content, organization and grammar, and should capture some of the processes and complexity involved in writing so that the teacher can know in which aspects of the writing process students are having different. Two important components in the assessment of writing are the nature of task, or prompt and the scoring criteria or rubric. O'Malley and Pierce (1996) states that a writing prompt defines the task for the students' writing assessment.

Furthermore, writing assessment can be used most effectively with instruction when the criteria for scoring written products are clear to the

students and when the students see an obvious relationship between what they have written and the scores they have received.

In analyzing the data that collected through the pre-test and post-test, the researcher analyzed by using the following procedures:

a) Content

In the content component the researcher used scale 0-100 scoring rate as follows:

Table 3.2. Rubric of content component.

Classification	Score	Indicatore
Excellent	90-100	Effective complex construction.
Very Good	80-89	Effective but simple constructions.
Good	70-79	Major problem in simple/complex constructions.
Fair	60-69	Major problem in simple constructions.
Poor	0-59	Virtually no mastery of sentence construction rules.

Harmer in Santung (2011:25)

b) Organization

In organization component, the researcher used scale 0-100 scoring rate as follows:

Table 3.3. Rubric of organization component.

Classification	Score	Criteria
Excellent	90-100	Fluent expression-ideas clearly.
Very Good	80-89	Some copy-loosely organization but mind ideas out.

Good	70-79	Not fluent but ideas stand out.
Fair	60-69	Not fluent/ideas confused.
Poor	0-59	Does not communicated not organize.

Harmer in Santung (2011:25)

c) Grammar

To evaluate the score of the language uses of grammar, the researcher used the following table:

Table 3.4. Rubric of grammar component.

Classification	Score	Criteria
Excellent	90-100	If the grammar of the paragraph are all correct
Very Good	80-89	If the paragraph contain few errors of grammar
Good	70-79	If the paragraph contain some errors of grammar
Fair	60-69	If the paragraph dominated by error of grammar
Poor	0-59	If the grammar of the paragraph are all incorrect

Harmer in Santung (2011:25)

The data was collected in this research analyzed by using the procedures as follows:

1. Scoring the students correct answer of pre-test and post-test.

$$\text{Students Score} = \frac{\text{The Number of Student's Correct Answer}}{\text{Total Score}} \times 100$$

2. The result of the percentages of the students score was tabulated and classified as the following classification.

- a. Score 90-100 is classified as excellent.
- b. Score 80-89 is classified as very good.

- c. Score 70-79 is classified as good.
- d. Score 60-69 is classified as fair.
- e. Score 0-59 is classified as poor.

(Depdikbud, 2008)

3. Calculating the collecting data from the students in answer the test, the research used formula to get mean score of the students as follow:

$$\bar{X} = \frac{\sum x}{N}$$

Where : \bar{X} = Mean Score

$\sum x$ = The sum of all Score

N = The total number of sample

(Gay, 1981: 298)

4. To find out the improvement of percentage:

$$\% = \frac{x_2 - x_1}{x_1} \times 100$$

Where : % : the percentage of improvement

X₂ : the total score of post-test

X₁ : the total score of pre-test

(Gay, 1987)

5. Calculating the value of t-test to indicate the significance between post-test and pre-test, the researcher used the formula as follow:

$$t = \frac{\bar{D}}{\sqrt{\frac{\frac{(\sum D)^2}{N} - \frac{\sum D^2}{N}}{N(N-1)}}$$

Where :

$$\bar{D} = \frac{\sum D}{N}$$

Where: t = Test of significance

\bar{D} = The mean of different score

$\sum D$ = The sum of total score of significance

$\sum D^2$ = The square of the sum for difeference

N = The total number of subject

(Gay, 1981: 366)

The formula explain about the significance difference between pre-test and post-test will find by calculation the value of the t-test. The aim of the formula is to know the writing skill could be improve or not improve students' writing material in learning at eleventh grade SMA Muhammadiyah Disamakan

6. Testing hypothesis

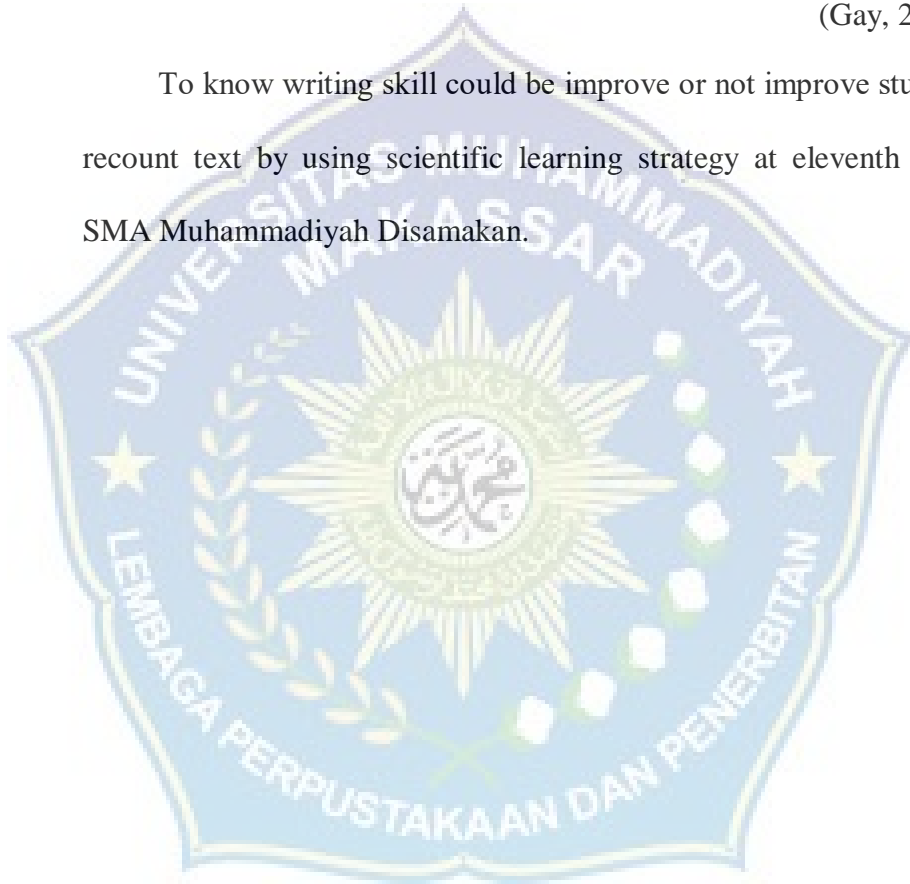
After got the students' significance scores (value of t) it was compare with the value of t-table. When it was find that the value of t-test was equal or greater than the value of t-table, it means that Null Hypothesis (H0) is reject and Alternative Hypothesis (H1) is accept because there was significance difference between pre-test and post-test and after teaching writing skill by using scientific approach. The criteria for the hypothesis testing as follows:

Table 3.4 Criteria for the hypothesis testing

Testing	Hypothesis	
	H0	H1
t-test > t-table	Rejected	Accepted
t-call < t-table	Accepted	Rejected

(Gay, 2006:56)

To know writing skill could be improve or not improve students' in recount text by using scientific learning strategy at eleventh grade of SMA Muhammadiyah Disamakan.



CHAPTER IV

FINDING AND DISCUSSION

A. Findings

The findings of this research deal with the students' score. They are the mean scores of pre-test and post-test, the rate percentage and frequency of pre-test and post-test and the t-test value. These findings describe as follows:

1. The Pre-test Scores of the Students' Skills in Writing Recount Text

a. The students' writing skills in pre-test.

The students' prior skills in writing recount text is known after giving pre-test to the students. It was aimed to know the prior skills of the students in writing recount text before giving treatment. It was followed by 9 students.

Table 4.1, The Mean Score of the Students' Pre-test

N = 9	Pre-test
Mean Score	67.41

Table 4.1 shows the students skills in writing recount text as the result the students' pre-test. The mean score of the students' writing skills in pre-test is 67.41.

b. The classification of the students' mean score in pre-test

After giving pre-test to the students, the frequencies of the mean score were classified into the following table:

Table. 4.2 The Classification of the Students' Mean Score in Pre-test

No	Classification	Range score	Pre-test Frequency
1	Excellent	90-100	-
2	Very good	80-89	2
3	Good	70-79	2
4	Fair	60-69	2
5	Poor	0-59	3

Table 4.2. Shows that from 9 students who followed the pre-test, 3 students get poor score, 2 students get fair score, 2 students get good score and 2 students get very good score. It mean that the prior skill of the students in writing recount text is still low because most students got fair score in pre-test. The mean score was calculated from three components of writing namely: Content, Organization, and Grammar.

c. The students' skills in components of writing

The pre-test involved three components of writing, namely: Content, Organization, and Grammar. The students' mean score was calculated from those components. It is shown in the following table:

Table 4.3, The Mean Score of Components of the Students' Writing Skills in Pre-test.

No	Indicator	Pre-test
1	Content	69.66
2	Organization	67.1
3	Grammar	65.55
Total score		202.31
Mean score		67.43

Table 4.3, Shows the mean score of the students' content, organization, and grammar in pre-test. In content, the mean score of the students is (69.66). In organization, the mean score of the students is (67.1). and in grammar, the mean score of the students is (65.55). It can be concluded that the prior skills of the students' content, organization, and grammar in writing recount text before teaching by using Scientific Learning Strategy was still low because the students' mean score 67.43 was indicated as fair.

d. The Classification of the Students' Score in Pre-test based on the Three Components of Writing.

1) Pre-test result of content.

The pre-test was aimed to know the basic skills of the students writing. It was conducted in the second grade students of SMA Muhammadiyah Disamakan. The pre-test involved 9 students.

Table 4.4, The Classification of the Students' Content Scores in Pretest.

No	Classification	Range score	Frequency	%
1	Excellent	90-100	-	-
2	Very good	80-89	2	22.2
3	Good	70-79	3	33.3
4	Fair	60-69	2	22.2
5	Poor	0-59	2	22.2
Total			9	100%

Table 4.4, Shows that from 9 students who followed the pretest, 2 students (22.2%) get poor score, 2 students (22.2%) get fair score, 3 students (33.3%) get good score, and 2 students (22.2%) get very good score . It can be concluded that the students' content in pretest is still low because most students get fair score.

2) *Pre-test result of organization*

The pre-test was aimed to know the basic skills of the students writing. It was conducted in the second grade students of SMA Muhammadiyah Disamakan. The pre-test involved 9 students.

Table 4.5, The Classification of the Students' Organization Score in Pre-test.

No	Classification	Range score	Frequency	%
1	Excellent	90-100	-	-
2	Very good	80-89	2	22.2
3	Good	70-79	3	33.3
4	Fair	60-69	2	22.2
5	Poor	0-59	2	22.2
Total			9	100%

Table 4.5, shows that from 9 students who followed the pre-test, 2 students (22.2%) get poor score, 2 students (22.2%) get fair score, 3 students (33.3%) get good score, and 2 students (22.2%) get very good score.

3) *Pre-test result of grammar*

The pre-test was aimed to know the basic skills of the students writing. It was conducted in the second grade students of SMA Muhammadiyah Disamakan. The pre-test involved 9 students.

Table 4.6, the Classification of the Students' Grammar Score in Pre-test.

No	Classification	Range score	Frequency	%
1	Excellent	90-100	-	-
2	Very good	80-89	1	11.1
3	Good	70-79	4	44.4
4	Fair	60-69	1	11.1
5	Poor	0-59	3	33.3
Total			9	100%

Table 4.6. shows that from 9 students who followed the pre-test, 3 students (33.3%) get poor score, 1 students (11.1%) get fair score, 4 students (44.4%) get good score and 1 students (11.1) get very good score.

2. The Post-test Scores of the Students' Skills in Writing Recount Text

a. The students' writing skills in post-test

The post-test was done after giving the treatment. It was aimed to know the students' skills in writing recount text after teaching by using Scientific Learning Strategy. It was followed by 9 students.

Table 4.7. The Mean Score of the Students' Post-test.

N = 9	Post-test
Mean Score	73.51

Table 4.7. shows the students skills in writing recount text as the result of the students' post-test. The mean score of the students' writing skills in post-test is 73.51.

b. The classification of the students' mean score in post-test

After giving post-test to the students, the frequencies of the mean score were classified into the following table:

Table 4.8. The Classification of the Students' Mean Score in Post-test.

No	Classification	Range score	Post-test Frequency
1	Excellent	90-100	-
2	Very good	80-89	3
3	Good	70-79	3
4	Fair	60-69	3
5	Poor	0-59	-

Table 4.8. shows that from 9 students who followed the post-test, 3 students get fair score, 3 students get good score, 3 students get very good score. It means that the students' mean score in posttest is classified as good because most students get good score. The mean score was calculated from three components of writing namely: content, organization, and grammar.

c. The students' skills in components of writing

The post-test involved three components of writing, namely: content, organization and grammar. The students' mean score was calculated from those components. It is shown in the following table:

Table 4.9. The Mean Score of Components of the Students' Writing Skills in Post-test.

No	Indicator	Post-test
1	Content	76.33
2	Organization	75.88
3	Grammar	68.33
Total score		220.54
Mean score		73.51

Table 4.9. shows the mean score of the students' content, organization, and grammar in post-test. In content, the mean score of the students is (76.33) In organization, the mean score of the students is (75.88). and in grammar, the mean score of the students is (68.33). It can be conclude that after teaching by using Scientific Learning Strategy the students' skills of content, organization and grammar in writing recount text was classified as good.

d. The Classification of the Students' Score in Post-test based on the Three Components of Writing.

1) Post-test result of content.

The post-test was conducted to know the result of the students score writing skills after giving treatment by using Scientific Learning Strategy. The score of the students is shown as follow:

Table 4.10. The Classification of the Students' Content Scores in Post-test.

No	Classification	Range score	Frequency	%
1	Excellent	90-100	-	-
2	Very good	80-89	2	22.2
3	Good	70-79	7	77.7
4	Fair	60-69	-	-
5	Poor	0-59	-	-
Total			9	100%

Table 4.10. Shows that from 9 students who followed the posttest, 7 students (22.2%) get good score, 2 students (77.7%) get very good score. It means that the treatment given to the students in the class was successful in improving the students writing skills.

2) Post-test result of organization.

The post-test was concluded to know the result of the students score writing skill after giving treatment by using Sceanitific Learning Strategy. The score of the students is shown as follow:

Table 4.11. The Classification of the Students' Organization Scores in Post-test.

No	Classification	Range score	Frequency	%
1	Excellent	90-100	-	-
2	Very good	80-89	4	44.4
3	Good	70-79	2	22.2
4	Fair	60-69	3	33.3
5	Poor	0-59	-	-
Total			9	100%

Table 4.11. Shows that from 9 students who followed the posttest, 3 students (33.3%) get fair score, 2 students (22.2%) get good score, 4 students (44.4%) get very good score. It means that the treatment given to the students in the class was successful in improving the students writing skills.

3) *Post-test result of organization*

The post-test was concluded to know the result of the students score writing skill after giving treatment by using Sceantific Learning Stategy. The score of the students is shown as follow:

Table 4.12. The Classification of the Students' Grammar Scores in Post-test.

No	Classification	Range score	Frequency	%
1	Excellent	90-100	-	-
2	Very good	80-89	3	33.3
3	Good	70-79	2	22.2
4	Fair	60-69	3	33.3
5	Poor	0-59	1	11.1
Total			9	100%

Table 4.12. Shows that from 9 students who followed the posttest, 1 students (11.1%) get poor score, 3 students (33.3%) get fair score, 2 students (22.2%) get good score, 3 students (33.3%) get very good score. It means that the treatment given to the students in the class was successful in improving the students writing skills.

3. The Improvement of the Students' Mean Score in Writing Skill

a. The improvement of the students' mean score

After giving pretest and posttest, the students' mean score from both of test was calculated to find the improvement of the students' skill in writing recount text after giving treatment by using Scientific Learning Strategy. The improvement of the students' mean score is shown in the following table:

Table 4.13. The Mean Score of the Students' Pre-test and Post-test.

N= 9	Pre-test	Post-test
Mean Score	67.41	73.51

Table 4.13. shows the students mean score in writing skill as the result of calculating the students' pretest and post-test after teaching by using Scientific Learning Strategy. The mean score of the students' writing skills in pretest is (67.41) and the mean score of the students' writing skills in post-test is (73.51). It can be concluded that the students' mean score in writing skills is improved.

b. Classification of the improvement of the students' mean score in pretest and posttest.

After giving pretest and posttest to the students, their mean score was classified into the following table:

Table 4.14. The Classification of the Students' Mean Score in Pretest and Post-test.

No	Classification	Range score	Pretest Frequency	Posttest Frequency
1	Excellent	90-100	-	-
2	Very good	80-89	2	3
3	Good	70-79	2	3
4	Fair	60-69	2	3
5	Poor	0-59	3	-

Table 4.14. shows the from 9 students who followed the pretest, 3 students poor score, 2 students get fair score, 2 students get good score, and 2 students get very good score. In posttest, from 9 students who followed the posttest, 3 students get fair score, 3 students get good score, and 3 students get very good score. It means that the students' skills in writing recount text is improve because in post-test the students' frequency in good score is higher than in pretest. The mean score was calculated from three components of writing namely: Content, Organization, and Grammar.

c. The improvement of the students' mean score in components of writing

The pretest and posttest involved three components of writing, namely: content, organization, and grammar. The students' mean score was calculated from those components. It is shown in the following table:

Table 4.15. The Mean Score of Components of the Students' Writing Skill.

No	Indicator	Pre-test	Post-test
1	Content	69.66	76.33
2	Organization	67.1	75.88
3	Grammar	65.55	68.33
Total score		606.76	661.63
Mean score		67.41	73.51

Table 4.15 shows the mean score of the students' content, organization, and grammar in pretest and posttest.

- a. In content, the mean score of the students' in pretest is (69.66) the mean score of posttest is (76.33). Therefore, the use of scientific learning strategy can improve the students' content in writing recount text because the students' achievement in posttest is greater than in pretest.
- b. In organization, the mean score of the students in pretest is (67.1) and the mean score of posttest is (75.88). Therefore, the use of scientific learning strategy can improve the students' organization in writing recount text because the students' achievement in posttest is greater than in pretest.

- c. In grammar, the mean score of the students' in pretest is (65.55) and the mean score of posttest is (68.33). Therefore, the use of scientific learning strategy can improve the students' grammar in writing recount text because the students' achievement in pre-test is greater than in post-test.

4. Hypothesis Testing

The significance of the students' skills in writing recount text was aimed to know the level of significance of the pretest and posttest. The researcher used t-test analysis in the level of significance $p (0;05)$ with the degree of freedom $(df) = N-1$, where N number of subject (9) students then the value of t-table is 2.262.

In order to know whether the mean score from two test (pre-test and post-test) was different or not, the researcher used the t-table. The following table shows the result of the t-test calculation:

Table 4.16. The T-test of Students' Achievement

Variable	t-test	t-table
Recount Text	2.27	2.262

Table 4.16 indicates that the value of the t-test was higher than the value of the table. It indicates that there was a significant difference between the result of the students' pre-test and post-test.

To find out the degree of freedom (df), the researcher used the following formula:

Df = N-1 (N = Number of students)

Df = 9-1

Df = 8

For the level of significance (p) 0,05 and df 8, the value of the t -test was higher than t -table 2.27. it means that H_0 was rejected and H_1 was accepted. So the reseacher cancludes that there was a significant difference between the result of the students' pre-test and post-test achievement after giving Scientific Learning Strategy.

B. Discussion

Based on the presentation of findings, the researcher presents some interpretation of findings in order to explain them in details. The writing test measured three components of writing namely: content, organization, and grammar. The description of the data collected through writing test is explained in the provious section. It shows that the students' skill in writing is improved. It means the use of Scienific Learning Strategy is effective in improving the students' writing skill of Content, Organization, and Grammar in their recount text.

The statistical analysis from the result of the students' skill in writing recount text of this research shows that the students' mastery before teaching through scientific learning strategy was still low.

1. The Students' Skill in Writing Recount Text before Using Scientific Learning Strategy.

The result showed that the mean score of the students' skill in writing recount text before teaching through Scientific Learning Strategy was 59.41. It was recognized that generally the the students' in score 59 were failed to create a good recount text beacuse their writing were not indicate of the three components of writing requires, they are content, organezation and grammar.

- a. In content, most students' could not describe event clearly. The central porpuse of thier writing was confusing, so the reader has not enough information to gain from it. Most of them has too short explanation on their writing, so that the ideas were not be informed effectively.
- b. In organization, most students' could not generate ideas effectively. The traslation from one idea to another was not smoothly, so that making the ideas unclaer. It was hard to determine what their writing wanted to tell about and what infomation that the reader has not it. The introduction, development ideas, and conclusion were unorganezed effectively.
- c. In grammar, most students' did not use sumple past tense into recount text. Some of them got problem in creating a good sentence contruction. They were still confused in using the articles, preposition and chronological connection in their writing.

2. The Students' Skill in Writing Recount Text after Using Scientific Learning Strategy.

The result showed that the mean score of the students' skill in writing recount text after Scientific Learning Strategy was 75.98. It was recognized that generally students in score 70 were success in creating a good recount text because their writing was indicated of the three components' of writing requires, they are content, organization, and grammar.

- a. In content, most students could describe event clearly. They provided enough explanation or information to the readers in their writing, so that the ideas were success delivered.
- b. In organization, most students could generate ideas effectively. The transition of idea by idea was related each other, so that giving clear information to the readers. The composition of intruduction, development ideas and conclusion was indicated from generic structure of recount text.
- c. In grammar, most students could use simple past tense in their recount text. There were no major problemsn of grammar in their writing like before. The construction of the sentence was good and the use of article, preposition and chronological connection into their recount text were correct.

3. The Improvement of the Students' Skill in Writing Recount Text.

The result showed that the mean score of the students' skill in writing recount text before teaching using Scientific Learning Strategy was 59.41 and mean score of the students' skill in writing recount text after teaching using Scientific Learning Strategy was 75.98. It indicated that the scientific learning strategy is enough to improve the students' skill in writing recount text.

a. The improvement of the students writing skill in term of content.

In improving the students writing skill, the researcher used Scientific Learning Strategy and the percentage improvement of the students' score in writing content. It is indicated from the improvement of mean score in pretest from (69.66) to (76.33) in posttest.

It was recognized that in pretest, the students in score 65 were failed to create good recount text. They could not describe the event clearly because the event was explained shortly and the central purpose of their writing was confusing. In posttest, the students in score 75 showed the positive improvement in describing event, the students were able to create a good story by providing the readers enough information in their writing. It means that the treatment given to the students in the class was successful in improving the students writing skill and the in term of content in recount text at the second grade students of SMA Muhammadiyah Disamakan was improved.

b. The improvement of the students writing skills in term of organization.

In improving the students writing skills the researcher used Scientific Learning Strategy and the percentage improvement of the students' score in writing organization. It is indicated from the improvement of the students' mean score in pretest from (67.1) to (75.88) in posttest.

It was recognized that in pretest, the students in score 65 were failed to create good recount text because they could not generate ideas effectively, so that the ideas were still confused. It was hard to determine what their writing wanted to tell about and what information that the reader has on it. In posttest, the students in score 75 showed the positive improvement, they were able to generate ideas effectively, the information or ideas were clear, so that giving the readers enough information to gain. The introduction, development ideas and conclusion were effective composition. It means that the treatment given to the students in the class was successful in improving the students writing skills and the students writing skills in term of organization in recount text at the second grade students of SMA Muhammadiyah Disamakan was improved.

c. The improvement of the students writing skills in term of grammar.

In improving the students writing skills the researcher used Scientific Learning Strategy and the percentage improvement of the

students' score in writing grammar. It is indicated from the improvement of the students' mean score in pretest from (65.55) to (68.33) in posttest.

It was recognized that the pretest, the students in score 60 were failed to create good recount text because they did not use simple past tense into their writing and there were major problem in sentence construction. In posttest, the students in score 65 showed the positive improvement, they were able to create good recount text. Most of them were able to use the verb in past form into their recount text and there were no major problems in sentence construction.

It means that the treatment given to the students in the class was successful in improving the students writing skills and the students writing skills in term of grammar in recount text at the second grade students of SMA Muhammadiyah Disamakan was improved.

4. Hypothesis Testing

The data described that most of them were success to improve their score into writing content, organization, and grammar by using Scientific Learning Strategy. This improvement is also followed by the significance. The t-test value (2.27) is greater than t-table (2.262) for the degree of freedom (0,05). It means that the null hypothesis (H_0) was rejected and alternative Hypothesis (H_1) was accepted. Based on the data shown, it can be concluded that the students writing score in term of content, organization, and grammar in recount text at the second grade of SMA Muhammadiyah Disamakan was improved.

CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusion

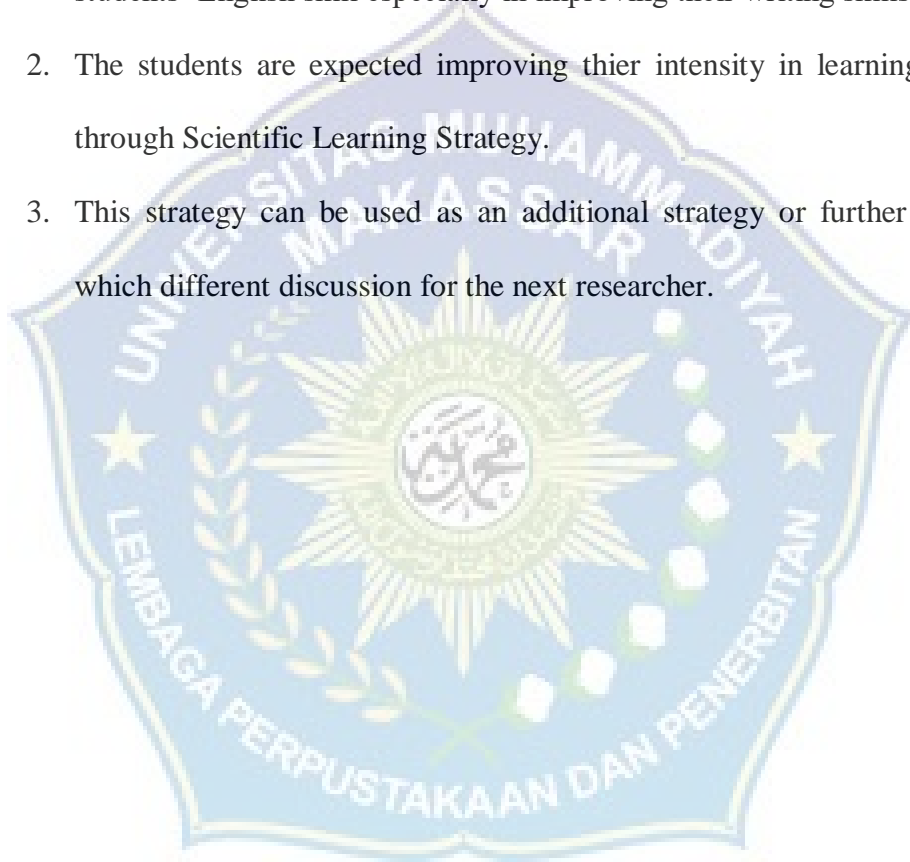
Based on the result of data analysis and the discussion of the result in previous chapter, the researcher concluded that there is a significant difference of the students' writing skill before and after treatment and the using of scientific learning strategy is can improve the students' writing skill. The following were the description of the conclusion based on the problem statement of this research scientific learning strategy could improve students writing skill with provide a topic and the students describe in learning process.

Based on the description of the result above, it can be proved by looking at the mean score of the students' writing test in pre-test and post-test. The mean score of pre-test (67.43) is lower than the mean score of post-test (73.51). Then, the ttest (2.27) was greater than t-table (2.262). it means that the null hypothesis (H0) was rejected and the alternative hypothesis (H1) was accepted.

B. Suggestion

Based on the result of the data analysis and conclusion, the researcher suggestiona as follows:

1. It is suggestion to the English teachers to use Scientific Learning Strategy as the alternative in the teaching and learning process to improve the students' English skill especially in improving their writing skills.
2. The students are expected improving thier intensity in learning writing through Scientific Learning Strategy.
3. This strategy can be used as an additional strategy or further research which different discussion for the next researcher.



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APPENDIX A

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Satuan Pendidikan : SMA Muhammadiyah Disamakan

Materi Pembelajaran : Bahasa Inggris

Kelas/Semester : XI/ Ganjil

Materi Pokok : *Recount Text*

Alokasi Waktu : 4 x 45 menit

A. KOMPETENSI INTI (KI)

- K1 :Menghayati dan mengamalkan ajaran agama yang dianutnya.
- K2 :Menghayati dan mengamalkan perilaku jujur, disiplin, tanggungjawab, peduli (gotong royong, kerjasama, toleran, damai), santun, responsif dan pro-aktif dan menunjukkan sikap sebagai bagian dari solusi atas berbagai permasalahan dalam berinteraksi secara efektif dengan lingkungan sosial dan alam serta dalam menempatkan diri sebagai cerminan bangsa dalam pergaulan dunia.
- K3 :Memahami, menerapkan, menganalisis pengetahuan faktual, konseptual, prosedural berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dengan wawasan kemanusiaan, kebangsaan, kenegaraan, dan peradaban terkait penyebab fenomena dan kejadian, serta menerapkan pengetahuan prosedural pada bidang kajian yang spesifik sesuai dengan bakat dan minatnya untuk memecahkan masalah.
- K4 :Mengolah, menalar, dan menyaji dalam ranah konkret dan ranah abstrak terkait dengan pengembangan dari yang dipelajari di sekolah secara mandiri, dan mampu menggunakan metoda sesuai kaidah keilmuan.

B. KOMPETENSI DASAR DAN INDIKATOR

KOMPETENSI DASAR	INDIKATOR
3.7 Membedakan fungsi sosial, struktur teks, dan unsur kebahasaan beberapa <i>Recount text</i> tulis dengan memberi dan meminta informasi terkait sesuai dengan konteks penggunaannya.	3.7.1 Mengidentifikasi fungsi sosial <i>Recount text</i> dan struktur kebahasaan dalam sebuah teks tulis. 3.7.2 Menganalisis struktur teks dan unsur kebahasaan yang ada pada teks <i>recount</i> tulis (C4)
4.7 Menangkap makna secara kontekstual terkait fungsi sosial, struktur teks, dan unsur kebahasaan teks <i>recount</i> tulis.	4.7.1 Merancang sebuah teks <i>recount</i> tulis pengalaman pribadinya sesuai kaedah dan unsur kebahasaan.

C. TUJUAN PEMBELAJARAN

(Pertemuan 1 & 3)

Setelah mengikuti serangkaian pembelajaran, peserta didik :

1. Siswa dapat mengetahui fungsi sosial, struktur teks dan unsur kebahasaan dari *recount text* (*recount text*, generic structure, tenses).
2. Siswa dapat membuat *planning* sebagai awal dalam penulisan sebuah *recount text* dengan membuat (*limited topic*, *eliciting key words*, *chronological orders*).
3. Siswa dapat membuat sebuah *draft* atau sebuah *recount text* dengan memperhatikan *general structure* *recount text* (*orientation*, *events*, *reorientation*).

(Pertemuan 2 & 4)

1. Melakukan *editing* atau *revisi* pada *draft* (*recount text*).
2. Melakukan *revisi* atau *pemeriksaan kembali* pada *draft* (*recount text*).
3. Membaca sebuah *recount text*.

D. PENGUATAN PENDIDIKAN KARAKTER (PPK):

1. Religiusitas.
2. Nasionalisme.
3. Kejujuran.
4. Kedisiplinan.

E. Materi Pembelajaran

Recount Text; Definition, Purposes, Generic Structures, Language Features.

Definition and Purpose of Recount Text

DEFINITION: *Recount is a text which retells events or experiences in the past (sebuah teks bacaan yang isinya menceritakan kejadian atau pengalaman di masa lalu).*

PURPOSE: *To retell events for the purpose of informing or entertaining (untuk menceritakan kejadian-kejadian guna menginformasikan atau menghibur).*

Generic Structure of Recount Text

Fungsi Sosial :

Telling/to retell past events for the purpose of informing or entertaining.

Generic Structure	Text
Orientation: (Pengenalan: Who, When, Where, dll).	Last holiday my family and I went to Jakarta. We visited my uncle's house. It had a big garden and a lot of colorful flowers and tennis court.
Events: (Urutan Peristiwa).	On Friday my nephew and I went to Nasional Museum and went up to the top of monument which had the golden symbol of the spirit of our nation. From the top we could see beauty of the metropolitan city. On Saturday we went to Ancol beach to see DuniaFantasi and Dolphin show.
Reorientation: (Penutup cerita, rangkuman materi peristiwa).	On Sunday we went to Ragunan Zoo and then we went home. We really enjoyed our holiday.

Language Feature of Recount

- Introducing personal participant; I, my group, my friend, etc.
- Using chronological connection; then, first, after that, when, etc.
- Using action verb; moved, spent, invited, left, made, etc.
- Using linking verb; was, were.
- Using simple past tense; I was on the car, I visited my grandmother, etc.

Contoh Brainstorming :

1. Limited Topic : My Holiday mempersempit topik menjadi My Holiday in Bira Beach.
2. Eliciting Key Words : Kata-kata yang berhubungan dengan topik dan akan digunakan dalam membuat paragraf recount.
Contoh : Beach, Swimming/swam, sunset, beautiful view, enjoyed, sand.
3. Chronological Orders : membuat urutan aktivitas dalam cerita secara singkat dan jelas.

Contoh Topik :

- a) My family and I went to the Bera Beach.
- b) My sister and I swam together.
- c) My family and I enjoyed a beautiful sunset before leaving.
- d) After that, we come back to home.

Contoh Draft of Writing:

My Holiday In Bira Beach

In Sunday morning, my family decided to enjoy the holiday in Bira Beach. We started from house at 10:00 a.m and arrived in beach at 15:30 p.m. it was a long trip. After arriving there, my sister and I swam together in the blue water while my parents decided to enjoy phanorama by laying on the sand. After swimming, my family and I enjoyed a beautiful sunset before leaving. It was 18:00 p.m. we come back to home. It was the great holiday ever.

F. Metode/Model Pembelajaran:

- Pendekatan : Scientific Learning Strategy
- Model Pembelajaran : Discovery learning
- Metode : Ceramah, Tanya Jawab, Diskusi dan Penugasan

G. Media Pembelajaran

1. Media

- Power Point Presentation
- Worksheet/Lembar Kerja Peserta Didik (LKPD)

2. Alat/Bahan

- Spidol, papan tulis
- Laptop, HP Android

H. Sumber Belajar

- Kamus Bahasa Inggris (cetak/aplikasi)
- Buku Bahasa Inggris
- Google Browsing
- Pengalaman siswa dan guru

I. Kegiatan pembelajaran

❖ Pertemuan pertama

Pertemuan Ke-1 (45 Menit)		
Kegiatan Pendahuluan	<ul style="list-style-type: none">• Guru menyapa siswa dengan melakukan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa dan berdoa untuk memulai pembelajaran.• Memeriksa kehadiran peserta didik sebagai sikap disiplin.• Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran.	(15 menit)

<p>Penyampaian Tujuan dan Motivasi Siswa.</p>	<ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya yakni terkait materi writing (<i>recount text</i>). • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi/tema/projek ini dikerjakan dengan baik dan sungguh-sungguh dan dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi writing (<i>recount text</i>). • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 	
<p>Kegiatan Inti</p>	<p><i>Tahap 1. Orientasi peserta didik kepada masalah (critical thinking dan Creativity).</i></p> <ul style="list-style-type: none"> • Guru menyajikan beberapa gambar berkaitan dengan <i>recount text</i> dan menanyakan apakah yang sedang mereka lihat. • Guru menampilkan slide power point berisi sebuah teks <i>recount text</i> tulis. • Guru menjelaskan langkah retorika teks recount dan pesereta didik mempelajari contoh recount teks. • Penguatan kosakata dan bahasa terkait jenis teks fungsional. 	<p>(20 menit)</p>

	<ul style="list-style-type: none"> • Peserta didik menulis teks recount pendek sederhana berdasarkan topik yang telah disediakan. 	
Kegiatan Penutup	<p>REMEDIAL/ CLOSING</p> <ul style="list-style-type: none"> • Siswa yang masih belum mencapai hasil belajar yang baik akan diberikan tugas tambahan berupa pengulangan materi ajar dan evaluasi secara mandiri. • Guru mengingatkan peserta didik materi yang akan dipelajari pada pertemuan selanjutnya. • Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu berhemat energi (religiusitas). • Kegiatan belajar ditutup dengan doa. (religiusitas). 	(10 menit)

❖ **Pertemuan kedua**

Pertemuan Ke-2 (45 Menit)		
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Guru menyapa siswa dengan melakukan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 	(15 menit)

<p>Penyampaian Tujuan dan Motivasi Siswa.</p>	<ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya yakni terkait materi writing (<i>recount text</i>). • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi/tema/projek ini dikerjakan dengan baik dan sungguh-sungguh dan dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi writing (<i>recount text</i>). • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 	
<p>Kegiatan Inti</p>	<p><i>Tahap 2. Mengorganisasikan peserta didik untuk belajar (collaboration).</i></p> <ul style="list-style-type: none"> • Peserta didik diminta jelaskan kembali tentang teks recount teks. • Sesuai arahan guru peserta didik dibagi kedalam beberapa kelompok. • Guru membimbing peserta didik menentukan masalah yang akan dicari jawaban atau penyelesaiannya. • Peserta didik bersama kelompoknya berdiskusi menyelesaikan tugas permasalahan yang sudah dirangkumkan oleh guru untuk 	<p>(20 menit)</p>

	dicarikan jawabannya tentang <i>recount text</i> .	
Kegiatan Penutup	<p>REMEDIAL/ CLOSING</p> <ul style="list-style-type: none"> • Siswa yang masih belum mencapai hasil belajar yang baik akan diberikan tugas tambahan berupa pengulangan materi ajar dan evaluasi secara mandiri. • Guru mengingatkan peserta didik materi yang akan dipelajari pada pertemuan selanjutnya. • Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu berhemat energi (religiusitas). • Kegiatan belajar ditutup dengan doa. (religiusitas). 	(10 menit)

❖ **Pertemuan ketiga**

Pertemuan Ke-3 (45 Menit)		
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Guru menyapa siswa dengan melakukan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 	(15 menit)

<p>Penyampaian Tujuan dan Motivasi Siswa.</p>	<ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya yakni terkait materi writing (<i>recount text</i>). • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi/tema/projek ini dikerjakan dengan baik dan sungguh-sungguh dan dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi writing (<i>recount text</i>). • Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung. 	
<p>Kegiatan Inti</p>	<p><i>Tahap 3. Membimbing penyelidikan individu dan kelompok (collaborative dan problem solving).</i></p> <ul style="list-style-type: none"> • Melalui diskusi kelompok, dengan bimbingan guru, peserta didik mencari jawaban atas permasalahan yang disiskusikan dalam kelompoknya. • Peserta didik mencatat data hasil diskusi kelompok untuk dipresentasikan nantinya. • Guru meminta siswa memilih satu buah topik (holiday, happy or sad experience, ect) sesuai dengan yang dipilih. • Setelah memilih satu topik guru menjelaskan 	<p>(20 menit)</p>

	<p>apa yang akan siswa kerjakan.</p> <ul style="list-style-type: none"> • Guru meminta siswa untuk menuliskan teks recount teks sesuai topik yang telah dipilih. • Guru mengoreksi langsung dan memberikan pemahaman apabila siswa kesulitan dalam menulis. • Setelah itu peserta didik mengumpulkan hasil lembar kerjanya dan diperiksa oleh guru. <p><i>Tahap.4 Mengembangkan dan menyajikan hasil karya.</i></p> <ul style="list-style-type: none"> • Peserta didik mempresentasikan hasil kerja kelompok tentang fungsi sosial dan struktur teks terkait teks recount. 	
<p>Kegiatan Penutup</p>	<p><i>REMEDIAL/ CLOSING</i></p> <ul style="list-style-type: none"> • Siswa yang masih belum mencapai hasil belajar yang baik akan diberikan tugas tambahan berupa pengulangan materi ajar dan evaluasi secara mandiri. • Guru mengingatkan peserta didik materi yang akan dipelajari pada pertemuan selanjutnya. • Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu berhemat energi (religiusitas). • Kegiatan belajar ditutup dengan doa. (religiusitas). 	<p>(10 menit)</p>

❖ **Pertemuan keempat**

Pertemuan Ke-4 (45 Menit)		
Kegiatan Pendahuluan	<ul style="list-style-type: none"> • Guru menyapa siswa dengan melakukan salam pembuka, memanjatkan syukur kepada Tuhan Yang Maha Esa dan berdoa untuk memulai pembelajaran. • Memeriksa kehadiran peserta didik sebagai sikap disiplin. • Menyiapkan fisik dan psikis peserta didik dalam mengawali kegiatan pembelajaran. 	(15 menit)
Penyampaian Tujuan dan Motivasi Siswa.	<ul style="list-style-type: none"> • Mengaitkan materi/tema/kegiatan pembelajaran yang akan dilakukan dengan pengalaman peserta didik dengan materi/tema/kegiatan sebelumnya yakni terkait materi writing (<i>recount text</i>). • Mengajukan pertanyaan yang ada keterkaitannya dengan pelajaran yang akan dilakukan. • Memberikan gambaran tentang manfaat mempelajari materi yang akan dipelajari dalam kehidupan sehari-hari. • Apabila materi/tema/projek ini dikerjakan dengan baik dan sungguh-sungguh dan dikuasai dengan baik, maka peserta didik diharapkan dapat menjelaskan tentang materi writing (<i>recount text</i>). <p>Menyampaikan tujuan pembelajaran pada pertemuan yang berlangsung.</p>	
	<p><i>Tahap.5 Menganalisis dan mengevaluasi proses pemecahan masalah.</i></p> <ul style="list-style-type: none"> • Peserta didik dan guru menganalisis dan 	

<p>Kegiatan Inti</p>	<p>mengevaluasi hasil kerja kelompok yang telah dikerjakan.</p> <ul style="list-style-type: none"> • Guru mengkonfirmasi tentang fungsi sosial dan struktur teks dan unsur kebahasaan recount text. • Guru memberikan penghargaan kepada kelompok belajar. 	<p>(20 menit)</p>
<p>Kegiatan Penutup</p>	<p><i>REMEDIAL/ CLOSING</i></p> <ul style="list-style-type: none"> • Siswa yang masih belum mencapai hasil belajar yang baik akan diberikan tugas tambahan berupa pengulangan materi ajar dan evaluasi secara mandiri. • Guru mengingatkan peserta didik materi yang akan dipelajari pada pertemuan selanjutnya. • Siswa diajak untuk selalu mensyukuri nikmat yang diberikan dan mengajak siswa untuk selalu berhemat energi (religiusitas). • Kegiatan belajar ditutup dengan doa. (religiusitas). 	<p>(10 menit)</p>

(10 Penilaian dan Rubrik penilaian

- Bentuk Penilaian:
 - Teknik: *Performance Assesment*
 - Bentuk: Tulisan (*writing test*)
 - Instrument Evaluasi
- Pertemuan 1 & 2:
 - a. Choose one of the topics below and create it into a recount text!
 1. My Holiday
 2. My Adventure
 3. My Adolescence
 4. My Puppy Love

- Pertemuan 3 & 4:
- b. Choose one of the topics below and create in into a recount text!
 1. My Awkward Moment
 2. My Daily Activity
 3. My Great Experience
 4. My Bad Experience

- **Rubrik Penilaian: Content**

Classification	Score	Indicator
Excellent	90 – 100	Effective complex constructions.
Very Good	80 – 89	Effective but simple constructions.
Good	70 – 79	Major problem in simple/complex constructions.
Fair	60 – 69	Major problem in simple constructions.
Poor	0 – 59	Virtually no mastery of sentence construction rules.

Harmer in Santung (2011:25).

- **Rubrik Penilaian: Organization**

Classification	Score	Criteria
Excellent	90 – 100	Fluent expression – ideas clearly
Very good	80 – 89	Some copy – loosely organization but mind ideas out
Good	70 – 79	Not fluent but ideas stand out
Fair	60 – 69	Not fluent/ideas confused
Poor	0 – 59	Does not communicated no organize

Harmer in Santung (2011:25).

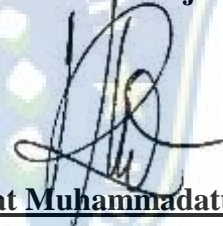
- **Rubrik Penilaian: Grammar**

Classification	Score	Criteria
Excellent	90 – 100	If the grammar of the paragraph are all correct
Very good	80 – 89	If the paragraph contain few errors of grammar
Good	70 – 79	If the paragraph contain some errors of grammar
Fair	60 – 69	If the paragraph dominated by errors of grammar
Poor	0 – 59	If the grammar of the paragraph are all incorrect

Harmer in Santung (2011:25).

Makassar, September 2022.

Guru Mata Pelajaran



Rahmat Muhammadatul Bakya



APPENDIX B

Research Instrument

Pre-test Instrument

1. Choose one of topics below and create it into a recount text!
 - a. My Childhood Story
 - b. My Holiday
 - c. My Love Story
 - d. My Birthday Party

Pre-test Instrument

1. Choose one of the topics below and create it into a recount text!
 - a. My Sad Story
 - b. My Happy Story
 - c. My Graduation Day
 - d. My First Experience in Senior High School



APPENDIX C

Writing Score of Pre-Test

No	Students Name	Content	Organization	Grammar	Writing Score	Classification
1	Student 1	55	50	50	51.6	poor
2	Student 2	89	80	80	83	very good
3	Student 3	60	59	75	64.6	fair
4	Student 4	60	65	50	58.3	poor
5	Student 5	70	70	65	68.3	fair
6	Student 6	55	60	50	55	poor
7	Student 7	89	80	75	81.3	very good
8	Student 8	79	70	70	73	good
9	Student 9	70	70	75	71.66	good
	$\sum x$	627	604	590	606.76	
	\bar{X}	69.66	67.1	65.55	67.41	

APPENDIX D

Writing Score of Post-Test

No	Students Name	Content	Organization	Grammar	Writing Score	Classification
1	Student 1	70	65	50	61.66	fair
2	Student 2	89	85	80	84.66	very good
3	Student 3	79	75	70	74.66	good
4	Student 4	70	69	60	66.33	fair
5	Student 5	70	70	70	70	good
6	Student 6	75	80	65	73.33	good
7	Student 7	80	85	80	81.66	very good
8	Student 8	75	69	60	68	fair
9	Student 9	79	85	80	81.33	very good
	$\sum x$	687	683	615	661.63	
	\bar{X}	76.33	75.88	68.33	73.51	

APPENDIX E

The Result of the Students' Writing Skills in Pre-test and Post-test

No.	Score Pre-test (X ₁)	Score Pre-test (X ₂)	D (X ₁ - X ₂)	(X ₁) ²	(X ₂) ²	D ²
1	51.6	61.66	10.06	2.662.56	3.801.9556	101.2036
2	83	84.66	1.66	6.889	7.167.3156	2.7556
3	64.6	74.66	10.06	4.173.16	5.574.1156	101.2036
4	58.3	66.33	8.03	3.398.89	4.399.6689	64.4809
5	68.3	70	1.7	4.664.89	4.900	2.89
6	55	73.33	18.33	3.025	5.377.2889	335.9889
7	81.3	81.66	0.36	6.609.69	6.668.3556	0.1296
8	73	68	-5	5.329	4.624	25
9	71.66	81.33	9.67	5.135.1556	6.614.5689	93.5089
ΣX	606.76	661.63	64.87	41.8873.456	49.1272691	727.1611
\bar{X}	67.41	73.51	7.20	4.6541	5.45858	80.79

APPENDIX F

The Mean Score of the Students' Pre-test and Post-test in Term of Content

1. Mean score of the students' pre-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{627}{9}$$

$$\bar{X} = 69.66$$

2. Mean score of the students' post-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{687}{9}$$

$$\bar{X} = 76.33$$

The Mean Score of the Students' Pre-test and Post-test in Terms of Organization

1. Mean Score of the students' pre-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{604}{9}$$

$$\bar{X} = 67.1$$

2. Mean Score of the students' post-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{683}{9}$$

$$\bar{X} = 75.88$$

The Mean Score of the Students' Pre-test and Post-test in Terms of Grammar

1. Mean Score of the students' pre-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{590}{9}$$

$$\bar{X} = 65.55$$

2. Mean Score of the students' post-test

$$\bar{X} = \frac{\sum x}{N}$$

$$\bar{X} = \frac{615}{9}$$

$$\bar{X} = 68.33$$

APPENDIX G

The Rate Percentage of the Students Score in Term of Content

1. Pre test

a. Poor

$$F = 2, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{9} \times 100\% = 22.2\%$$

b. Fair

$$F = 2, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{9} \times 100\% = 22.2\%$$

c. Good

$$F = 3, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{9} \times 100\% = 33.3\%$$

d. Very Good

$$F = 2, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{9} \times 100\% = 22.2\%$$

2. Post test

a. Good

$$F = 7, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{7}{9} \times 100\% = 77.7\%$$

b. Very Good

$$F = 2, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{9} \times 100\% = 22.2\%$$

The Rate Percentage of the Students Score in Term of Organization

1. Pre test

a. Poor

$$F = 2, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{9} \times 100\% = 22.2\%$$

b. Fair

$$F = 2, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{9} \times 100\% = 22.2\%$$

c. Good

$$F = 3, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{9} \times 100\% = 33.3\%$$

d. Very Good

$$F = 2, N = 14$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{2}{9} \times 100\% = 22.2\%$$

2. Post test

a. Fair

$$F = 3, N = 9$$

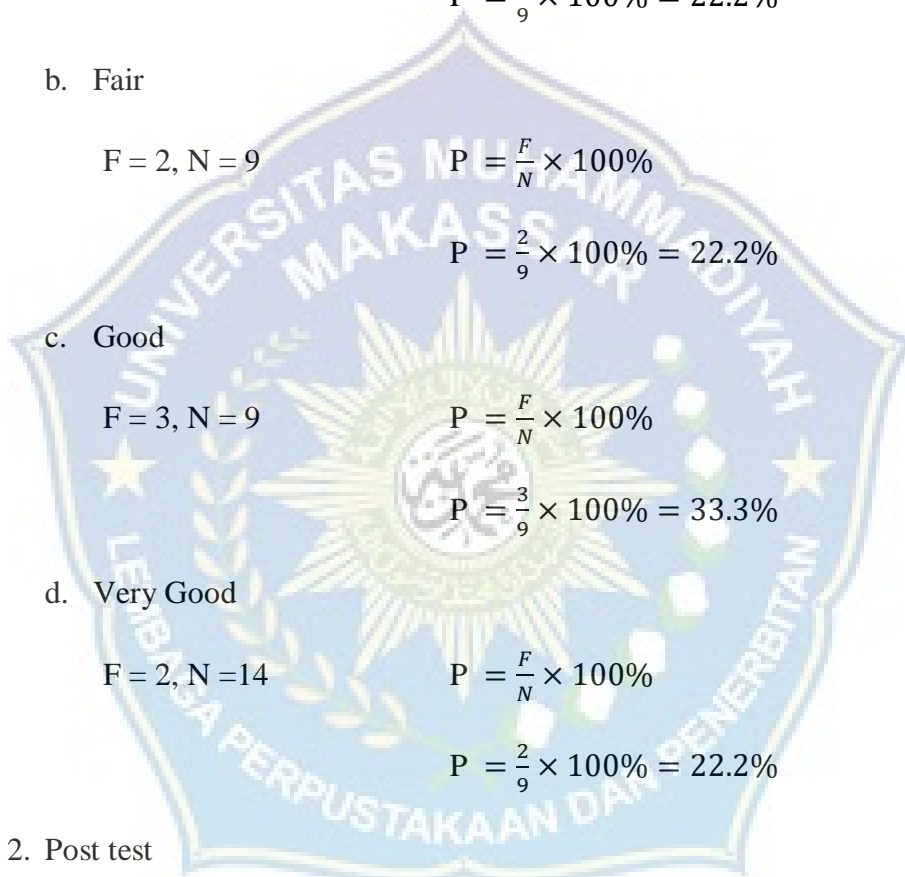
$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{9} \times 100\% = 33.3\%$$

b. Good

$$F = 2, N = 9$$

$$P = \frac{F}{N} \times 100\%$$



$$P = \frac{2}{9} \times 100\% = 22.2\%$$

c. Very Good

$$F = 4, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{9} \times 100\% = 44.4\%$$

The Rate Percentage of the Students Score in Term of Grammar

1. Pre test

a. Poor

$$F = 3, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{9} \times 100\% = 33.3\%$$

b. Fair

$$F = 1, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{9} \times 100\% = 11.1\%$$

c. Good

$$F = 4, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{4}{9} \times 100\% = 44.4\%$$

d. Very Good

$$F = 1, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{9} \times 100\% = 11.1\%$$

2. Post test

a. Poor

$$F = 1, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{1}{9} \times 100\% = 11.1\%$$

b. Fair

$$F = 3, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{9} \times 100\% = 33.3\%$$

c. Good

$$F = 2, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

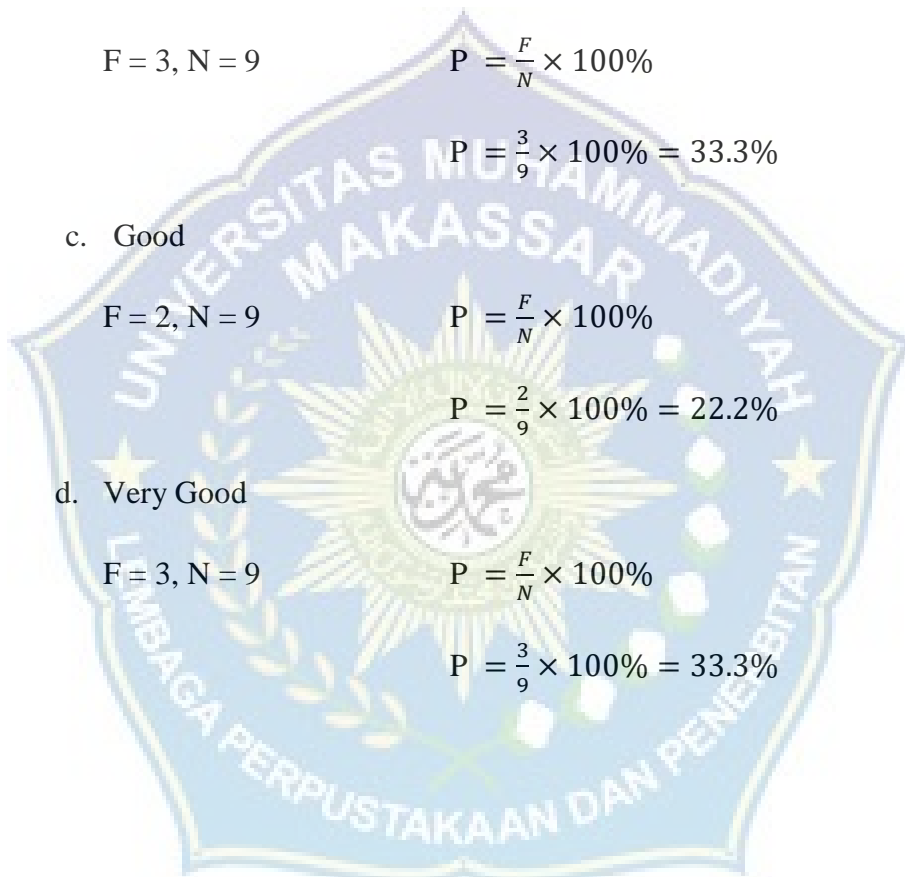
$$P = \frac{2}{9} \times 100\% = 22.2\%$$

d. Very Good

$$F = 3, N = 9$$

$$P = \frac{F}{N} \times 100\%$$

$$P = \frac{3}{9} \times 100\% = 33.3\%$$



APPENDIX H

The Significance Different of Students' Score between the Score of Pre test and Post test

$$t = \frac{\bar{D}}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$\bar{D} = \frac{\sum D}{N}$$

$$\bar{D} = \frac{64.87}{9}$$

$$\bar{D} = 7.20$$

$$t = \frac{7.20}{\sqrt{\frac{\sum 727.1611 - \frac{64.87^2}{9}}{9(9-1)}}$$

$$t = \frac{7.20}{\sqrt{\frac{\sum 727.1611 - \frac{4.208.1169}{9}}{9(8)}}$$

$$t = \frac{7.20}{\sqrt{\frac{727.1611 - 4.675.68}{9(8)}}$$

$$t = \frac{7.20}{\sqrt{\frac{722.48542}{72}}}$$

$$t = \frac{7.20}{\sqrt{10.03}}$$

$$t = \frac{7.20}{\sqrt{3.16}} \quad t = 2.27$$

1. The improvement of the students' scores in term of content

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{76.33 - 69.66}{69.66} \times 100\%$$

$$P = \frac{6.67}{69.66} \times 100\%$$

$$P = 9.57$$

2. The improvement of the students' scores in term of organization

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{75.88 - 67.1}{67.1} \times 100\%$$

$$P = \frac{8.78}{67.1} \times 100\%$$

$$P = 13.08$$

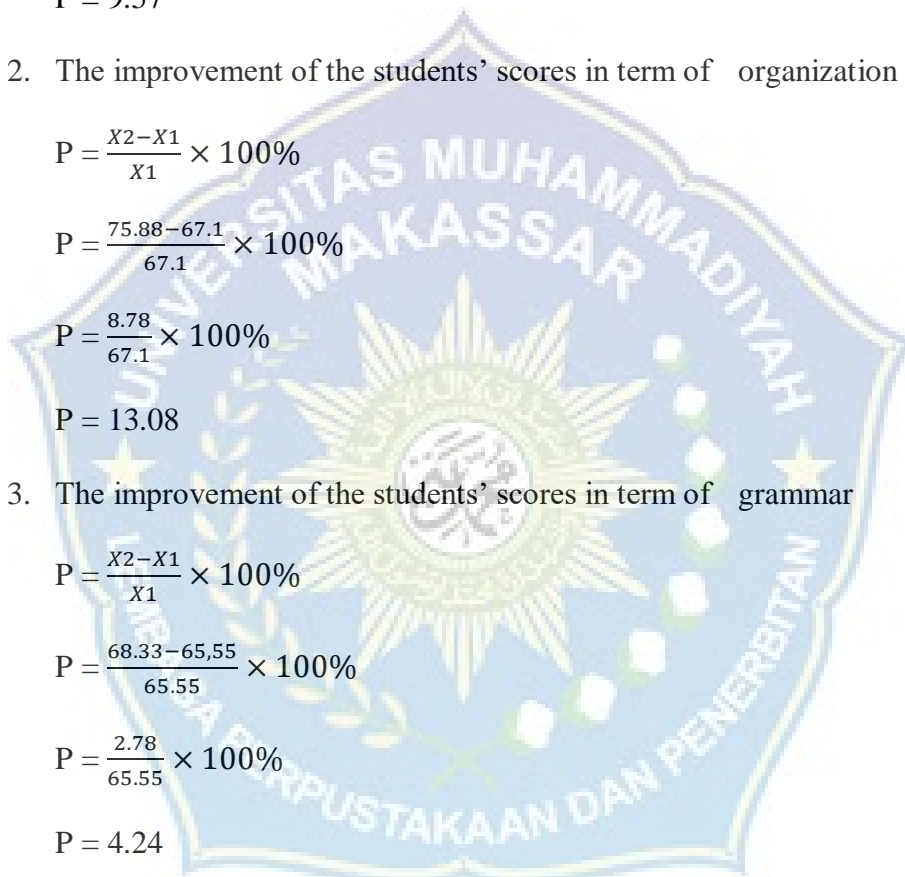
3. The improvement of the students' scores in term of grammar

$$P = \frac{X_2 - X_1}{X_1} \times 100\%$$

$$P = \frac{68.33 - 65.55}{65.55} \times 100\%$$

$$P = \frac{2.78}{65.55} \times 100\%$$

$$P = 4.24$$



APPENDIX I

The Distribution of T-table

<i>df</i>	<i>P</i>			
	.10	.05	.01	.001
1	6.314	12.706	63.657	632.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	21.924
4	2.132	2.776	4.604	8.610
5	2.015	2.517	4.032	8.869
6	1.934	2.447	3.707	5.959
7	1.895	2.365	3.499	5.408
8	1.860	2.306	3.355	5.041
9	1.833	2.262	3.250	4.781
10	1.812	2.228	3.169	4.578
11	1.796	2.201	3.106	4.473
12	1.782	2.179	3.055	4.318
13	1.771	2.160	3.012	4.221
14	1.761	2.145	2.977	4.140
15	1.753	2.131	2.947	4.073
16	1.746	2.120	2.912	3.015
17	1.740	2.110	2.989	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.681	3.883
20	1.725	2.086	2845	3.850
21	1.714	2.080	2.831	3.819
22	1.717	2.074	8.819	3.792
23	1.714	2.069	2.807	3.767
24	1.711	2.064	2.797	3.745
25	1.708	2.060	2.787	3.725
26	1.706	2.056	2.779	3.707
27	1.703	2.052	2.771	3.690
28	1.701	2.048	2.763	3.674
29	1.699	2.045	2.756	3.659
30	1.697	2.042	2.750	3.646
40	1.684	2.012	2.706	3.551
60	1.671	2.000	2.660	3.640
120	1.658	1.980	2.617	3.373
∞	1.645	1.960	2.576	3.291

(Gay, 1981)

APPENDIX J

ATTENDANT LIST OF CLASS XI IPS

No	Students' Name	F/M	1 st	2 nd	3 rd	4 th
1	Student 1	<i>M</i>	√	√	√	√
2	Student 2	<i>F</i>	√	√	√	√
3	Student 3	<i>F</i>	√	√	√	√
4	Student 4	<i>F</i>	√	√	√	√
5	Student 5	<i>M</i>	√	√	√	√
6	Student 6	<i>F</i>	√	√	√	√
7	Student 7	<i>F</i>	√	√	√	√
8	Student 8	<i>F</i>	√	√	√	√
9	Student 9	<i>F</i>	√	√	√	√

Notes :

√ = Hadir

I = Izin

S = Sakit

A = Alfa

DOCUMENTATIONS

❖ Proses Belajar di Kelas



❖ Proses Belajar di Kelas



❖ Lembar Kerja Siswa

Post-Test

Name : Nur Humah

NIS :

Class : XI IPS

1. Choose one of the topics below and create it into a recount text!

a. My Sad Story

b. My Happy Story

c. My Graduation Day

d. My First Experience in Senior High School

C : 89

O : 85

G : 80

Answer :

one day in 2019 the month of ramadhan ^{my} mother had stomach acid pain and we took her to the hospital my mother was hospitalized and the doctor called me and at that time I was at home and the doctor called me stating that my mom has covid disease and I'm very shocked and that makes me unable to accept that statement I don't want my mom to get covid when I'm really his because I also want to visit but the doctor never allowed my heart mixed I want angry but what can I do as a little girl who is not good at talking at that time I wanted to cry because I couldn't meet my mother and 1 month passed we went through Eid al-fetri without my mother it felt like Eid in that year had no meaning I can only pray O Allah bring my mother home healthy and still alive I have not ~~made~~ made her happy please be healthy for her and let me return to worship him God is really good and after a few months later my mother was sent home our family was sad and happy.

C : 89

O : 85

G : 80

Pre-Test

Name : *Irmawati*

NIS :

Class : *XI-MIPA*

1. Choose one of topics below and create it into a recount text!

a. My Childhood Story / *cerita masa kecil*

b. My Holiday / *liburan*

c. My Love Story /

d. My Birthday Party /

C : 89

O : 80

E : 75

Answer :

My Childhood Story

Hi, my name is Irmawati. I will tell my childhood with my little friend when I was a child who was 2 years old I met my grandmother's neighbor child who was the same age as me, her name was Iuliah. we really liked playing together, joking together, and reading the koran together and when we have grown up we separated because he had to go and go with his parents to southeast Sulawesi and I also had to take my education in the city of Makassar but we never broke contact and always gave news, and thank god I continued high school and he worked to help his parents' financial condition. My prayer for my little friend may always be healthy and we can meet and be together again. That's the story of my childhood. Thank you.



بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

KARTU KONTROL PENELITIAN

Nama Mahasiswa : Rahmat Muhammadatul Bakya
Nim : 105354124716
Judul Penelitian : The Application of Scientific Learning Strategy to Improve Students' Writing Skills in Learning English at SMA Muhammadiyah Disamakan.
Tanggal Ujian Proposal : 07 Juli 2022
Tempat/Lokasi Penelitian : SMA Muhammadiyah Disamakan

No	Hari/Tanggal	Kegiatan Penelitian	Nama Guru/terkait	Paraf Guru/terkait
1	Mon, 29/08/2022	Izin Penelitian	Hijerah, S.Pd.I	
2	Thu, 08/09/2022	Proses Pelaksanaan Penelitian	Hijerah, S.Pd.I	
3	Thu, 15/09/2022	Proses Pelaksanaan Penelitian	Hijerah, S.Pd.I	
4	Thu, 22/09/2022	Proses Pelaksanaan Penelitian	Hijerah, S.Pd.I	
5	Thu, 29/09/2022	Proses Pelaksanaan Penelitian	Hijerah, S.Pd.I	
6				
7				
8				
9				
10				

Makassar, 03 November, 2022

Mengetahui,

Ketua Program Studi,
FKIP Unismuh Makassar

Dr. Umni Kherati Syam, S.Pd., M.Pd
NBM. 977807

Pimpinan/Kepala Sekolah/Instansi

H. Kabir, S.Pd., M.Pd.
H. Kabir, S.Pd., M.Pd
NIP. 19710313 200701 1 018



PEMERINTAH PROPINSI SULAWESI SELATAN
DINAS PENDIDIKAN
SEKOLAH MENENGAH ATAS
MUHAMMADIYAH MAKASSAR
Jl. ANDI MAPPAODDANG NO 17 A TELP (0411) 856169 MAKASSAR
Website : www.smamuhdis.com Email : smamuhks@gmail.com



SURAT KETERANGAN PENELITIAN

NOMOR : 196/106.22/SMAM-DIS/TU/2022

Yang bertanda tangan di bawah ini, Kepala SMA Muhammadiyah Disamakan Makassar menerangkan bahwa :

Nama	: RAHMAT MUHAMMADATUL BAKYA
NIM	: 105351124716
Fakultas	: Fakultas Keguruan dan Ilmu Pendidikan
Jurusan	: Pendidikan Bahasa Inggris
Jenis kelamin	: Laki-laki
Pekerjaan	: Mahasiswa

Telah melakukan penelitian pengumpulan data pada SMA Muhammadiyah Makassar yang telah dilaksanakan dan tanggal 12 Agustus s/d 12 Oktober 2022 dengan judul:

"The Application of scientific learning strategy to stimulate students' Writing Skills in Learning English"

Demikian Surat Keterangan ini kami berikan untuk dipergunakan sebagaimana mestinya.

Makassar, 3 November 2022

Kepala Sekolah

H. Katar S.Pd, M.Pd

NIP. 19710313 200701 1 018



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR

LEMBAGA PENELITIAN PENGEMBANGAN DAN PENGABDIAN KEPADA MASYARAKAT

Jl. Sultan Alauddin No. 219 Telp. 866972 Fax (0411)865988 Makassar 90221 E-mail: lp3m@umh.ac.id



Nomor : 2682/05/C.4-VIII/VIII/1443/2022
Lamp : 1 (satu) Rangkap Proposal
Hal : Permohonan Izin Penelitian

12 Muharram 1444 H
10 August 2022 M

Kepada Yth.
Bapak / Ibu Kepala Sekolah
SMA Muhammadiyah Disamakang
di -
Makassar

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Berdasarkan surat Dekan Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar, nomor 10691/FKIP/A.4-IV/VIII/1444/2022 tanggal 10 Agustus 2022, menerangkan bahwa mahasiswa tersebut di bawah ini:

Nama : RAHMAT MUHAMMADATUL BAKYA
No. Stambuk : 10535 1124716
Fakultas : Fakultas Keguruan dan Ilmu Pendidikan
Jurusan : Pendidikan Bahasa Inggris
Pekerjaan : Mahasiswa

Bermaksud melaksanakan penelitian-pengumpulan data dalam rangka penulisan Skripsi dengan judul :

"The Application of Scientific Learning Strategy to Stimulate Students' Writing Skills in Learning English"

Yang akan dilaksanakan dari tanggal 12 Agustus 2022 s/d 12 Oktober 2022.

Sehubungan dengan maksud di atas, kiranya Mahasiswa tersebut diberikan izin untuk melakukan penelitian sesuai ketentuan yang berlaku.

Demikian, atas perhatian dan kerjasamanya diucapkan Jazakumullahu khaeran katziraa.

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

Ketua LP3M,

Dr. Ir. Abubakar Idhan, MP.
NBM 101 7716



MAJELIS PENDIDIKAN TINGGI PIMPINAN PUSAT MUHAMMADIYAH
UNIVERSITAS MUHAMMADIYAH MAKASSAR
UPT PERPUSTAKAAN DAN PENERBITAN

Alamat kantor: Jl. Sultan Alauddin No. 259 Makassar 90221 Tlp.(0411) 866972,881593, Fax.(0411) 865588

بِسْمِ اللَّهِ الرَّحْمَنِ الرَّحِيمِ

SURAT KETERANGAN BEBAS PLAGIAT

UPT Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar,
Menerangkan bahwa mahasiswa yang tersebut namanya di bawah ini:

Nama : Rahmat Muhamadatul Bakya

NIM : 105354124716

Program Studi: Pendidikan Bahasa Inggris

Dengan nilai:

No	Bab	Nilai	Ambang Batas
1	Bab 1	10 %	10 %
2	Bab 2	23 %	25 %
3	Bab 3	10 %	10 %
4	Bab 4	10 %	10 %
5	Bab 5	0 %	5 %

Dinyatakan telah lulus cek plagiat yang diadakan oleh UPT- Perpustakaan dan Penerbitan Universitas Muhammadiyah Makassar Menggunakan Aplikasi Turnitin.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan seperlunya.

Makassar, 24 Maret 2023

Mengetahui

Kepala UPT Perpustakaan dan Penerbitan,



Nursimar S Ham, M.I.P
NBM. 964 591



CURRICULUM VITAE

The researcher, **Rahmat Muhammadatul Bakya**, was born in Jayapura 05 December 1998. He is the first child of three siblings, 2 sisters and 1 brothers, from lovely couple of her parents Sukiman and Mustaria Rumasukun. He began his study at SDN 2 Kataloka and graduated in 2019. Then he joined Junior High School/Madrasah Tsanawih at Namalean Sekaru and graduated in 2012. Afterwards, he continued his study at MAN 3 Pulau Gorom and graduated in 2015. After finishing his study from Senior High School, he was registered as a student of English Education Department, faculty of teacher training and education, Universitas of Muhammadiyah Makassar. During his study at University. At the end of her study, he could finish with his thesis under the title “The Application of Scientific Learning Strategy to Improve Students' Writing Skills in Learning English at SMA Muhammadiyah Disamakan”