

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH
DEALING WITH STUDENTS' WRITING SKILL AT SMA
NEGERI 9 MAKASSAR**

(Pre Experimental Research)



A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muhammadiyah University of Makassar in Partial Fulfillment of the
Requirement for Degree of Education in English Department*

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MOTTO

"jangan takut jatuh, kerana yang tidak pernah memanjatlah yang tidak pernah jatuh. Yang takut gagal, kerana yang tidak pernah gagal hanyalah orang-orang yang tidak pernah melangkah. jangan takut salah, kerana dengan kesalahan yang pertama kita dapat menambah pengetahuan untuk mencari jalan yang benar pada langkah yang kedua.

-Buya Hamka

Jadi jangan pernah berhentibangkitlah untuk berjuang kerana Allah selalu ada disetiap langkahmu...

ABSTRACT

HUL HUSNA, 2019. The Implementation of Scientific Approach Dealing With Students' Writing Skill at SMA Negeri 9 Makassar. A thesis of English Education Department Faculty of Teacher Training and Education University of Muhammadiyah Makassar. Supervisor by St.Asriati AM and Maharida

This research objectives was to find whether the implementation of scientific approach improve students' writing skill in content at SMA Negeri 9 Makassar. This research used pre-experiment research design. The data collection was conducted from January to February 2019. The data was collected from 27 students of SMA Negeri 9 Makassar academic year 2018/2019 selected by using total sampling technique. The instrument used to collect the data was writing test such as the students' write in descriptive text based on the topic. The result of the research showed that there was a significant difference of the students' writing skill before and after treatment means using of Scientific approach was able to improve the students' writing skill at SMA Negeri 9 Makassar in the academic year of 2018/2019.

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 (49) is lower than the mean score of post-test (78). Then, the t-test (2.64) was greater than t-table (2.05). It means 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 approach in the teaching and learning process significantly improve the students writing skill in descriptive text. The students made a good improvement on the aspect of content.

Keywords: Scientific Approach, Students' Writing Skill, Writing Descriptive Text.

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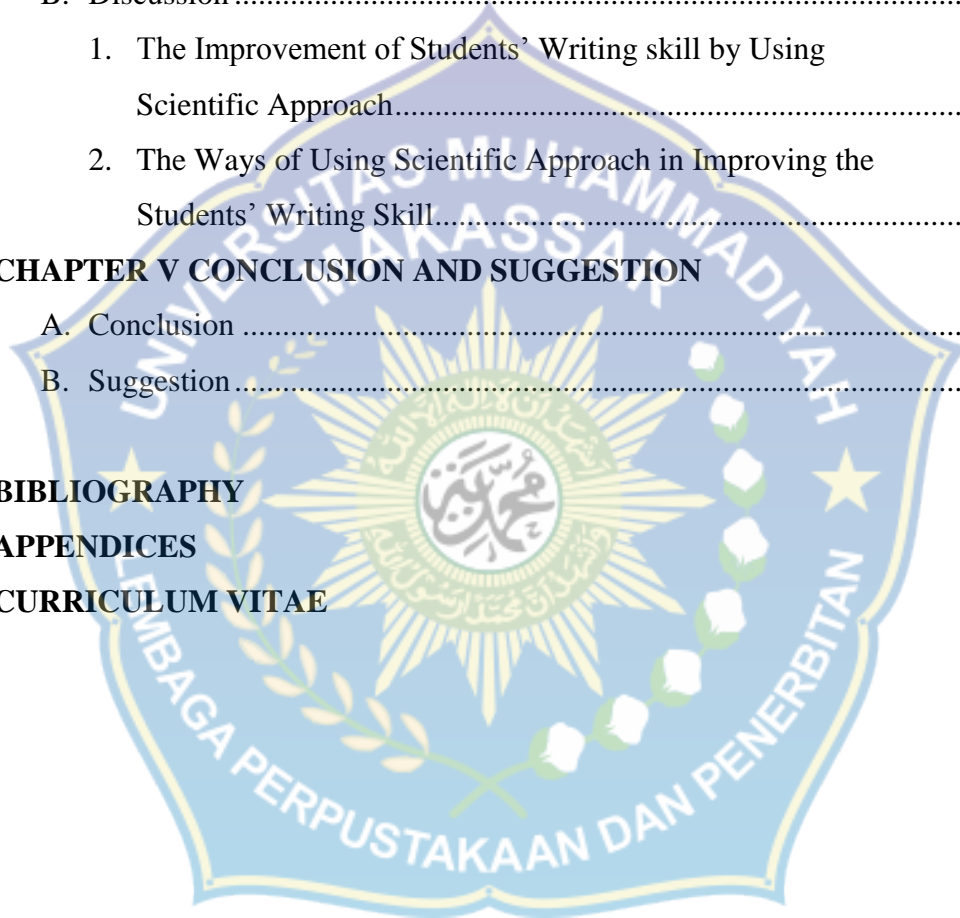
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HUL HUSNA

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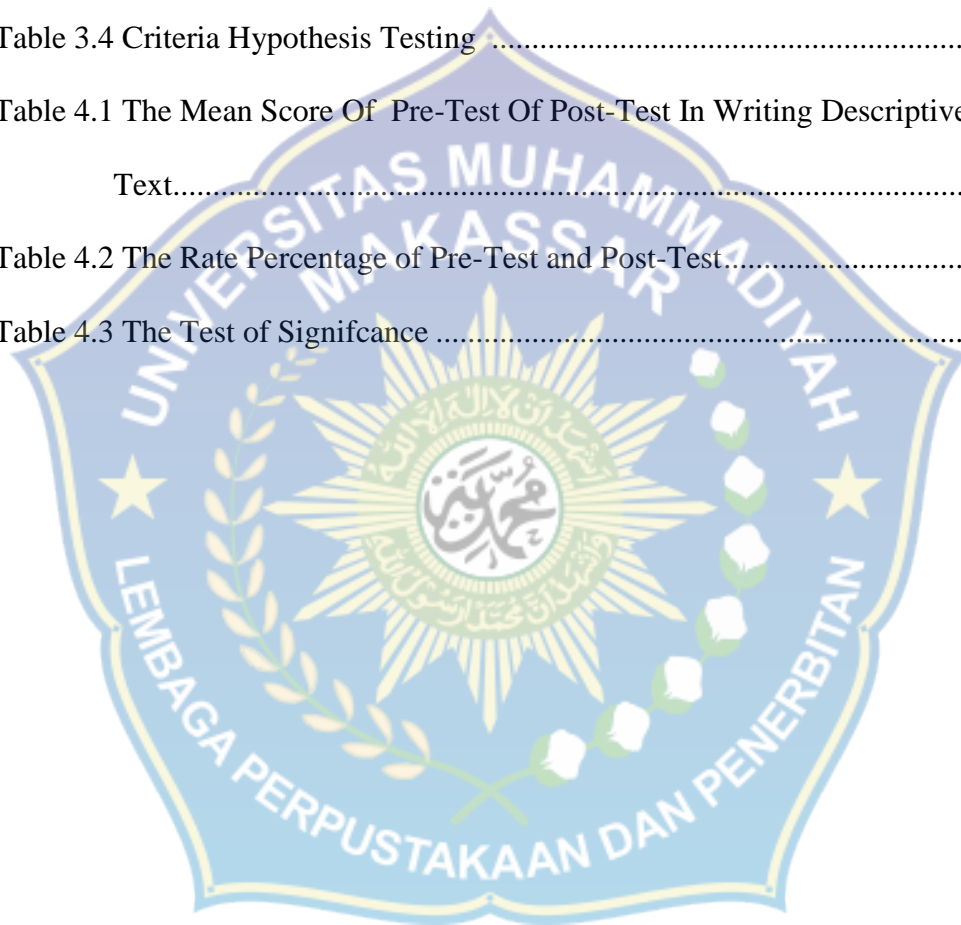
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CHAPTER I

INTRODUCTION

A. Background

Curriculum is a set of concept for a course study to be managed by the teachers in the teaching and learning process, in order to achieve the goals of education. As stated by Richards (2013: 6) that the term curriculum is used to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enable the desired learning out comes to be achieved. So, without a curriculum as a plan, the learning process will not be effective to achieve the goals of education.

One of important items that affect to develop the student's potential process in our country is curriculum which was a hint or criterion for education practitioner. It was known that in our country there is a change from KTSP to 2013 curriculum. In compliance with the change of the curriculum, the people began to know about scientific approach.

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.

So, based on Pemdikbud Number 65 of 2013 about the Standard Process of education, the preferred model of learning in the implementation curriculum 2013 is the scientific approach. Effort to apply a scientific approach in the learning process is often touted as a characteristic and become its own power from the existence of the 2013 curriculum, which was interesting to learn and explore.

But, according to Imas Kurniasih and Berlin Sani (2014:42) that the teachers are still lack of understanding of the concept of scientific approach in the teaching and learning. So, in general still using conventional learning methods. Usually the teachers still used the old method which they believe that the old method gives a good result. They can not easily to leave the old method that they have mastered, before they believe that the new one is better proved or they don't know the principle of the new method yet. So, in practically usually the theory of curriculum is rarely used in a good way.

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 implementation of scientific approach dealing with students’ writing skill at SMA Negeri 9 Makassar”**

B. Problem statements

The problem statement in this research is formulated in a research question as follow “Does the implementation of scientific approach improve students’ writing skill in content at SMA Negeri 9 Makassar ?”

C. Objective of the Research

Based on the problem statements above, this research objectives was to find whether the implementation of scientific approach improve students’ writing skill in content at SMA Negeri 9 Makassar.

D. Significance of the Research

Basically, there were three kind of the research significances. They are the theoretical significance, the practical significance, and the further research and development.

1. Theoretical significance of this research is to introduce or even to familiarize the implementation of scientific approach with was connecting the students’ in writing skill. In this case, this research was useful for the teachers as material to understand deeply about writing skill of the students in learning English by applying scientific approach.

2. Practical Significance

This research could help the education practitioner to implement scientific as an item of 2013 Curriculum in developing writing skill of the students, and it was also useful for the other research who intends to develop the relevant research result.

3. The further research and development

The research findings would also gave advantages to the further research and development efforts as a reference and empirical evidence.

E. Scope of the Research

This research focuses on the students' Writing skill especially in content, how to students' create a content correctly in writing skill at eleventh grade at SMA Negeri 9 Makassar. This research only focused on students' writing ability in writing Descriptive text. This research only used scientific approach in learning process.

CHAPTER II

REVIEW OF RELATED LITERATURE

A. Some Previous Related Research Findings

Many researcher reported their research about the implementation of scientific approach. All of the researcher in previous research have different perspective about the implementation of scientific approach.

According to Leci Yuridar (2015) conducted research under title "The Implementation of Scientific Approach of The 2013 Curriculum In English Teaching And Learning". He found that the teacher in implementing the scientific approach is good enough but still not optimal because they sometimes still using lecturer method, where the teacher give the students a lot of explanation about the material they being learned, also the students are passive involved in the teaching and learning process.

While according to Suci Cahyaning Setyo Solikah (2015) conducted research with the title "The Implementation of Scientific Approach in Teaching English at SMP Muhammadiyah 4 Surakarta". The result of the study shows that the teacher applies inquiry-based learning as the method and lecturing and answering question as the techniques in the implementation of scientific approach. There are three phases in teaching learning process of scientific approach namely; pre-teaching, whilst-teaching, and post-teaching. Whilst-teaching consists of five phases, namely observing, questioning, gathering information or experimenting, associating, and communicating.

EkiJuvita Prima Wahyuni (2014) conducted research with the title “Utilizing Scientific Approach through the Presentation, Practice and Production (PPP) Strategy to Enhance Writing Skills of Recount Texts of the Eight Graders of SMP Negeri 1 Cerme Gresik”. The result of the study showed that the implementation of Scientific Approach through the Presentation, Practice and Production (PPP) strategy in teaching and learning activities can improve the students’ writing ability of recount texts. The improvement can be seen from the criteria of success which is the students’ score is above 78. The success was met in the Cycle 2. More than 50% of the students’ score was above 78 and the activities checklist showed that the class active involvement was higher than 75%.

Afrianto (2017) conducted research with the title “The Implementation of Scientific Approach for Teaching English in Senior High School: Voices from the Field”. The findings showed that the English teachers were rather skeptical with the scientific approach (SA). They did not really follow all stages of teaching mandated in the SA during the implementation. All the participants reported that most of the time they made some adjustments during their teaching procedures. Two participants reported that the main problems they faced during the implementation of SA were about challenges to make the students active and the complicated procedures of assessment. Lack of supervision on the new curriculum implementation has also been reported as another major problem. The findings imply that the implementation of this new

curriculum may have been not working well in the field yet. It requires an integrated and well-planned effort from related parties to make sure that the suggested approach can positively affect the effectiveness of English teaching in the field.

B. Some Pertinent Ideas

1. The Concept of Scientific Approach

a. Definition of Scientific Approach

Learning is a scientific process. Therefore, the 2013 Curriculum entrust scientific approach essence in learning process. Scientific approach is believed as a gold footbridge in developing and improving students' cognitive, affective and psychomotor aspects. Scientific approach give an understanding for the students knowledge can be got wherever, whenever, and it was not depend on their teachers.

According to Anthony in Richards & Rodgers (2001 : 16) stated that approach refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. He also added that within one approach, there could be many methods. A technique is implementational that which actually takes place in a classroom. Approach is the level at which assumptions and beliefs about language and language learning were specified; method is the level at which theory is put into practice and at which choices are made

about the particular skills to be taught, the content to be taught and the order in which the content will be presented; technique is the level at which classroom procedures are described.

Scientific approach in learning process as in approach that is emphasized on giving experience to the students by observing, experimenting, and the other ways. (Sujarwanta, 2012 : 75).

Scientific method is one of the earliest European scholars to refine the scientific methods. He developed the idea of making observation, hypothesizing and experimenting to test the hypothesis. In addition, he documented his experiments meticulously so that other scientists could repeat his experiments and verify his result. (Harriet, Merton and K Robert 1214-1294).

The importance of induction as part of the scientific method, believing that all scientific discovery should proceed through a process of observation, analysis and inductive reasoning as a whole.

According to M. Zaim (2017) Scientific approach is a teaching strategy using scientific step in teaching subject matter at senior high school in Indonesia. Scientific approach has the characteristics of "doing science" that allows teachers to improve the process of learning by breaking the process down into steps which contain details instruction for conducting student learning.

Dyer (2014) said the scientific approach is an approach that has five components, they were observing, questioning, experimenting, associating and communicating. He also said that those learning steps do not need follow the clumsy procedure, but it can be adapted with the material that will be learn. For instance, in a learning process, the first activity is observing before appearing a question. But it can be denied that the other learning process, that the other learning process, the first activity is questioning before observing.

Based on those opinions above, the conclusion about scientific approach that applied in the class that has five steps namely observing, questioning, experimenting, associating, and communicating where the students is emphasized more active to find out knowledge because they get a big chance to search the answer by themselves.

b. The Characteristic of Scientific Approach

According to Daryanto (2014 : 53) Learning process with scientific approach has some characteristic, they are :

- 1) Student-considered, means that the learning process must be designed where the subject of learning is the students, whereas the teacher just a facilitator and a learning source for the students. Thus, the students must be more active in getting new information and knowledge in learning process.

- 2) Improving the students creativity means that learning must improve the students' motivation to study. This condition demands the teacher to be creative and professional in teaching. Besides that, the teacher must be able to give motivation to the students in order they will not be bored in learning process.
- 3) Involving cognitive process which is potential in stimulating intellectual expansion, especially for students' thinking skill in high level. It means that the students must be solved their problem by themselves. They must be able to find out the answer by observing, experimenting and the other ways in scientific approach steps.
- 4) Developing students' characters

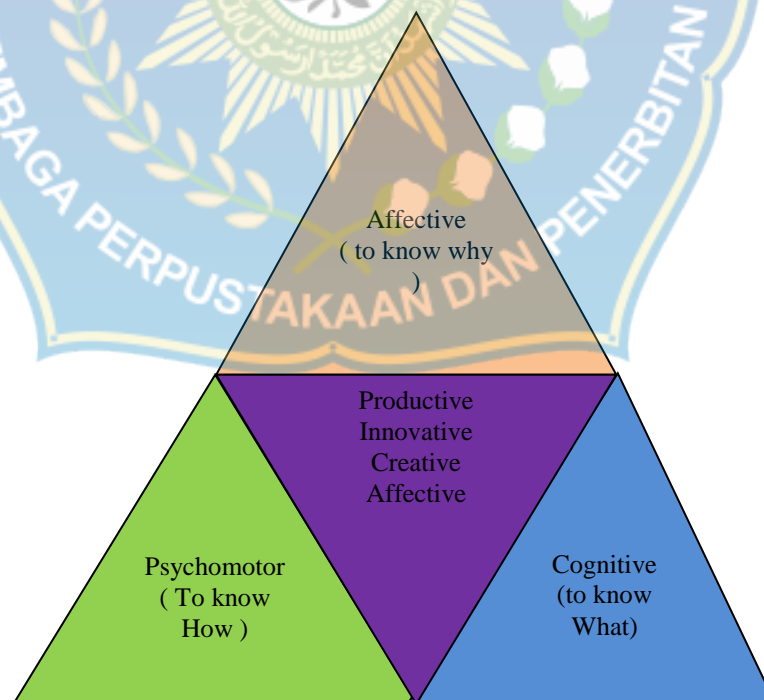


Figure 2.1. The students' achievements are productive, creative, innovative and affective by reinforcing attitude, skill, and intellectual that is integrated (Daryanto : 2014)

c. The Steps of Scientific Approach

Learning process in 2013 curriculum for all level is implemented by using scientific approach. The steps of scientific approach are observing, questioning, experimenting, association, and communication.

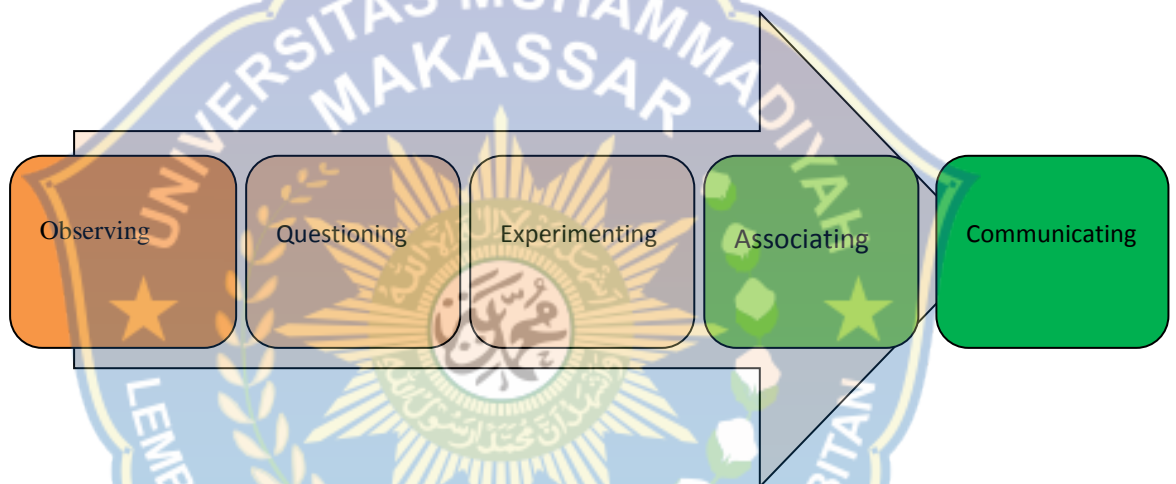


Figure 2.2 The step of scientific approach are observing, questioning, experimenting, associating, and communicating. (Daryanto: 2014)

1) Observing

Observation is an activity that using sense to obtain information (Sani, 2014 : 54). In observing, the teacher opens a chance widely for the students to observe by seeing, listening, and reading. Observation method has a certain benefit namely the media for the learning material is served obviously. Besides that, this step is very important in fulfilment the

students' curiosity, so the learning process will be meaningful. Observation method can help the students to find a fact that there is relation between the object that is analyzed with the material.

The observation activity in learning process must be followed the steps below :

- a. Choosing the object that will be observed
- b. Making observation guide that suitable with the scope of object that will be observed
- c. Deciding clearly the data that must be observed, either primer or secondary
- d. Explaining clearly how the observation process
- e. Explaining the way in collecting data in observation process

(Daryanto,2014: 61)

2) Questioning

In questioning steps, the students must be trained to formulate a quistion that related with the topic that is learnt. Based on Permendikbud 81a in Daryanto (2014: 65) in the questioning activity, the students give a question about information that they did not understand from observation activity, so they can get additional information about the object that had been observed. The competences that will be reached in this step are to improve the students' creativity, curiosity, ability in formulating a question in forming critical thinking.

3) Experimenting

Learning process that uses scientific approach will involve the students in researching some phenomenon to make an effort to answer some problems. In experimenting activity the student or asked to collect information from any source and any way. So, the student can read book as many as many as possible, pay attention in phenomenon or object that is research (Permedikbud 81a 2013 in Daryanto (2014 : 70). The competencies that will be reached in experimenting activity are the student can improve their accurateness, honesty, politeness, respect the other people opinion, communicating well, and developing the ability to collect information by some ways that had been learnt.

4) Associating

Associating is logical and systematic thinking process about the fact that can be observed to get conclusion namely knowledge. In associating activity is the student processed the information that has been collected either information that has been collected either information from experimenting activity or observing activity. There are two kinds in associating namely inductive associating and deductive associating. Inductive associating is the students take a conclusion from the specifically to the generally ideas. In the contrary the deductive associating is the student take a conclusion from the generally to the specially ideas. (Sani, 2014 : 66)

5) Communicating

In scientific approach the teacher is hoped to give a chance to their students communicate what they have learnt. The students can write or tell in front of class what they got step by step in learning activity.

2. The Concept of Writing

a. Definition of Writing

According to Harmer (2004: 86) writing is a process and the influence of genre forces. It is a form of thinking, but it is thinking for a particular audience and a particular occasion. It is different from Yakkop (2006: 34) defines that writing is a communicative activity and so is carried out in accordance with certain general principles in which underline the use of language in communication.

The statements above are different from Meyers (2002: 2) states that writing is an action or a process of discovering and organizing ideas, putting them on a paper and reshaping and revising them. This is almost similar to Richard, (2013: 98) states that writing is a way of expressing thought from mind to print materials. We can state that writing is a kind of activity where the writer puts all the ideas in his mind on the paper from words to sentences, sentences to paragraph and paragraph to essay.

Another statement about writing comes from Good in Yakkop (2006: 47) states that writing is the graphic representation of a language that follows some systematic orders, pictures, or graphics

symbols are not considered a form of writing unless they form part system that can be grasped by the readers' familiar with the system.

Based on statements above, the researcher concluded that writing is a means of communication which was used to transmit messages or ideas in our mind in written materials.

b. Component of Writing

Oshima & Hogue (2007: 65) define that there are five components of writing. They are content, organization, grammar, vocabulary and mechanics.

1) Content

The content tends to relevance, clarity, originality, logic, etc. The content itself must be clear for the readers so they can get the information from it. To have a good content in a piece of writing, the content should be unify and complete.

a) Unity in writing means that each sentence must relate each other and support the main idea.

b) Completeness means that the main idea has been explained and develop fully completeness as Byrne (1986: 96) comments that controlling idea with is developed thoroughly by these of particular information.

2) Organization

Organization is correlate with coherence. A text can be classify as organize if one sentence to be continue. It means that the point of message is not break.

3) Language Use/ Grammar

Cole, et al in Yakkop (2006: 67) state that language use in writing description and other forms of writing involve correct usage and points of grammar. However, considering that there are many points of grammar, the writer would like to quote a little literature about verbs, nouns, and agreement. Specific nouns and strong verbs used modifier or adjectives, adverbs, and participle in the writing. A modifier may also be a phrase. A single, well-chosen modifier is often more effective than several used together. If it is difficult to describe a subject with over used or worn-out modifier, find more interesting synonyms in the dictionary or thesaurus.

4) Mechanics

Some part include in writing mechanism are capitalization, punctuation, and spelling. Sentence with incorrect capitalization, punctuation or spelling can make the meaning of sentence also incorrect.

5) Vocabulary

Vocabulary is related with choose right words. If a word put in wrong sentence so that meaning of sentence also incorrect. The word have to match with the point of the text.

c. Characteristic of a Good Writing

There are some characteristics of a good writing as Adelstein and Pival, (1984: 198) state as follow:

- a) Good writing reflects the writer's ability to use the appropriate voice. Even through all good writing conveys the sound of someone talking to someone else, the voice heard through the writing must also suit the purpose and the audience of the occasion.
- b) Good writing reflects the writers' ability to organize the material into a coherent whole so that it move logically from a central, dominant idea to the supporting points and finally to a consistent entry, conveying to the reader a sense of a well thought outplay.
- c) Good writing reflects the writers' abidingly to write clearly and ambiguously, to use sentence structure, language and example. So that the one possible meaning is the writers' intend one.
- d) Good writing reflects the writers' ability to write convincingly to interest readers in the subject and to demonstrate a thought and sound understanding of it.
- e) Good writing reflects the writers' ability to criticize the first draft and revise it. Good writing reflects the writers pride in manuscript the willingness to spell and punctuate accurately and to check word meanings and grammatical relationship

within the sentence before submitting the finished predict to the security of an audience.

3. The Concept of Descriptive text

a. Definition of descriptive text

Hyland (2004:214) defined descriptive text is a text which has social purpose to give an account of imagined or factual events. By reading a descriptive text, readers feel that they see the description just like they see pictures. Descriptive text has the purpose to describe an object or a person that the writer is interested in. Thus in writing a descriptive text the writers should know well what they want to describe. They describe their ideas and thought vividly based on what they see, hear, taste, smell, or touch.

Pardiyono (2007:34) state that description paragraph is a type of written text paragraph, in which has the specific function to describe about an object (living or nonliving things) and it has the aim that is giving description of the object to the reader clearly.

b. Types of descriptive text

The two types of descriptive text you will find most useful are :

a) Description of a place

For descriptive text, it is best to limit the description to a small place-a room, a house instead of something as large as

a city or a country. You want to create such a vivid impression of the place to make the reader see what you see. In order to show that place to the reader, you have to provide vivid, concrete details.

There are two ways in writing a text about description of place : start from overall impression and break it down into details, or start from the details and build up toward an overall impression.

b) Description of a person

The same strategies you use for description of a place can be used to describe a person. You may choose a general feeling first and then find details to back it up, or you may find plenty of details and work toward a general feeling that seem to sum them up. But whichever path you choose, the fact to keep in mind is the need to relate your details to the person's character. You want to describe what make this person tick, so every detail you include has to work toward illustrating some side of the personality.

You must be selective in describing a person. You cannot write a biography or tell everything you know, that would take far too long. Instead you must work toward creating a single, dominant impression. This impression is a kind of thumbnail sketch that will become the main idea of the

description. Choose details to support this impression, and leave out any details that are too general.

Finally you should try to describe the dominant impression gradually. It is no need to tell as much as you can all at once. Readers need to be shown characteristics slowly; telling them gradually, lets the readers find out about the person, as they would do is they were to meet him or her face to face.

After all, no one learns everything about another person at a first meeting, and even first impressions may change in time.

c. Generic structure of descriptive text

a) Identification

1. Identifying the phenomenon to be described
2. Statement that describe the object that we will describe generally
3. Statement must be interesting, so the readers will be interested to read completely

4. Using the adjective or degree of comparison

b) Description

1. Giving description about the object that we described
2. Describing the phenomenon in parts, qualities, or/and characteristics

- Using good grammatical pattern, such as tenses (present tense/present perfect tense), verb (be, have, linking verbs), and using the adjectives that used for describing the condition of object.

C. Conceptual Framework

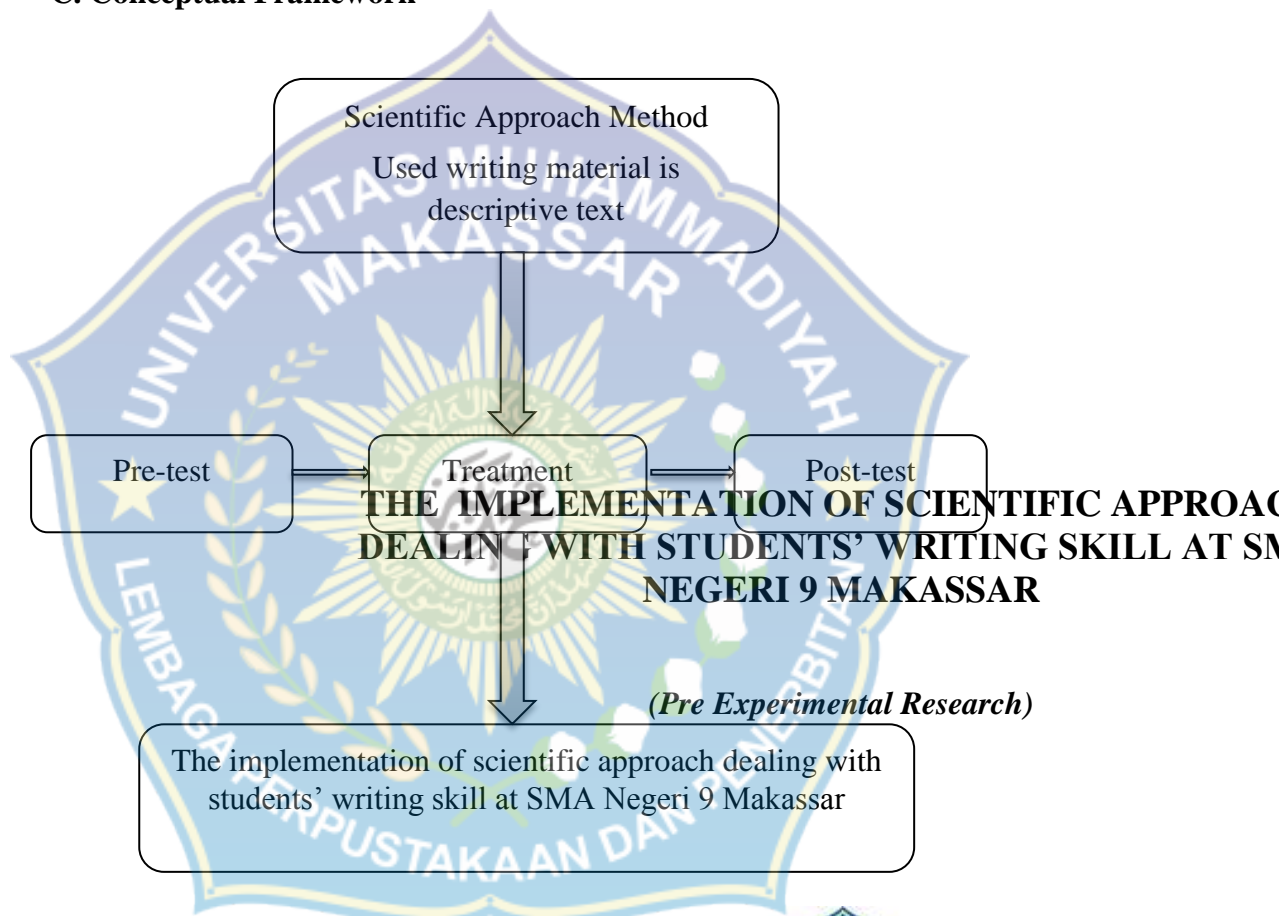


Figure 2 Conceptual Framework

Based on the picture above. So, the researcher used scientific approach method in the class by using descriptive text through pre-test treatment and post-test and what, the researcher would measured the improvement of the students' in writing skill.

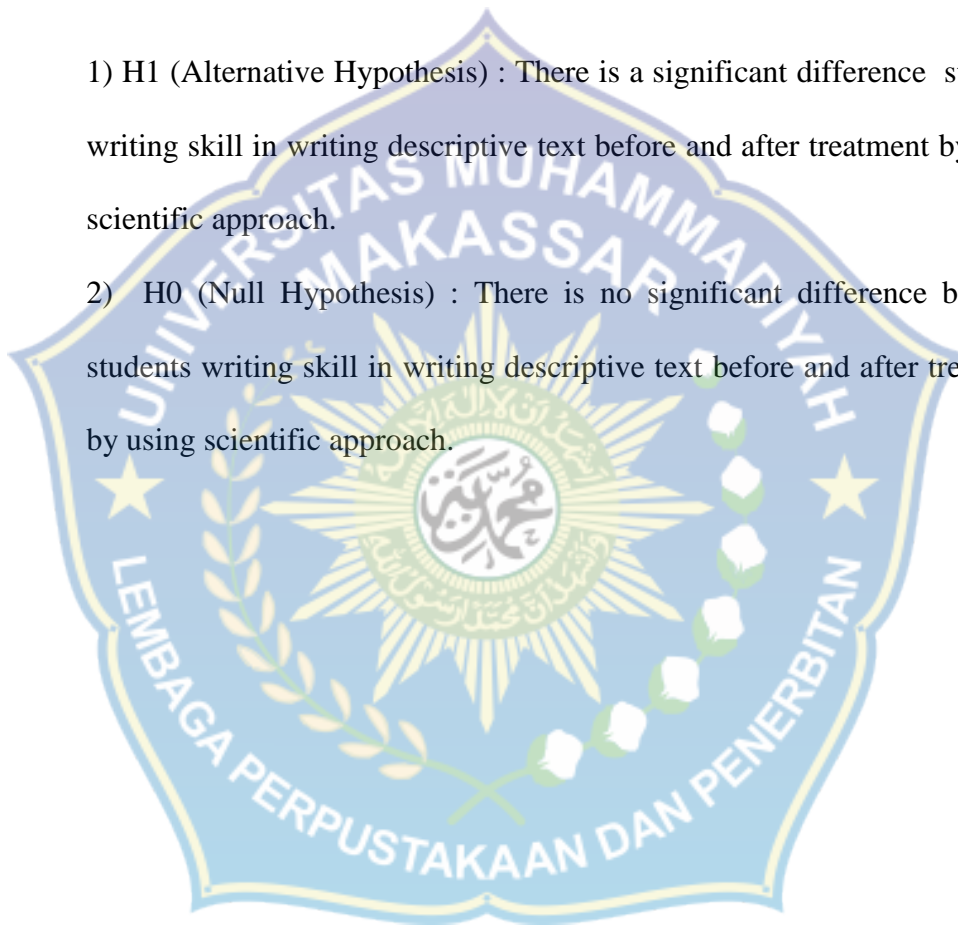
A THESIS

*Submitted to the Faculty of Teacher Training and Education
Muh... ah University of Makassar in Partial Fulfillment of the
R... ent for Degree of Education in English Department*

D. 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) H1 (Alternative Hypothesis) : There is a significant difference students writing skill in writing descriptive text before and after treatment by using scientific approach.
- 2) H0 (Null Hypothesis) : There is no significant difference between students writing skill in writing descriptive text before and after treatment by using scientific approach.



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 researcher used quantitative approach in this research to analyze data. Creswell (2003:18) states as “A quantitative approach is one in which the investigator primarily uses post positivist claims for developing knowledge (i.e., cause and effect thinking, reduction to specific variables and hypotheses and question, use of measurement and observation, and the test of theories), employs strategies of inquiry such as experiments and surveys, and collects data on predetermined instruments that yield statistical data”.

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 descriptive text before teaching by using scientific approach.

X : scientific approach treatment

Y2 : Students' writing skill after teaching by using scientific approach.

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 descriptive 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 descriptive text.
- b. The researcher explained about scientific approach and explained about content that used in descriptive text.
- c. The researcher collected ideas of each students about topic.
- d. The researcher shows some example of text in form descriptive text. The researcher used 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 gave one topic for the students that the students should explain about the topic.
- b. The researcher guided the students to discuss the topic.
- c. Students must understood about the topic, the researcher asked the students explain about the topic.
- d. The students were able to use the dictionary to find the word or new vocabulary in their write.

- e. 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 post- test gave after treatment. This was because we would know the effectiveness of using scientific approach to guide students wrote descriptive text. The steps of post-test :

- a. The students individually
- b. The researcher gave a text and the students wrote about the topic in some paragraph.

B. Variable 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 implementation of scientific approach.

b) Dependent variable (Y)

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

2. Indicators

The indicator was content, how students' create content or idea in writing skill when scientific approach was applied in classroom.

C. Population and Sample

1. Population

In this research the population was all eleventh grade students' SMA Negeri 9 Makassar in academic year 2018/2019. The consisted of 27 students'. So the number of population was 27 students'

2. Sample

In selecting sample, the researcher used total sampling technique because all of member of population was taken as sample, which consisted of 27 students'.

D. Instrument of Research

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 :

a. 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 descriptive text based on the topic that given by the researcher.

b. 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 wrote in a paragraph in the form of descriptive text. The steps of the treatment could be classified into three phases :

1. 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 cold expressed their ideas in accordance with the topic.

2. 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.

3. 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.

c. 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.

F. 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 mechanic 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.

The following was the example of rubric on assessing the students' writing. It focuses on the students' writing skill in descriptive text.

Table 3.2 Analytic scoring rubric of writing descriptive text

Aspect	Score	Performance description
Content - Identification - Description	4	Identification is complete and descriptions are arranged with proper connectives
	3	Identification is almost complete and descriptions are arranged with almost proper connectives
	2	Identification is not complete and descriptions are arranged with few misuse of connectives
	1	Identification is not complete and descriptions are arranged with misuse of connectives

Adopted from brown (2007:46)

In giving score the students' ability in writing some categories the researcher that used the formula follows:

1. Calculate the students' scoring test

$$\text{Score} = \frac{\text{Students' score}}{\text{Total item}} \times 100$$

Adopted from brown (2007:46)

2. Calculating the mean score of the students' writing test by using the following formula:

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

Note :

\bar{x} = Mean Score (symbol for the population mean)

$\sum x$ = The sum of all score

N = Total number of students

Gay (2006: 320)

3. Finding the improvement's percentage of students' writing achievement after using scientific approach. The formula as follows:

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

Where:

P = percentage

F = frequency

N = total of number of sample.

4. To know the significant difference between the score of the pre-test and post-test. The researcher calculates the value of the test by using the following formula:

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

Where:

T = test of significance

\bar{D} = the mean score of difference (X1-X2)

$\sum D$ = the sum of the total score

$\sum D^2$ = the square of the sum score of difference

N = the total sample.

Gay (2006: 356)

5. The researcher scored the score of that would be classified into five levels as follows:

Table 3.3. Classification of The Students' Score

NO	Classification	Score
1.	Very good	86-100
2.	good	71-85
3.	fair	56-70
4.	poor	41-55
5.	Very poor	≤ 40

(Depdiknas, 2005)

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 Negeri 9 Makassar.

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	
	Ho	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 descriptive text by using scientific approach in learning at eleventh grade of SMA Negeri 9 Makassar.



CHAPTER IV

FINDINGS AND DISCUSSION

A. FINDINGS

The findings of this research deal with the classification of students' pre-test and post-test. To find out the answer of this research in the previous chapter, the researcher administered a test was given twice. A pre-test was given before treatment which was knowing the students' writing skill before doing the treatment, while post-test was given after treatment that is knowing the students' writing ability after doing treatment and the result of the post-test of this research could answer the question of this research that aims to find out the implementation of scientific approach improve students' writing in content at eleventh grade of SMA Negeri 9 Makassar.

1. The improvement of Students' Writing Skill in Writing Descriptive Text

a. The mean score of Pre-test and post-Test

The mean score of the pre-test and post-test were presented in the following table:

Table 4.1 the mean score of the pre-test and post-test in writing descriptive text

Variable	Mean score		Percent Improvement
	Pre-test	Post-test	
Content	49	78	59.1%

Table 4.1 shows that the mean score of the pre-test was 49 (Y1) while the mean score of the post-test increased 78 (Y2). The improvement of the students' mean score of writing in pre-test and post-test was 59.1%.

In the other words we can say that, the improvement was significantly different and the students' ability progressed, as the result at this item is the mean score of the post-test was greater than the mean score in pre-test. It means that the students' writing skills has improved after doing the learning process that used scientific approach.

- b. The rate percentage of the frequency of the pre-test and post-test.

The following table showed the percentage of frequency of the pre-test and post- test.

Table 4.2 The rate percentage of the pre-test and post-test

NO.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	86-100	-	7	-	25.9%
2.	Good	71-85	4	16	14.8%	59.2%
3.	Fair	56-70	1	4	3.7%	14.8%
4.	Poor	41-55	17	-	62.9%	-
5.	Very Poor	<40	5	-	18.5%	-
	Total		27	27	100%	100%

The data of the table above indicated that the rate percentage of the pre-test (-) students' got very good score, (14.8%) students' got good score, (3.7%) students' got fair score, (62.9%) students' got Poor score and (18.5%) students' got very Poor score while the rate percentage of the post-test, (25.9%) students' got very good score, (59.2%) students' got good score, (14,8%) students' got fair score. The percentage in post-test (25.9%) that students' got very good score was higher than the percentage in pre-test. It showed that students' were able to improve their writing skill after treatment that using scientific approach.

For clear explanation about the count above, here is the chart:

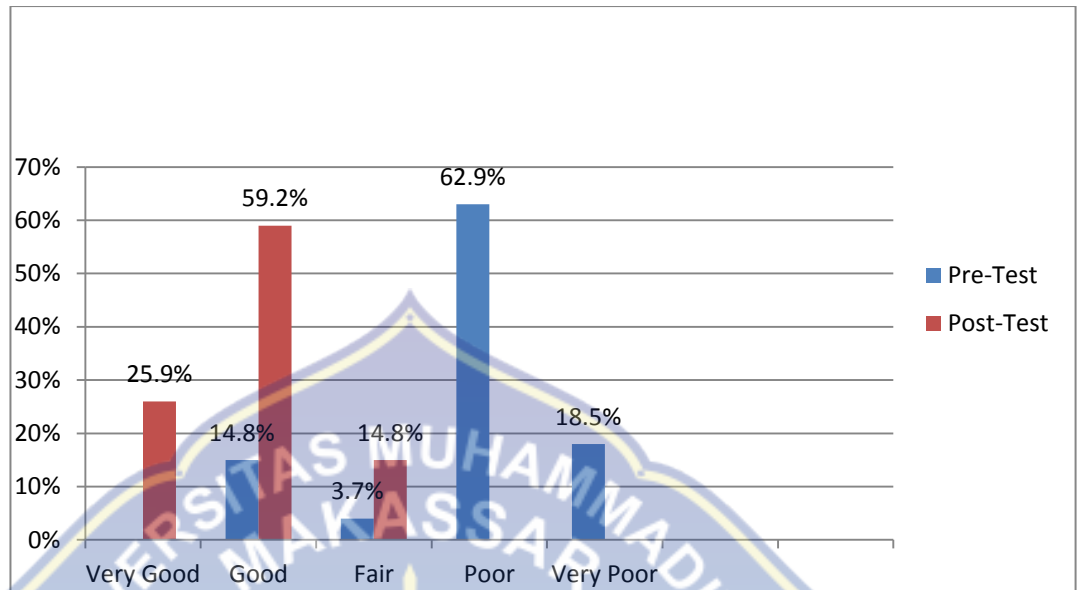


Figure: 4.1. chart percentage of the frequency of the pre-test and post-test

c. The value of T-Test

In the other to see the students' score, the following is t-test was statistically applied:

Table 4.3 The test of significance

Variable	T-test	T-table value
Pre-test – post-test	2.64	2.05

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

d. Hypothesis Testing

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

$$Df = 26$$

For the level, significant (p) 5% and $df = 26$, and the value of the table is 2.05, while the value of t-test is 2.64. It means that the t-test value is greater than t-table ($2.64 \geq 2.5$). thus, it can be concluded that the students' writing skill by using scientific approach is significant better after getting the treatment. So, the null hypothesis (H_0) is rejected and the alternative hypothesis (H_1) is accepted. It has been found using scientific approach could improve in students' writing skill.

B. Discussion

1. The Improvement of Students' Writing Skill by Using Scientific Approach

To know the improvement of students' writing skill by using scientific approach, the researcher calculated the mean score of the students' writing skill was indicated from two tests namely pre-test and post-test. The mean score in pre-test before treatment was 49 and the mean score of post-test was 78 after treatment.

The researcher used scientific approach as method to improve students writing skill. The researcher corrected the students writing skill by focusing on the component of writing, which were content in writing skill by using scientific approach based on the component of writing skill. These component also were a guideline of researcher in scoring the students' speaking test. The students' writing skill increased after the treatment. Because from the students' score in the

pre-test before that was 49 and categorized as less classification and after giving treatment that was 78 and categorized as good classification.

By looking at the test finding, from the data provided in classification table based on the component of writing skill, clearly to see that on the rate percentage 25.9% student got very good score, there is no students got poor score also there is no students got very poor score, the researcher concluded that the students' writing skill improved from poor to very good classification.

It means that, the using of scientific approach in students' writing skill was improved. It showed that from students' score which fail classification to very good classification.

In addition, to know what was the hypothesis receipt between null hypothesis (H_0) and alternative hypothesis (H_1), the researcher used t-test to calculating result showed that on the t-test value 2.64 was greater than t-table value 2.05 table ($2.64 \geq 2.05$) with degree freedom (df) 26. It means alternative hypothesis (H_1) was concluded that the using of scientific approach was able to improve the students writing skill at the eleventh grade of SMA Negeri 9 Makassar. This hypothesis was accepted while the null hypothesis (H_0) was rejected.

The result of this research was compatible with the previous study that found that scientific approach able to improve writing skill. Leci Yurider (2015) found that the teacher implementing the scientific approach is good enough in learning process. Another than Ekijuvita Prima Wahyuni (2014) in her thesis who found that scientific approach could be improved students' presentation.

Although this research not focus on students' presentation but it was same with this research, this scientific approach also could be improve in teaching, could be improve students' writing skill.

Related to the theory and previous research finding, it could concluded this research obviously supported the previous finding which explain that scientific approach improve the students' writing skill.

2. The Ways of Using Scientific approach in improving the Students' Writing Skill in descriptive text

In connection with the finding in every meeting on treatment, the researcher concluded that the students enjoyed the class and they felt at ease to speaking because they have known their errors before that and try to replace that. They could be writing well because they were writing by their own knowledge. The Using of Scientific approach has impact in improving the students' writing ability in writing descriptive text. As a fact, based on the finding, most students have a good score in post-test. It meant that, the treatment succeeded in improving the students' writing ability in writing descriptive text. Even, this method actually able to make the learning process became more interesting in learning process in the class.

Scientific Approach made the learning process in practice writing in fluency became interesting, because the researcher directly also used of writing English in the classroom.

There were four meetings for doing the treatment of this research. At the first, before giving the treatment, the students did the pre-test. It aimed to know

students' writing skill before getting the treatment. The step of this test was the researcher start to do brainstorming to take the students attention and it made the students can motivate to do the next instruction of the researcher. The researcher asked the students to focus and the researcher gave a topic and they wrote by their own knowledge. It aimed to know the students' writing skill before got the treatment. In this case, the researcher checked attendance of students'.

In the first meeting for treatment on Friday, January 11th 2019, first the researcher gave motivation about the easy to study English then researcher give some text then the researcher give an example how to write based on the text after that, the researcher give a chance for ask related the material after the researcher then the students' try to describe the topic. Most students got error in using a grammar and less vocabulary but the researcher for try to make understand about writing don't afraid wrong.

On Friday, January 18th 2018 was the second meeting, the researcher showed a text and give their opinion toward the text. While before meeting, the most students' is write with wrong when they are writing but the second meeting rather not hesitant for writing and the students' begin to give opinion based on the text.

On Friday, January 25th 2019 the researcher showed some text again related their daily life and the students' describe a topic.

In the last, the researcher gave a post-test on Friday, February 8th, 2019. Before that, the researcher did brainstorming first to take the students' focusing

and their attention. The researcher gave a text and the students write about the topic. It aimed to know whether this treatment has an improved or not.

From the first meeting until the last meeting, the students writing related the topic with a different practice and they could know new vocabulary, how to wrote correctly. It was hoped to attract the students' ideas and inspiration when they were writing. Scientific approach is able to help the students to make a good practice in writing and able to improve the students writing skill.



CHAPTER V

CONCLUSION AND SUGGESTION

A. Conclusions

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 approach is able to improve the students' writing skill. The following were the description of the conclusion based on the problem statement of this research Scientific approach could improve students writing ability 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 (49) is lower than the mean score of post-test (78). Then, the t-test (3.64) was greater than t-table (2.05). it means that the null hypothesis (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

B. Suggestion

Based on the research, the researcher gave a suggestion which were:

1. In teaching writing skill, the teacher is hoped more creative and has a good feedback in teaching her students in order to maximize teaching learning process and does not make the students to be bored.
2. The teacher should be active in giving the material to involve the students in teaching learning process.

3. Using scientific approach as method in learning can be applied in English teaching learning process, particularly the attempt of improving the students' writing skill in descriptive text.



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POST-TEST

Name : _____

Class : _____

Write down two short paragraph of descriptive text about your friend in which every paragraph consist of 5 sentences. Text should be at least 80 words and at most 120 words!

My Friend



Appendix 2. Sample of Test

Pre-test


Name : Nurul Khairani
Class : XI IPA 1

Write down two short paragraph of descriptive text about your friend in which every paragraph consist of 5 sentences. Test should be at least 80 words and most 120 words!

My Friend

I have a friend, she is Nurul Anisa Dwi.
She live in a house in ...
because she can't find the school in ...
Mekasari. She is very smart and she can't ...
study. I think she is a ... because ...
I'm brain very good. She like language ...
like study, but sometimes ...
I happy to be she's friend. She is cute
she like study. She like reading. She like reading
book. She is smart and ... She have ...
character. And I like ... my friend.

0 = 2 50



Post test

Name : Nuru Khaerani
Class : XI MIA 1

Write down two short paragraph of descriptive text about your friend in which every paragraph consist of 5 sentences. Text should be at least 80 words and most 120 words!

My Friend

I have a best friend, she is Putri Nadrah. She is sixteen years old. She was born in Jakarta, at 22-09-2002. She school in SMA NEGERI 3 MAKASSAR. She live in Maralea Road, with her aunt. She go to school us a motorcycle.

Nadrah very kind and beautiful. She always use hijab. Her hobbies are traditional dancing, reading Novel and reading magazine. She is tall and her nose is pug. Her eyes are black. The hair color is straight yellow. She like English lesson. She is very smart. I very like she be my friend. and she always reminds when I study. She also have a pug nose and chubby. She also like to tell her something she feel and she is very open with me. I very miss her.

C = 3 75

Appendix 3. Documentation





Appendix 4. The students' score in pre-test and post-test based on aspects of writing Descriptive Text

a. the students' score in pre-test based on aspects of writing descriptive text

C= Content

NO	Students' Name	Aspect	Score
		C	
1.	ADRA	2	50
2.	ANS	2	50
3.	ABDI IHSAN	2	50
4.	AK	1	25
5.	ANSS	2	50
6.	ADDP	3	75
7.	ANNISA LUTHFIA	2	50
8.	BFT	2	50
9.	DHCA	2	50
10.	HUS	2	50
11.	IST	2	50
12.	KW	2	50
13.	MAY	2	50
14.	MF	1	25
15.	MAA	3	75
16.	MAA	1	25
17.	MHF	2	50
18.	MRF	2	50

19.	MSM	2	50
20.	NAD	3	75
21.	NK	2	50
22.	PM	2	50
23.	PN	1	25
24.	SSS	2	50
25.	SPSP	3	75
26.	YKR	1	25
27.	FSR	2	50
	Total		1.325

b. The students' score in post-test based on aspects writing

C= Content

NO	Students' Name	Aspect	Score
		C	
1.	ADRA	3	75
2.	ANS	4	100
3.	AI	3	75
4.	AK	2	50
5.	ANSS	3	75
6.	ADDP	4	100
7.	AL	3	75

8.	BFT	3	75
9.	DHCA	3	75
10.	HUS	3	75
11.	IST	3	75
12.	KW	3	75
13.	MAY	3	75
14.	MF	2	50
15.	MAA	4	100
16.	MAA	2	50
17.	MAF	3	75
18.	MRF	3	75
19.	MSM	4	100
20.	NAD	4	100
21.	NK	3	75
22.	PM	3	75
23.	PN	3	75
24.	SSS	3	75
25.	SPSP	4	100
26.	YKR	2	50
27.	FSR	4	100
	Total		2.100

Appendix 5. Students' Score and Mean Score of Pre-test.

a. students' score in pre-test

NO	Students' Name	Pre-test of the students (Y_1)			
		Max Score	Score (Y_1) ²	Y_1^2	Classification
1.	ADRA	4	50	2500	Poor
2.	ANS	4	50	2500	Poor
3.	AI	4	50	2500	Poor
4.	AK	4	25	625	Very poor
5.	ANSS	4	50	2500	Poor
6.	ADDP	4	75	5625	Good
7.	AL	4	50	2500	Poor
8.	BFT	4	50	2500	Poor
9.	DHCA	4	50	2500	Poor
10.	HUS	4	50	2500	Poor
11.	IST	4	50	2500	Poor
12.	KW	4	50	2500	Poor
13.	MAY	4	50	2500	Poor
14.	MF	4	25	625	Very poor
15.	MAA	4	75	5625	Good
16.	MAA	4	25	625	Very poor
17.	MHF	4	50	2500	Poor
18.	MRF	4	50	2500	Poor
19.	MSM	4	50	2500	Poor

20.	NAD	4	75	5625	Good
21.	NK	4	50	2500	Poor
22.	PM	4	50	2500	Poor
23.	PN	4	25	625	Very poor
24.	SSS	4	50	2500	Poor
25.	SPSP	4	75	5625	Good
26.	YKR	4	25	625	Very poor
27.	FSR	4	50	2500	Poor
			$\sum Y_1 =$ 1.325	$\sum Y_1^2 =$ 70.000	

b. Mean score of the pre-test:

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

$$\bar{x} = \frac{1.325}{27}$$

$$\bar{x} = 49$$

The mean score (Y_1) of pre-test is 49

Appendix 6. Students' Score and Mean Score of Post-test.

a. students' score in post-test

NO	Students' Name	Post-test of the students (Y_2)			
		Max Score	Score (Y_2) ²	Y_2^2	Classification
1.	ADRA	4	75	5625	Good
2.	ANS	4	100	10000	Very good
3.	AI	4	75	5625	Good
4.	AK	4	50	2500	Poor
5.	ANSS	4	75	5625	Good
6.	ADDP	4	100	10000	Very Good
7.	AL	4	75	5625	Good
8.	BFT	4	75	5625	Good
9.	DHCA	4	75	5625	Good
10.	HUS	4	75	5625	Good
11.	IST	4	75	5625	Good
12.	KW	4	75	5625	Good
13.	MAY	4	75	5625	Good
14.	MF	4	50	2500	Poor
15.	MAA	4	100	10000	Very Good
16.	MAA	4	50	2500	Poor
17.	MHF	4	75	5625	Good
18.	MRF	4	75	5625	Good
19.	MSM	4	100	10000	Very good

20.	NAD	4	100	10000	Very Good
21.	NK	4	75	5625	Good
22.	PM	4	75	5625	Good
23.	PN	4	75	5625	Good
24.	SSS	4	75	5625	Good
25.	SPSP	4	100	10000	Very Good
26.	YKR	4	50	2500	Poor
27.	FSR	4	100	10000	Good
			$\sum Y_2 =$ 2.100	$\sum Y_2^2 =$ 170.000	

b. Mean score of the post-test:

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

$$x = \frac{2.100}{27}$$

$$x = 78$$

The mean score (Y_2) of post-test is 78

Appendix 7. students improvement in writing descriptive text

$$P = \frac{Y2-Y1}{Y1} \times 100\%$$

$$P = \frac{78 - 49}{49} \times 100\%$$

$$P = \frac{29}{49} \times 100\%$$

The students' improvement = 59.1%

Where :

P : The percentage of the students' improvement

Y1 : The mean score of pre-test

Y2 : The mean score of post-test

Appendix 8. The rate percentage of the frequency of the pre-test and post-test.

No.	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1.	Very Good	86-100	-	7	-	25.9%
2.	Good	71-85	4	16	14.8%	59.2%
3.	Fair	56-70	1	4	3.7%	14.8%
4.	Poor	41-55	17	-	62.9%	-
5.	Very Poor	<40	5	-	18.5%	-
	Total		27	27	100%	100%

Following the formula below:

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

Where:

P = percentage

F = frequency

N = total of number of sample.

Appendix 9 .The worksheet of the calculation of the score on pre-test and post-test on the students' writing skill in descriptive text.

No.	Y ₁	Y ₂	(Y ₁) ²	(Y ₂) ²	D(Y ₂ -Y ₁)	D(Y ₂ -Y ₁) ²
1.	50	75	2500	5625	25	3125
2.	50	100	2500	10000	50	7500
3.	50	75	2500	5625	25	3125
4.	25	50	625	2500	25	1875
5.	50	75	2500	5625	25	3125
6.	75	100	5625	10000	25	4375
7.	50	75	2500	5625	25	3125
8.	50	75	2500	5625	25	3125
9.	50	75	2500	5625	25	3125
10.	50	75	2500	5625	25	3125
11.	50	75	2500	5625	25	3125
12.	50	75	2500	5625	25	3125
13.	50	75	2500	5625	25	3125
14.	25	50	2500	2500	25	1875

15	75	100	5625	10000	25	4375
16.	25	50	2500	2500	25	1875
17.	50	75	2500	5625	25	3125
18.	50	75	2500	5625	25	3125
19.	50	100	2500	10000	50	7500
20.	75	100	5625	10000	25	4375
21.	50	75	2500	5625	25	3125
22.	50	75	2500	5625	25	3125
23.	25	75	625	5625	25	5000
24.	50	75	2500	5625	25	3125
25.	75	100	5625	10000	25	4375
26.	25	50	625	2500	25	1875
27.	50	100	2500	10000	50	7500
Total	1.325	2.100	70.000	170.000	750	99.375

In the other to see the students' score, the following is t-test was statistically applied:

Find out D

$$D = \frac{\sum D}{N} = \frac{750}{27} = 28$$

The calculation the t-test value

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

$$t = \frac{28}{\sqrt{\frac{99.375 - \frac{750^2}{27}}{27(27-1)}}$$

$$t = \frac{33}{\sqrt{\frac{99.375 - \frac{562.500}{27}}{27(26)}}$$

$$t = \frac{28}{\sqrt{\frac{99.375 - 20.833}{27(26)}}$$

$$t = \frac{28}{\sqrt{\frac{78.542}{702}}}$$

$$t = \frac{28}{\sqrt{112}}$$

$$t = \frac{28}{10.58}$$

$$t = \mathbf{2.64}$$

Thus, the test value is 2.64

Table. The test of significance

Variable	T-test	T-table value
Pre-test – post-test	2.64	2.05

The data above showed that the value of t-test was greater than t-table value. It indicated that there was a significance difference between the result students' pre-test and post-test.

Appendix 10. Distribution of T-Table

P (Level of Significance) (One Tailed Test)				
Df	0.10	0.05	0.01	0.001
1	6.314	12.706	63.657	636.619
2	2.920	4.303	9.925	31.598
3	2.353	3.182	5.841	12.924
4	2.132	2.776	4.604	8.610
5	2.015	2.571	4.032	6.869
6	1.945	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	4.587
11	1.796	2.201	3.106	4.437
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	2.921	4.015
17	1.740	2.110	2.898	3.965
18	1.734	2.101	2.878	3.922
19	1.729	2.093	2.861	3.883
20	1.725	2.086	2.845	3.850
21	1.721	2.080	2.831	3.819
22	1.717	2.074	2.819	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	2.05	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	2.021	2.704	3.551
60	1.671	2.000	2.660	3.460
120	1.658	1.980	2.617	3.373

(Sugiyono, 2014:332)

Df = N-1

Df = 27-1

Df = 26

t-table for (α) = 0.05 = 2.05

CURRICULUM VITAE



The researcher, **Hul Husna** was born on September 19th, 1995 in Kalosi, South Sulawesi . She is the first and only two daughter and two brother from the marriage of Muchsin and Darmawati. She began her study at SDN 54 Kalosi and graduated in 2008. Then she continued her education at SMPN 3 Alla and graduated in 2011. Afterwards, she continued her study at SMA Negeri 1 Enrekang and graduated in 2014. In year 2014, she was registered as a student of English Education Department of Teacher Training and Education Faculty of Muhammadiyah University of Makassar. At the end of her study, she could finish her thesis by the Title *The Implementation Of Scientific Approach Dealing With Students' Writing Skill At SMA Negeri 9 Makassar*

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