

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

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Abstract

The objective of the research was to find out the improvement of the students' writing skills in learning english at the second grade in term of content, organization, and grammar. The research applied scientific strategy with one group pre-test and posttest design. The subject of the research was the second grade students' of XI 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. it showed that the students' writing skill in posttest was higher than pretest. 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

INTRODUCTION

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.

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.

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 observations, researchers at SMA Muhammadiyah Disamakan, reseacher found several problems related to students' lack of ability to write caused by several factors including; grammar, vocabulary, content and organization in writing, lack of ideas about topics, and the teacher only teaches students, providing motivation without asking students' problems in teaching writing. The researcher hopes that this research can help students to make their writing better than before.

Referring to the characteristics of learning, the researcher apply scientific learning strategies to improve students' writing skills. This strategy was chosen to solve problems at SMA Muhammadiyah Disamakan because this strategy can guide students to organize their ideas and compose paragraphs writing in recount text.

Based on the reason, the writer is interested in writing the paper under title “The Application of Scientific Learning Strategy to Improve Students’ Writing Skill in learning English at SMA Muhammadiyah Disamakan”(A pre-experimental research at the second grade students’ of SMA Muhammadiyah Disamakan).

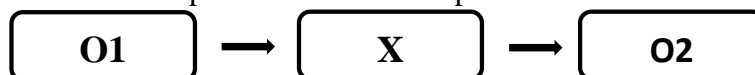
Based on the background, researcher formulated the following research questions:

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

RESEARCH METHOD

The research was applied pre-experimental method that involved pre-test and post-test design as instrument. Firstly the researcher given pre-test, then given treatment, and finally given post-test. The researcher was given pre-test, treatment and post-test to find the effectiveness of the Application of Scientific Learning Strategy to Improve Students’ Writing Skills in Learning English.

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



Where:

O1 : Pre-Test

X : Treatment

O2 : Post-Test

(Arikunto, 2006: 85).

RESULT AND DISCUSSION

A. Result

Students' understanding of writing using scientific learning related to main ideas. When using the scientific strategy, students' understanding of writing skills varied between the pre-test and post-test. 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 bu using Sceantific 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.

	The Student’s Score

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

Table 1. 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.

1. 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 2. 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 2. 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 improved 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.

2. 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 3. The Mean Score of Components of the Students' Writing Skill.

No	Variable	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.

- 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.
- 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.
- 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.

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 previous 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.

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 (H_0) was rejected and the alternative hypothesis (H_1) was accepted.

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