

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Education is important for human life. Someone who having a good education, has good mindset and good attitude. To invent a good education government of Indonesian set curriculum to make students think scientific, logical, and objective. It's based on the essence of learning the truth of process scientific which teacher do for student. The minister of education set 2013 curriculum to develop of education in Indonesian.

At school there is a curriculum, it will direct all instructional activities. curriculum is a set of subjects and educational programs provided by an educational organizing institution that contains the design of lessons that will be given to participants in a period of education. According to Wortham (2006) that curriculum is a planned set of course that is presented to teachers arrange teaching and learning in certain level of ages. Curriculum is a bridge to achieve a goal in learning process. Since Indonesia declared its freedom in 1945, the curriculum had been changed for several times in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 and 2006. 2013 curriculum designed to replacing curriculum 2006 (Kurikulum Tingkat Satuan Pendidikan). Curriculum is often changed change because to make better future of national education.

The competence based curriculum that has been applied in Indonesian education since 2004 were considered not satisfied to achieve the aim of primary and secondary education (Intansari, 2013; Sundayana, 2015). The 2004 curriculum has not been sensitive and responsive to social change at local, national, and global level; the content of the curriculum is

still too dense as indicated by the number of lesson materials and subject, the difficulties beyond the level of development of the child age; and competencies do not describe holistically the domains of attitudes, skill, and knowledge; and some of the competencies required in accordance with the development need, such as character education, active learning methodology, the balance of soft skills, has not been accommodated in the curriculum (Kemedikbud, 2013). This curriculum just educated student focus to achieve knowledge, and lack of skills and attitude. Therefore, a curriculum that can educate students with knowledge, skill, and attitude is needed to improve the quality of education in Indonesian. The 2013 curriculum was designed to achieve this needed.

Curriculum 2013 begin since 2015. Since the implantation of curriculum 2013 there are many criticism, and suggestion that it should be received. A new version of Curriculum 2013 has been prepared for phased implementation. It is anticipated that 25% of schools throughout Indonesia will start using Curriculum 2013 in Grades I, IV, VII, and X, from July 2016. Curriculum 2013 is a curriculum which substituted curriculum 2006 (KTSP). Curriculum 2013 have four aspects there are knowledge, skill, attitude, and behavior. There are many problems faced of school, students, and especially for teachers to implementation this curriculum. Their reason is infrastructure are not adequate especially at hometown which far from city, they difficulty to apply this curriculum. But from this curriculum students can get a good knowledge, skill, attitude, and behavior, because students demand more active than teacher. There are five model based learning in 2013 curriculum by scientific approach. They are observing, questioning, experimenting, associating and communicating.

The implementation of the curriculum 2013 is familiar with the words scientific approach. The application of this approach makes the students to learning model possibly to create a

thought skill of science, the development of sense of inquiry, and students' thinking ability actively in the observing, questioning, experimenting, associating and communicating. According to Dyer (2011) in Ridwan (2015:53), scientific approach is learning that has the components, they are components is, observing, questioning, exploring, associating, and communicating. In Curriculum 2013, the approach used in teaching and learning process is Scientific Approach, in which the students become the subject of the learning process and the teachers play roles as a facilitator (Permendikbud 81A, 2013). In the process of learning, the learners are facilitated to be actively involved in developing their potentials to be learning competencies.

In English teaching there are 4 skills. They are listening, speaking, reading, writing skill. In this paper the researcher focused on writing skill. Writing skill is a form of communication that allows students to put their feelings and ideas on paper, to organize their knowledge and beliefs onto convincing arguments, and to convey meaning through well-constructed text.

The researcher research about "AN ANALYSIS OF SCIENTIFIC APPROACH USED BY ENGLISH TEACHER IN WRITING SUBJECT AT NINTH GRADE AT SMP N 1 PANGARIBUAN ACADEMIC.

## **1.2.Problem of the Study**

The writer identifies the problem of the study and formulated as follows:

1. Is scientific approach in writing already implemented well by the English teacher at grade tenth in SMP N 1 Pangaribuan?
2. What are the English teachers' problems in the implementing scientific approach?

## **1.3.The Objective of the Study**

The objectives of the study are as stated below;

1. To find out whether scientific approach in writing already implemented well in English teacher at SMP N1 Pangaribuan.
2. To find out the English teacher problems when implementing of scientific approach.

#### **1.4.The Scope of the Study**

This research focuses only on analysis of scientific approach used by English teacher in writing at tenth grade at SMP N1 Pangaribuan. In scientific approach there are steps which researcher do: 1. Observing, 2. Questioning, 3. Experimenting, 4. Associating, 5. Communicating.

#### **1.5.The Significance of the Study**

The finding of the study is expected to contribute to two perspective: theoretically and practically.

a. Theoretically

1. Theoretically, this research result are expected to contribute to development scientific approach, especially in teaching writing.
2. To increase and enrich the knowledge of the writer and readers in scientific approach in teaching writing.

b. Practically

This study is expected to give benefit for:

1. Researcher : The result of this research can be used as one of the ways to develop the researcher's knowledge and experience.

2. Teacher : it will give a teacher real description about how to implementation of scientific approach in class and also get more information and knowledge of the applying teaching writing by scientific approach
3. Reader: the reader will get more information and knowledge of the applying teaching writing based scientific approach.

## CHAPTER II

### REVIEW OF LITERATURE

Understanding the concept of science plays an important role, one of which is to connect or link a concept to another that has been studied. Therefore, the ability to understand the concept gives the sense that the material being taught is not just rote. Stephen P. Robbins & Timothy A. Judge (2009: 57-61) states that the overall ability of a person individually basically consists of two groups of factors, namely:

1. Intellectual Ability, is an ability needed to perform various mental activities (thinking, reason and solve problems).
2. Physical Ability (Physical Ability), is an ability to perform tasks that require stamina, skill, strength, and similar characteristics.

#### 2.1 Cognitive Skill

Cognitive skills are the core skills your brain uses to think, read, learn, remember, reason, and pay attention. According to Anas Sudijono (2001: 49) the cognitive domain is one that includes mental activities (brain). Robert M. Gagne in W.S. Winkel (1996: 102) also states that "space for movement regulating cognitive activity is its own mental activity." More continued Gagne explained that "the regulation of cognitive activities includes the use of existing concepts and principles, especially when you're facing a problem."

Benjamin S. Bloom and Friends, argue that the taxonomy of goals cognitive domain includes six levels of thought processes, namely:

1. Knowledge, is a person's ability to recall (recall) or recognize again about names, terms, ideas, symptoms, formulas and so on, regardless expect the ability to use it. Knowledge or this memory is the lowest thought process.
2. Comprehension is a person's ability to understand or understand something after something is known and be remembered. In other words, understanding is knowing about something and can see it in many ways. A learner said to understand something if he can provide an explanation or give a more detailed description of it with using his own words. Understanding is a level the ability to think that is one level higher than memory or memorization.
3. Application is a person's ability to apply or use general ideas, procedures or methods, principles, formulas, theories and so on, in new and concrete situations. Application or it is a higher level thinking process of understanding.
4. Analysis, includes the ability to detail a unity into parts so that the overall structure or the organization is well understood.
5. Synthesis, is a person's ability to detail to describes a substance or state according to parts smaller and able to understand the relationship between the parts or factors one with other factors. Synthesis is a process that combines parts or elements logically, so that they become something a structured pattern or in the form of a new pattern. Synthesis ladder its position is a level higher than the analysis.
6. Evaluation is the highest level of thinking in the cognitive realm according to Bloom. Assessment or evaluation here is a person's ability to make judgments to a situation, value, or idea, for example if someone Faced with several choices, he will be able to choose one the best choice, according to existing standards or criteria.

Furthermore, Benjamin S.Bloom classify the thought process levels in the cognitive realm as follows:

Table 2.1. Taxonomy cognitive domain by Benjamin S.Bloom

Level/learning outcomes	Characteristic Features
Knowledge	<ol style="list-style-type: none"> <li>1. The lowest level of study</li> <li>2. Ability to remember facts</li> <li>3. Ability to memorize formulas, definitions, principles, procedures</li> <li>4. Can describe</li> </ol>
Comprehension	<ol style="list-style-type: none"> <li>1. Able to translate</li> <li>2. Able to interpret, describe in a manner verbal</li> <li>3. Understanding extrapolation</li> <li>4. Able to make estimates</li> </ol>
Application	<ol style="list-style-type: none"> <li>1. Ability to apply subject matter in new situation</li> <li>2. Ability to establish principles or generalizations to new situations</li> <li>3. Can arrange problems so that can establish generalizations</li> <li>4. Can recognize things that deviate from principles and generalizations</li> <li>5. Can recognize new phenomena from the principle and generalizations</li> <li>6. Can predict something that will happen based on principles and generalizations</li> <li>7. Can determine specific actions based on principles and generalizations</li> </ol>
Analysis	<ol style="list-style-type: none"> <li>1. Can separate an integrity being the elements, connecting between the elements, and organizing the principles</li> <li>2. Can classify the principles</li> <li>3. Can predict certain special properties</li> </ol>



	<ol style="list-style-type: none"> <li>4. Forecasting the quality / condition</li> <li>5. Recognize the patterns and principles of the organization material faced</li> <li>6. Forecasting the basis of angles</li> </ol>
Synthesis	<ol style="list-style-type: none"> <li>1. Putting together the elements, or parts become one whole</li> <li>2. Can find unique relationship</li> <li>3. Can plan concrete steps</li> <li>4. Can abstract a symptom, hypothesis, research result, and so on.</li> </ol>
Evaluation	<ol style="list-style-type: none"> <li>1. Can use internal criteria and criteria external</li> <li>2. Evaluation of the stipulation of a work / document (internal criteria)</li> <li>3. Determine the value / point of view used in making decisions (internal criteria)</li> <li>4. Comparing relevant works (external)</li> <li>5. Evaluating a work with criteria External Comparing a number of works with a number of external criteria</li> </ol>

## 2.2 Psychomotor Skill

Psychomotor skill are primarily movement tasks the lead individual to learn about their environments. Individuals progress through three stages as they learn them. Motor skill do not only require the ability to a series physical movements. But also requires activity mental/ psychic in order to form a coordination movement in an integrated manner, so it's called psychomotor abilities.

W.S.Winkel (2996:249-250) classified psychomotor domain in seven level, as follows:

1. Perception, includes the ability to hold appropriate discrimination between two or more stimulants, based on the difference between the physical features peculiar to each of them stimulation.
2. Readiness (set), includes the ability to place himself in a state about to start a movement or series of movements.
3. Guided movement (guided response), including the ability to performs a series of gestures according to the example given (imitation).
4. Movement accustomed (mechanical response), includes abilities to perform a series of gestures smoothly because have been trained sufficiently without paying attention to the example again given.
5. Movement complex (complex response), including abilities to carry out a skill that consists of several components smoothly, precisely and efficiently.
6. Movement pattern adjustment (adjustment), including the ability to make changes and adjustments to the pattern of movements with local conditions or by showing a level of skill who have attained proficiency.
7. Creativity (creativity), includes the ability to give birth to patterns new movements, entirely on the basis of initiative and initiative alone.

Motor skill do not only require that ability to a series of physical movements but also requires activity mental/physic (cognitive activity) in order to form a coordination movement in an integrated manner, so it's called psychomotor abilities. As for the purposes of formulating evaluation objectives learning, to construct evaluation instruments, Edward Norman classify indicators from each level in the domain psychomotor as follows:

Table 2.2 Taxonomy psychomotor skill by Edward Norman

Level/learning outcomes	Characteristic Features
Perceptions	<ol style="list-style-type: none"> <li>1. Knowing objects through sensory observation</li> <li>2. Processing the result of observation</li> <li>3. Make a selection of objects</li> </ol>
Set	<ol style="list-style-type: none"> <li>1. Mental set, or mental readiness for react</li> <li>2. Physical set, physical readiness to react</li> <li>3. Emotional set, emotional readiness feeling for react</li> </ol>
Guided response	<ol style="list-style-type: none"> <li>1. Doing imitation</li> <li>2. Doing trial and error</li> <li>3. Development of new response</li> </ol>
Mechanism	<ol style="list-style-type: none"> <li>1. Starting to grow in performance skills various forms</li> <li>2. New response emerge with it self</li> </ol>
Complex over response	<ol style="list-style-type: none"> <li>1. Individual skill driven by psychomotor activity</li> </ol>
Adaption	<ol style="list-style-type: none"> <li>1. Individual skill development for modified movements</li> <li>2. At the right level to face</li> </ol>
Origination	<ol style="list-style-type: none"> <li>1. Able to develop the creativity of new movements to deal with various situation, or problems specific.</li> </ol>

## 2.3 Scientific Approach

### 2.3.1 Definition of Scientific Approach

The Ministry of Education (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach. Scientific approach something that is related to science. Each curriculum application has a different learning approach application, so in the current curriculum. Scientific approach is a learning approach that is applied to the 2013 curriculum

learning application. This approach is different from the previous curriculum learning approach. At each core step of the learning process, the teacher will take the steps of learning in accordance with the scientific approach. Sani (2004) states that the scientific approach is closely related to the scientific method which should normally involve examination or observation needed formulation of hypotheses or data collection. Generally, this approach is used by scientists in doing a research related to the phenomena of science or natural world. It is used by scientists because of the reliability of this approach for obtaining knowledge.

Scientific approach have some category as follows; first learning proses based on fact or phenomenon which describe with logical or intellectual activity. secondly, teacher explanations, student responses, and teacher-student educational interactions are free from prejudice, subjective thinking, or reasoning that deviates from the path of logical thinking; third, encourage and inspire students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying learning material; fourth, encourage and inspire students to be able to think hypothetically in seeing differences, similarities, and links to each other from learning material; fifth, encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning material; sixth, based on concepts, theories, and empirical facts that can be accounted for; seventh, learning objectives are formulated in a simple and clear, but interesting system of presentation. More specifically, many of these challenges are likely to reduce the effectiveness of the teaching of English in schools, especially in Senior High School. Although the Scientific Approach has been applied in some public schools in Indonesia, some barriers might be found in its implementation. McLelland (2006) explains that some steps in scientific approach are observation, defining question or problem, research (planning, evaluation current evidence), forming a hypothesis, prediction from the hypothesis

(deductive reasoning), experimentation (testing the hypothesis), evaluation and analysis, peer review and evaluation, and publication. That step used by the researchers or scientists was usually called as discovery skills.

For this reason, in this study, the researcher focused on observing how English teachers teach English in their classrooms by using the Scientific Approach. Furthermore, according to *Kemendikbud* (2013) Scientific Approach consists of five steps for all subjects.

In 2013 curriculum socialization data issued by the Ministry of Education and Culture of the Republic of Indonesia, there are several criteria that must be achieved, including:

1. Learning materials based on facts or phenomena that can be explained by logic or certain reasoning; not limited to mere imagination, fantasy, legend, or fairy tale.
2. Teacher explanations, student responses, and teacher-student educational interactions are free from instantaneous prejudice, subjective thinking, or reasoning that deviates from the flow of logical thinking.
3. Encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials.
4. Encourage and inspire students to be able to think hypothetically in seeing the differences, similarities, and links with each other from the learning material.
5. Encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning materials.
6. Based on justified empirical concepts, theories and facts.

7. The learning objectives are formulated in a simple and clear manner, but the presentation system is interesting.

Scientific approach is an approach which is done by scientific approach. Scientific approach of curriculum 2013 are observing, questioning, experimenting, associating, and communicating. Kemdikbud (2013) describe the learning process as follow:

#### 1. Observing

Observation as a process is discovering something in such a phenomenon. The discovery of a phenomenon will occur because the observer has interest on it. The discovery may even be by chance, although the observer is forced to do the observation. Based on the syllabus of 2013 curriculum, the teacher can do several observing activities. The teacher ask the students to observe the students to observe pictures, video or power point. Here, students and teachers are provided with objects, real objects, or phenomena. Students are directly involved in learning. At the same time, students can learn based on what they see to construct their knowledge. It also facilities students to fulfill their need of knowing something. In this context, their curiosity will lead them to the construction of knowledge. Contextually is also present because students can connect what they have are going to learn. In addition, Hosnan (2014:14) also states that the teacher facilitates students to make observations, training them to pay attention (see, read, listen) to the main aspects of an object.

## 2. Questioning

The following step after the researcher doing the observation is questioning. Observation will lead to some question that need to be answered. The aim why the question based on observation need to be answered is respond to human curiosity. Kemdikbud no. 81a the year of 2013, the teachers can do some activities to guide questioning step such as give the students a chance to ask about observation's object and lead the students to be able to give questioning dealing with it. In the process of asking, the problems that arise usually come from the question itself. The obstacle is the difficulty in making good questions and attracting students' interest and making students think critically about a study. Experience is needed so that you have the skills to make interesting questions.

## 3. Experimenting

To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of science and its relation to everyday life. Learners must have the skills to develop knowledge about the environment, and scientific attitude to solve the problems they face in everyday life. In Hosnan (2014:58) states experimenting is a method which is based on scientific method to solve problems in detail in order to make student get further information about the material given by the teacher. The students are expected to find other sources and get some information from it. They can get it through reading, or interview some informants. Experimenting is intended to develop various learning objectives, attitudes, skills and knowledge. It is an activity to internalize knowledge and skills that have been learned. The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games

#### 4. Associating

Associating is the fourth step in the scientific approach. In this stage, the students continued the activity from exploring step that they analyzed the assignment or task was given by the teachers. Is to describe teachers and students' active participation in the classroom. Students must be more active to give more opportunities in learning. Kemdikbud No. 81a year 2013 notes associating as learning activities to process the information collected from the observation's result. In the context of learning, associating focused on students' learning activities. Reasoning is a process of logical thinking and systematic based on the fact of empirical which is observed in getting a conclusion of knowledge.

#### 5. Communicating

Kemdikbud No. 81a year 2013, communicative is activities to convey the result and conclusion of observation which based on analysis in the form of written, spoken or others. Besides, Hosnan (2014:76) states that the communicating step, the students will convey their conclusion about the material given to be presented to audience. It means that the students can share their thought in front of the class. In communicating step gives the students benefits to provoke the confidence and study seriously (Daryanto 2014:80).

The success implementing the learning is often seen on the final assessment of learners. Whereas a learning process always influenced by factors that occur during the learning process takes place.

### **2.2. Assessment of Learning**

Assessment as learning is not superficial change. It's a fundamental shift in thinking about teaching and about assessment and about the relationship between them. Assessment is



the process of collecting and processing information to measure the achievement of student learning outcomes. In most classroom, assessment tends to be regular and informal, rather than irregular and formal. This is because teaching often consist of frequent switches in who speaks and who listens, and teachers make many of their decisions within one second (Wragg, 1994). A formal assessment, however, might involve all the pupils in the class being tape-recorded, one at a time, for several minutes, answering a series of predetermined questions.

Similarly, insofar as assessment are intended to assess 'something' i.e. some content account needs also to be taken of the way the subject domain of relevance is structured, the key concepts or 'big ideas' associated with it, and the methods and process that characteristic practice in the field. In this case assessment is a specific educational program. The aim may be to establish whether the program maintains an acceptable academic standard. Or it may be to assess certain aspects of the program, for instance its compliance with nationally defined reform intentions or that it has followed up the changes in national curriculum guidelines.

### **2.2.1. Principle of Learning Assessment**

The principles of learning assessment focus on provision of a school and class environment that is intellectually, socially and physically supportive of learning. The principle assist whole-school planning and practice. It is essential, therefore, to ensure that there is a shared understanding of them within particular school communities and a collaborative effort to implement these principle in ways appropriate to individual school. Assessment of learning outcomes of learner at the level basic education based on the following principle;

- a. Opportunity to learn it means should enable students to observe and practice the actual process, products, skill, and values that are expected of them.

- b. Connection and challenge the learners should be connect with students' existing knowledge, skill and values while extending and challenging their current ways of thinking and acting.
- c. Action and reflection the learning experiences should encourage both action and reflection on the part of the student.
- d. Motivation and purpose learning experiences should be motivating and their purpose clear to the student.
- e. Inclusivity and difference learning experience should respect and accommodate differences between learners.
- f. Independence and collaboration learning experience should encourage students to learn both independently and from and with others.
- g. Supportive environment the school and classroom setting should be safe and conducive to effective learning.

### **2.2.2. Characteristic of Assessment**

John J.Norcini (2007) states that there are seven criteria for good assessment that is;

- a. Validity: the examination measures/assesses what is stated in the learning objectives.
- b. Reliability: different assessors will give an objective assessment of the students' work based on agreed criterion.
- c. Equivalence: different versions of an exam must be at the same level the same severity.
- d. Educational effect: the examination should motivate the student learn.
- e. Acceptability: different stakeholders find the examination process and the result credible.
- f. Catalytic effect: the examination provides feedback that simulates learning.
- g. Feasibility: the exam is practical and realistic.

### **2.3. Teaching**

Teacher with a passion for teaching are those who are committed, enthusiastic, and intellectually and emotionally energetic in their work with children, young people and adults alike. Passionate teacher are aware of the challenge of the broader social context in which they teach, have a clear sense of identity and believe that they can make a difference to the learning and achievement of all their pupils. For these teachers, teaching is a creative and adventurous profession and passion is not an option. It is essential to high-quality teaching.

Tyson in Mustofa (2015:194) stated that teaching is a process of interaction, the teacher does something to a student; the student do something in return. It means that teaching is a way and an active bilateral process between students and teachers. Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

### **2.4. Writing**

Writing is important form of communication in day-to-day life. Edith N. Wagner (2002:1) stated that writing is the process of selecting, combining, arranging, and developing ideas taken from oral, written, or electronically produced texts to demonstrate that you understand and are able to use this information for a variety of rhetorical purposes. Writing one of skill in English, a writer write what they think to entertain the reader. Their usually write Novel, poem, story, etc. writing is a process of arranging letters, words, sentence, and paragraph on the bases of structure and some other related to other (kammer Tuahman Sipayung:2015)

Harmer (1998: 79) states the reason for teaching writing to students of English as foreign language include reinforcement, language development, learning style, and most importantly, writing as a skill in its own right. Teaching writing can develop students' ability, such as the students can improve their skill in writing some text.

Storch (in Kammer. T. Sipayung 2015) states that pointed out the benefit of collaborative writing such as the fostering of reflective thinking and greater awareness and understanding an audience.

#### **2.4.1. The Purpose of Writing**

The main purpose of writing is so others will read what you have written. The most popular the purposes of writing is to inform, to entertain, to explain, or to persuade the reader.

Tarigan (1994:24) stated that summarize the purpose of writing as follows:

a. Assignment purpose

The writer writes since he asked by someone. The idea to write does not come from the writer himself.

b. Altruistic purpose

The writer writes to entertain the reader, to reduce the reader's sadness and make their lives much easier by using his writing.

c. Persuasive purpose

It has purpose to ensure the readers about the truth of the idea given by teacher.

d. Informational purpose

The purpose of this writing is to give information to the reader.

e. Self-expressive purpose

The purpose is to introduce the writer to the reader.

f. Creative purpose

It tends to get the artistic values.

g. Problem solving purpose

This writing is used to solve problem faced by the writer.

#### 2.4.2. The Process of Writing

Writing is a complex combination of skills which is best taught by breaking down the process. The writing process involves a series of steps to follow in producing a finished piece of writing. Educators have found that by focusing on the process of writing, almost everyone learns to write successfully. By breaking down writing step-by-step, the mystery is removed and writer's block is reduced. Most importantly, students discover the benefits of constructive feedback on their writing, and they progressively master, and even enjoy, writing.

The five-step process writing approach as follows;

1. **Prewriting:** This is the planning phase of the writing process, when students brainstorm, research, gather and outline ideas, often using diagrams for mapping out their thoughts. Audience and purpose should be considered at this point, and for the older students, a working thesis statement needs to be started.
2. **Drafting:** Students create their initial composition by writing down all their ideas in an organized way to convey a particular idea or present an argument. Audience and purpose need to be finalized.
3. **Revising:** Students review, modify, and reorganize their work by rearranging, adding, or deleting content, and by making the tone, style, and content appropriate for the intended audience. The goal of this phase of the writing process is to improve the draft.

4. **Editing:** At this point in the writing process, writers proofread and correct errors in grammar and mechanics, and edit to improve style and clarity. Having another writer's feedback in this stage is helpful.

5. **Publishing:** In this last step of the writing process, the final writing is shared with the group. Sharing can be accomplished in a variety of ways, and with the help of computers, it can even be printed or published online.

### 2.4.3. Teaching Writing

Martin (1992) states that writing is viewed as a product of teaching and learning can be produced and made through a number of phases to follow in. He proposes three main phases of genre writing process namely a) modeling, b) deconstruction, and c) language understanding.

Dealing with genre as a model of teaching and learning, Firkins, Forey and Sengupta (2007) elaborate in detail and more comprehensive way how it is done. They use them 'cyclic strategy' to define the stages of teaching and learning writing through genre based approach. They also propose three stages which must be followed and implemented during the teaching and learning process. The three stages are a) *modeling of text*, b) *joint construction of text* c) *independent construction of a text*.

### 2.4.4. Genre in Writing

The genre perspective covers two distinctive dimensions in teaching and learning writing. First genre is a kind of text or writing work itself. It views that the language the language (writing form) must be related to social function. Social function of the text then implies a certain social environment and place where and when the text is used. Genre as an approach,

of course, provides some stages or steps to follow. These will guide the writer systematically in order to be able to produce the writing work itself.

Badger and White (2002) add that genre approach to writing is also influenced and determined significantly by features and situational environmental such as subject matter, relationship between writer and reader, and text organization.

## **2.5.Previous Research**

The writer takes three previous researcher that related to this research that related to this research which the title is “An Analysis of Scientific Approach Used by English Teacher in Writing Subject at Tenth Grade at SMA N1 Pangaribuan”.

The first writer is Diki Atmarizon, M.Zaim (2016), entitled “The Implementation of Scientific Approach in Teaching English at the Tenth Grade of Senior High School 7 Padang. This article aims to investigate the extent to which the implementation of Scientific Approach by English teacher who taught in tenth grade at SMAN 7 Padang. Researcher tries to see the implementation of Scientific Approach in teaching and learning process, assessment and problems faced by the English teachers in teaching and learning process using scientific approach in 2013 Curriculum. Kind of the research is descriptive method. Data of the research were taken from observation and interview. Direct observation were done to see the activities and assessments conducted by English teachers in the classroom. Then, the researchers interviewed the English teacher to know the extent to which the implementation of Scientific approach in teaching and learning processes related to observing, questioning, experimenting, associating, and communicating. Then, the problems in the teaching and learning process were identified. The results showed that 69% of the steps in the scientific approach implemented by the English teacher. However the English teachers

only used 62% of assessments based on the 2013 curriculum. Afterwards, there were problems faced by English teachers in the learning process in each step in the scientific approach in the aspect of 2013 Curriculum.

The second writer is Afrianto, (2017), entitled “The Implementation of Scientific Approach for Teaching English in Senior High School. This study is particularly intended to answer three research questions: 1) what is teachers’ understanding on the scientific approach; 2) how do they implement the mandated approach in their classroom; and 3) what kinds of problems they encountered during the implementation of the approach. Three English teachers were randomly selected as the participants of this research. Data were collected through semi-structured interviews with each participant. The findings showed that the English teachers were rather skeptical with the SA. They did not really follow all stages of teaching mandated in the SA during the implementation.

The third writer is Septiana Dyah Untari (2017), entitled “The Implementation of Scientific Approach in Teaching Reading Comprehension for the Tenth Grade Students of SMAN 2 Karanganyar in 2016/2017 Academic Year. The problems statement of this research are: (1) How is the Implementation of Scientific Approach in Teaching Reading Comprehension for the Tenth Grade Students of SMAN 2 Karanganyar in 2016/2017 Academic Year, (2) What are the strengths and the weaknesses of scientific approach in teaching reading comprehension tenth grade students of SMAN 2 Karanganyar in 2016/2017 academic year. Thus, aims of this research are: to describe the Implementation of Scientific Approach in the Teaching of Reading Comprehension for the Tenth Grade Students of SMAN 2 Karanganyar, to find the strengths and the weaknesses of Scientific Approach in Teaching Reading Comprehension Tenth Grade Students of SMAN 2 Karanganyar in



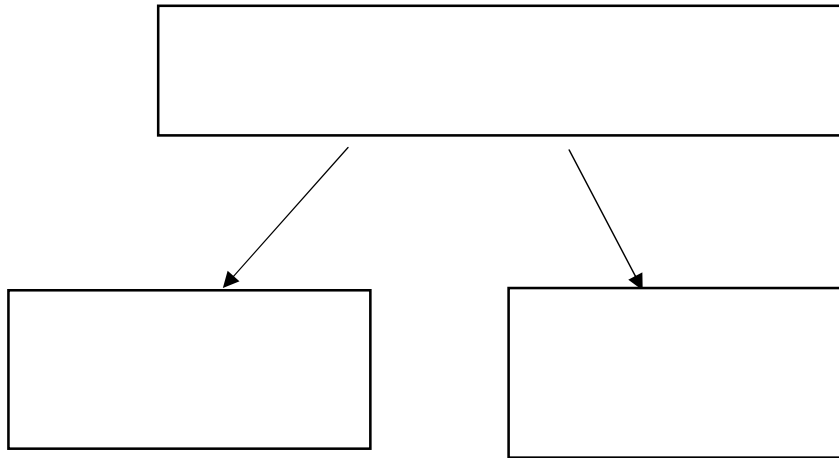
2016/2017 Academic Year. This research is descriptive qualitative, because the researcher used descriptive method to analyze the data and the data are in the form of word. This research conducted in SMAN 2 Karanganyar. The researcher used three techniques to collecting the data. Those are observation, interview and study document. The researcher did two observations in class. The subject of the interview is the teacher as implementer the teaching learning process. While in the study document the researcher collected the sylaby, lesson plan and permendikbud. The research findings are (1) the Implementation of the Scientific Approach in the Teaching of Reading Comprehension for the Tenth Grade Students of SMAN 2 Karanganyar was good, because was appropriate with the regulation, (2) in applying scientific approach, the teacher used five phase, those are observing, questioning, experimenting, associating, and communicating. The teacher used authentic assessment in the evaluation. It covers three aspects namely, students' attitude, students' knowledge and students' skill. Based on the second meeting, the English teacher uses writing test to assess the cognitive aspect of the students.

## **2.6. Figure of Conceptual Framework**

Scientific approach is that learning process is designed so that learners are actively to construct of concept, law or principle through the stages observed. The application of scientific approach in the learning process involves skills such as observing, classifying, measuring, predicting, explaining, and conclude. The learning process at all levels of the curriculum in 2013 to be implemented by using a scientific approach.

Considering the importance of analyzing the scientific approach by English teacher in writing subject at tenth grade SMA N1 Pangaribuan. The purpose of this research to analyzing of teacher English in writing subject used scientific approach





**Figure 2.8.** Conceptual framework of an analysis scientific approach used by English teacher in writing subject at IX grade at SMP Negeri 1 Pangaribuan.

## **CHAPTER III**

### **RESEARCH METHDOLOGY**

#### **3.1. Research Design**

This research design of this study conducting by using descriptive qualitative because the result of the study is to analysis of the implementation of writing subject on 2013 curriculum on tenth grade English teachers. Qualitative research is exploratory is useful when the researcher does not know the important variables to examine. The work way of descriptive qualitative is collecting the data, arranging the data and interpreting the data. Qualitative research will concern with description. The researcher used qualitative research design to obtain the narrative text.

#### **3.2. The Source of Data and Data**

The source of the data in this research includes events, informants, and documents. In the event of this research, the writer will be observed the activities of learning process of English teacher teaches the student at SMP N1 Pangaribuan. The informant of this research is t5he English teacher.

The document of this research is the writer ask the document such as syllabus, lesson plan, the handbook used of English teacher at SMP N1 Pangaribuan. It is also from the recording of the students's activities when teaching learning process in the classroom. The data in this research is the English teacher at ninth grade of SMP N1 Pangaribuan. In this case the data will take from English teacher when teaching in class by scientific approach in teaching writing.

### **3.3.The Instrument of Collecting Data**

Collecting data can be done in any settings, any sources and any ways. In this study the writer used questionnaire sheet as instrument of collecting the data. In this case the data will take from the source by teaching writing using scientific approach.

### **3.4.The Technique of Collecting Data**

The data is analyzing English teacher in teaching writing using scientific approach. The researcher applying some technique of collecting data;

1. Observing English teacher at grade IX SMP N1 Pangaribuan while teaching
2. Fill the observation sheet about implementing observing, questioning, experimenting, associating, and communicating.

3. Conducting interview to the English teacher at grade IX SMP N1 Pangaribuan about scientific approach (observing, questioning, experimenting, associating and communicating)

### **3.5. The Technique of Analyzing Data**

The techniques of analyzing the data are:

1. Identifying all the steps scientific approach in 2013 curriculum by English teacher in writing subject.
2. Classifying the types of scientific approach in 2013 curriculum from English teacher.
3. Identifying the problem of English teacher in scientific approach on writing subject.

### **3.6. Data Triangulation**

The validity of the data is important in research. To check a validation of data researcher will use the relevance of technique of data analysis. Researcher use the triangulation to validate, challenge or extend existing findings.

Cresswell (2013; 252) stated that triangulate on is collecting data over different times or from different sources. The process involves corroborating evidence from different sources to shed light on a theme or perspective. This research researcher used triangulation data. After the researcher observed the learning process, the researcher compared the result with the result of the interviewed.