

**THE EFFECTIVENESS OF SCIENTIFIC APPROACH AND  
CONTEXTUAL TEACHING AND LEARNING APPROACH  
IN WRITING CLASSES**



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## ABSTRAK

**NIDYA INDRILLA, Keefektifan Pendekatan Saintifik dan Pendekatan Pengajaran dan Pembelajaran Kontekstual dalam Kelas Menulis. Tesis. Yogyakarta: Program Pascasarjana, Universitas Negeri Yogyakarta. 2018.**

Tujuan penelitian ini untuk mengetahui: (1) perbedaan prestasi siswa dalam menulis teks *recount* antara siswa yang diajar menggunakan Pendekatan Saintifik, Pendekatan Pengajaran dan Pembelajaran Kontekstual, dan mereka yang diajar dengan pendekatan konvensional; (2) apakah penggunaan Pendekatan Saintifik lebih efektif daripada penggunaan pendekatan konvensional dalam kelas menulis teks *recount*; (3) apakah penggunaan Pendekatan Pengajaran dan Pembelajaran Kontekstual lebih efektif daripada penggunaan pendekatan konvensional dalam kelas menulis teks *recount*; dan (4) apakah penggunaan Pendekatan Saintifik lebih efektif daripada penggunaan Pendekatan Pengajaran dan Pembelajaran Kontekstual dalam kelas menulis teks *recount*.

Penelitian ini menggunakan metode *quasi-experiment* dengan tipe *nonequivalent control group design with pretest dan posttest*. Populasi penelitian ini adalah 121 siswa kelas VIII SMP XX Yogyakarta. Sampel sejumlah 91 siswa ditentukan menggunakan *cluster random sampling technique*, yang dibagi menjadi: dua kelompok eksperimen yang diajar menggunakan Pendekatan Saintifik dan Pendekatan Pengajaran dan Pembelajaran Kontekstual, dan satu kelompok kontrol yang menerapkan pendekatan konvensional. Data dikumpulkan dengan menggunakan *tests*, yaitu *pretest* dan *posttest*, dalam bentuk menulis karangan. Validitas instrumen telah diperoleh dari validitas isi. Reliabilitas diperoleh dari *inter-rater reliability* dan kemudian hasilnya dihitung menggunakan *Intraclass Correlation* (ICC) melalui SPSS 22 *for windows*. Data dianalisis melalui analisis statistik deskriptif dan dilanjutkan dengan analisis statistik inferensial yang menggunakan Analisis Kovarian (ANKOVA).

Hasil penelitian adalah sebagai berikut. (1) Terdapat perbedaan prestasi siswa dalam menulis teks *recount* antara siswa yang diajar dengan menggunakan Pendekatan Saintifik, Pendekatan Pengajaran dan Pembelajaran Kontekstual, dan mereka yang diajar dengan pendekatan konvensional, seperti yang ditunjukkan oleh nilai Sig. ANKOVA lebih kecil dari nilai Sig. level<sub>( $\alpha$ )</sub> (0,05) ( $0,000 < 0,05$ ). (2) Penggunaan Pendekatan Saintifik lebih efektif daripada penggunaan pendekatan konvensional dalam kelas menulis teks *recount*, dengan perbedaan rata-rata 14,72. (3) Penggunaan Pendekatan Pengajaran dan Pembelajaran Kontekstual lebih efektif daripada penggunaan pendekatan konvensional dalam kelas menulis teks *recount*, dengan perbedaan rata-rata 13,62. (4) Penggunaan Pendekatan Saintifik tidak lebih efektif daripada penggunaan Pendekatan Pengajaran dan Pembelajaran Kontekstual dalam kelas menulis teks *recount*, dengan perbedaan rata-rata 1,11. Singkatnya, Pendekatan Saintifik dan Pendekatan Pengajaran dan Pembelajaran Kontekstual merupakan pendekatan yang efektif dalam kelas menulis.

**Kata Kunci:** Pendekatan Saintifik, Pendekatan Pengajaran dan Pembelajaran Kontekstual, Kelas Menulis.

## ABSTRACT

**NIDYA INDRILLA**, *The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Writing Classes*. Thesis. Yogyakarta: Graduate School, Yogyakarta State University. 2018.

The aims of this study were to reveal: (1) the differences in the students' achievement in the writing of recount texts among the students taught by using the scientific approach and Contextual Teaching and Learning (CTL) approach, and those taught by using the conventional approach; (2) whether the use of the scientific approach was more effective than that of the conventional approach in the writing classes of recount texts; (3) whether the use of the CTL approach was more effective than that of the conventional approach in the writing classes of recount texts; and (4) whether the use of the scientific approach was more effective than that of the CTL approach in the writing classes of recount texts.

This research used the quasi-experimental method with the type of nonequivalent control group design with pretest and posttest. The population was 121 grade VIII students of SMP XX Yogyakarta. A sample 91 students was established using the cluster random sampling technique, divided into: two experimental groups taught using the scientific approach and CTL approach, and one control group taught using the conventional approach. The data were collected by using *tests*, both the pretest and the posttest, in the form of writing composition. The validity of the instruments was obtained through content validity. The reliability of the data was obtained through the inter-rater reliability and then the results were calculated by using *Intraclass Correlation (ICC)* in SPSS 22 for windows. Finally, the data were analyzed through descriptive statistic analysis and continued by inferential statistic analysis using the Analysis of Covariance (ANCOVA).

The results of the study were as follows. (1) There were significant differences in the students' achievement in the writing of recount texts among the students taught by using the scientific approach and the CTL approach, and those taught by using the conventional approach, as shown by the Sig. value of ANCOVA that was less than Sig. level<sub>( $\alpha$ ) (0.05)</sub> ( $0.000 < 0.05$ ). (2) The use of the scientific approach was more effective than that of the conventional approach in the writing classes of recount texts, with the mean difference of 14.72. (3) The use of the CTL approach was more effective than that of the conventional approach in the writing classes of recount texts, with the mean difference of 13.61. (4) The use of the scientific approach was not more effective than that of the CTL approach in the writing classes of recount texts, with the mean difference of 1.11. In sum, the scientific approach and the CTL approach were the effective approaches in writing classes.

**Keywords:** Scientific approach, Contextual Teaching and Learning approach, Writing Classes.

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**RATIFICATION PAGE**

**THE EFFECTIVENESS OF SCIENTIFIC APPROACH AND  
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## **CHAPTER I**

### **INTRODUCTION**

This chapter presents the main issues of the background of the study, identification of the problems, limitation of the problems, formulation of the problems, objectives of the study, and significances of the study.

#### **A. Background of the Study**

Writing is one of the four components in language skills. The four language skills; writing, reading, listening and speaking, are grouped into two skills, namely receptive and productive skills (Harmer, 2002). Reading and listening are receptive skills since the learners are required to understand and obtain information, whereas writing and speaking are included in productive skills because the learners are required to be able to provide ideas, thoughts, and their own opinion with proper language. Writing is also defined as a process of transferring thoughts, ideas, or even feelings of someone in order to be understood by others. It signifies that the writers try to express their ideas in the form of sentences or even paragraphs into readable writing which have the meaning. In addition, Harris et al. (2014) stated that writing activity constructs the symbols of language into written form, and it is also a means to convey ideas.

Gelb cited in Siddiq (2013) defined that writing is how a person communicates his or her thoughts and feelings by visible signs, understandable not only for himself but also for all other people. It means that when one writes, she or he can express her or his feelings and thoughts, from words into sentences and

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

The effective learning of writing allows the students to learn easily and fun. In consequence, this needs the teacher's roles to assist and guide the students in order to achieve the learning objectives. For instance, the teacher's roles in choosing and using an appropriate approach to the learning process of writing. As known that an approach is defined as someone's perspective toward the learning process (Rusman, 2014). Therefore, the selection of right approach is expected to affect the process of teaching and learning of writing. In practice, in Indonesia, the learning of writing that often occurs in the classroom is dominated by teachers (Antika, 2014). This viewpoint is usually called as the learning using a teacher-centered approach or a conventional approach.

According to Rusman (2014), the teacher-centered approach puts the student as an object of learning and the teacher as the only one source of learning, and it also has classical learning activities. In the use of the conventional approach, the teacher can manage the students' activities in the classroom and recognize their

characteristics (Al-Zu'be, 2013). Thus, this approach still has the magnetism to be used by some teachers in the teaching and learning processes. However, this approach tends to make the learners passively receive information only from the teacher (Huba & Freed in Ahmed, 2013: 24) and limits the students' ability to think creatively (Li, 2016). In consequence, the students' achievement yields the unsatisfactory results and ineffective learning. Therefore, Kompa (2012) states that the traditional approach is not effective to educational solutions that should refer to the active learning.

Furthermore, in teaching and learning process, the perspective should be changed from using the teacher-centered approach to the student-centered approach. The students-centered approach means that the teacher puts the students as the subjects of the study (Rusman, 2014). The teacher should focus on the students' activities during the teaching and learning process and let them to be active learners throughout the learning process, such as asking question, building and exploring their knowledge, exchanging ideas, and having mutual interaction. Two types of the learning approaches based on the student-centered approach are Scientific approach and Contextual Teaching and Learning (CTL) approach.

The use of the scientific approach is recommended in the Curriculum 2013. The scientific Approach is an old and a new approach because it has been implemented in the science, and it is newly used in all subjects including English. This approach emphasizes on the learning process to seek the knowledge rather than transfer the knowledge. The learners are seen as the subjects of the study who need to be involved actively in the learning process, and the teacher is as a facilitator

who guides and coordinates learning activities. Saefuddin and Berdiati (2014) add that the learning process of the scientific approach aims to improve the students' learning situation in finding and using their knowledge. As supported by Komariah (2016), by implementing this approach, the students are expected to be able to think critically. Therefore, Kessler (1992) claimed science as the powerful approach.

The Scientific approach can be applied in the teaching and learning process of the English language, especially in writing class. According to Hosnan (2014), the scientific approach aims to train learners in communicating concepts, mainly in writing. As known, the process of teaching and learning writing is considered as a way of finishing the assignment and homework (Lally in Byrd, 2011). It means that the teaching of writing is only focused on the learning product. Actually, the teaching of writing should be emphasized not only on the learning product but also on the learning process. By highlighting the process of teaching and learning writing, it will give a good impact on the students' achievement in writing. Therefore, Suharyadi (2013) revealed that the use of the scientific approach is more effective than that of the traditional approach. Thus, the use of the scientific approach is expected to be able to affect the students' ability in writing and to make the process of teaching and learning writing become effective learning.

The other approach oriented on the student-centered approach is Contextual Teaching and Learning (CTL) approach. The CTL approach has been offered in the School-Based Curriculum or KTSP curriculum. Baker et al. (2009:6) define the CTL approach as “a promising approach that actively engages students and promotes improved learning and skills development”. In its aim, the CTL approach

can make the learning process more relevant and effective (Baker et al., 2009). Thus, this approach establishes the students' learning through experience, not through verbalism manner.

The components of the CTL approach are constructivism, inquiry, questioning, learning community, modeling, reflection and authentic assessment. Through constructivism, inquiry and asking questions activity, the students will find the information about the material and develop their awareness. In the learning community, they learn together in the group and share their knowledge and ideas. Then, the teacher gives a model as an example to the learners in order to make them able to create and produce something creatively. Reflection and authentic assessment are very crucial to give feedback to the learners and to assess the students' improvement and progress in learning.

The CTL approach is focused on the students' experiences and interaction with others in building their knowledge. Thus, the learners learn the material related to their real world through experiencing, not memorizing. Hence, the CTL approach is suitable to be used in the process of teaching and learning the English language, especially in the writing. According to Satriani and Emilia (2012), the CTL approach is declared as the effective approach to promote the students' abilities in the English language, especially in writing skill. Therefore, the use of the CTL approach is supposed to affect the learning process and the students' ability in writing. By relating the knowledge obtained from the inside and outside of the classroom, the learning becomes more relevant and meaningful for the learners' future life (Hosnan, 2014).



Although the effectiveness of the Scientific approach and Contextual Teaching and Learning approach has often been mentioned in the literature, the comparison of their effectiveness specifically in teaching and learning writing is not explored fully yet. For instance, most of the researchers have not investigated simultaneously the effectiveness of these two approaches in one research, but these two approaches were usually investigated in the separate studies (e.g. Astuti, 2015; Ekowati et al, 2015; Glynn & Winter, 2004; Hestiningrum, 2013; Kartikawati, 2015; Muhlison, 2011; Oktarina et al, 2014). Therefore, in this research, the Scientific approach and the CTL approach are investigated simultaneously to know their differences and effectiveness in the writing classes.

In this study, the scientific approach and the CTL approach are applied to the material that is according to the lesson learned by the eighth-grade students. Based on the competency standard and basic competence in English language learning, there are some materials that must be learned by grade VIII students on the second semester, such as writing short functional text, interpersonal conversations, and text in the form of narrative and recount texts. As stated in the standards of content and the basic competence, grade VIII students must be able to express the various meanings (interpersonal) in a variety of short functional writing text in the form of narrative and recount texts. Then, based on the suggestion from one of the teachers in one of Junior High Schools in Yogyakarta, that is the English teacher of SMP XX Yogyakarta (pseudonym), he suggests teaching the material about recount text (personal communication, February 27, 2017). Therefore, the scientific approach

and the CTL approach are implemented to teach the writing of recount texts at grade VIII students of SMP XX Yogyakarta.

Regarding this, although some theories said that the scientific approach and the CTL approach are the effective approaches, the researcher wants to explore them in the different contexts and to know the differences and the effects of them in other areas and towards other subjects. Therefore, this research is focused on finding out the effectiveness of the Scientific approach and the CTL approach in writing classes to the eighth-grade students of SMP XX Yogyakarta.

## **B. Identification of the Problems**

Based on the background of the study, the researcher identifies some problems as follows:

In Indonesia, teaching and learning process of writing in the classroom is dominated by the teacher (Antika, 2014). Such process of teaching and learning refers to the use of the teacher-centered approach or known as the conventional approach. This approach makes the students tends to be passive learners because it does not provide the space for their personal growth (Ahmed, 2013). As stated by Zohrabi, *et al.* (2012) this approach does not develop the learners potential and is only focused on the students' tests rather than their needs. It means that the use of the conventional approach is only focused on the students' outcomes of writing, not on their learning process of writing. Thus, the use of the conventional approach is less effective in teaching writing. Therefore, Kompa (2012) stated that this approach is the ineffective approach for the solution of education that is contrary to the active learning.

In reality, emphasizing on the learning process can influence the learners to develop their knowledge and to promote their ability, mainly their writing ability. Therefore, the student-centered approach comes up to overcome ineffectiveness of the teacher-centered approach or the conventional approach. Two approaches that are principled on the student-centered approach are the Scientific approach and the Contextual Teaching and Learning (CTL) approach. Theoretically, these two approaches are called as the effective approaches, especially in the teaching and learning of writing. Hence, in this study, the scientific approach and the CTL approach are selected to be applied in the writing classes and expected to affect the students' ability in the learning of writing. Indeed, the effectiveness of the scientific approach and the CTL approach has been proven effective in the preceding studies in the various context and scope conducted by some researchers in the separate studies, but the comparison of their effectiveness was not fully yet investigated simultaneously in one research, particularly in the teaching and learning of writing. Therefore, in this current research, the researcher wants to compare the effectiveness of the scientific approach and the CTL approach in the writing classes, to know which approach is more effective, and to find out whether these two approaches will still be effective or not if they are applied to different scope and context.

### **C. Limitation of the Problems**

The Scientific approach and the Contextual Teaching and Learning (CTL) approach are two effective approaches that are promoted to be used in English language learning, particularly in the teaching and learning of writing. Since these

two approaches can help the learners in developing their ability in writing, these approaches are expected to influence the students' ability in writing. Therefore, the problem in this study is limited to the effectiveness of the Scientific approach and Contextual Teaching and Learning approach in writing classes at grade VIII students of SMP XX Yogyakarta.

#### **D. Formulation of the Problems**

Due to the limitation of the problems above, then this research focused on finding out the effectiveness of the Scientific approach and Contextual Teaching and Learning approach in writing classes. Specifically, the research questions are formulated as follows:

1. Are there significant differences in the students' achievement in the writing of recount texts among the students taught by using the Scientific approach, and Contextual Teaching and Learning approach, and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta?
2. Is the use of the Scientific approach more effective than that of the conventional approach in the writing classes of recount texts to the eighth-grade students of SMP XX Yogyakarta?
3. Is the use of the Contextual Teaching and Learning approach more effective than that of the conventional approach in the writing classes of recount texts to the eighth-grade students of SMP XX Yogyakarta?
4. Is the use of the Scientific approach more effective than that of the Contextual Teaching and Learning approach in the writing classes of recount texts to the eighth-grade students of SMP XX Yogyakarta.

### **E. Objectives of the Study**

Based on the formulation of the problems, the objectives of this research are formulated as follows:

1. To find out whether there are differences or not in the students' achievement in the writing of recount text among the students taught by using the Scientific approach and Contextual Teaching and Learning approach, and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.
2. To know whether the use of the Scientific approach is more effective than that of the conventional approach in the writing classes of recount texts to the eighth-grade students of SMP XX Yogyakarta.
3. To examine whether the use of the Contextual Teaching and Learning approach is more effective than that of the conventional approach in the writing classes of recount texts to the eighth-grade students of SMP XX Yogyakarta.
4. To investigate whether the use of the Scientific approach is more effective than that of the Contextual Teaching and Learning approach in the writing classes of recount texts to the eighth-grade students of SMP XX Yogyakarta.

### **F. Significances of the Study**

This research contributes to theoretical and practical significances. For theoretical significance, this study might provide additional information on the literature of the effectiveness of the learning approaches in English language teaching and learning, especially in the Indonesian context. It can also serve as a

reference and contribute to developing knowledge in teaching writing by using the Scientific approach and Contextual Teaching and Learning approach.

For practical significance, this research provides information and guidance for the teachers, especially English teachers who are interested in using the Scientific Approach and Contextual Teaching and Learning approach in the writing classes. Teachers can be more aware of the process of teaching and learning in the classroom. By using different learning approaches, teachers can help learners to enhance their learning ability. In this way, students can be more active in the classroom. For other researchers, this research may give and provide information for the next researchers who are interested to conduct research on the similar topic in different context.

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter provides about the review of related theories underlying this research which are the review of theories related to writing, learning approaches in writing, previous studies, conceptual framework, and research hypotheses.

#### **A. Review of Theories**

##### **1. Writing**

This sub-chapter is divided into five main headings, they are the nature of writing, characteristics of writing, micro-skills of writing, and writing problems.

##### **a. The Nature of Writing**

There are four skills in the English language where one of them is writing skill. As one of the four basic skills, writing skill is learned by the learners in the form of the written language from as they begin to communicate with others at the school level (Javed et al.,2013). Writing is a productive skill which can produce something, such as a book, an article, a novel, a text, a short story, a letter, or even a research. People can express their feeling and ideas through writing that can be shared with others. As Gelb cited in Siddiq (2013, pg. 8) states that writing is how person to communicate his thoughts and feelings by visible symbols, understandable not only to himself but also to all other people. Thus, writing is a way to express feelings, ideas, argument, purposes, or thought in the form of written language.

Harste in Suleiman (2000) claims that writing is as a means of thinking and a vehicle for categorizing and clarifying opinion or ideas. Rukayah (2014) also agrees if writing is a 'process of thinking'. It is because the students should recall information from their long-term memory (Kellogg et al. in Javed et al., 2013). In other words, writing is defined as the ability to express concept, knowledge, and idea rationally by using written language as a means. Moreover, Quirk et al. (1985) and Rukayah (2014) called writing is as linguistic communication, since this language skill is used to communicate to each other. Writing activity aims to inform other people about something, like to give opinion or suggestion, to persuade the readers, and also to entertain the readers. Through writing, people instruct and are instructed, entertain and are entertained, persuade and are persuaded, remind and are reminded, and also inform and are informed (Block cited in Suleiman, 2000, pg. 3).

For the students, writing skill is a significant skill to be possessed by the second language learners (Javed et al., 2013). Then, Byrd (2011, pg. 64) added that writing is an "important skill that helps reinforce language, content, culture, and literacy in a second language". It is also asserted by Hosseini et al. (2013) in which having a good writing ability will give positive impact in life. Therefore, writing is a very important skill to be mastered due to its good effect on the learners.

It turns out in its process, writing has a highly 'complex process' (Negari, 2011; Tahvildar & Zade, 2013). Alsamadani (2010) also added that besides complex processing, writing is also a challenging and arduous process. Harmer (2002) states that successful communication has to arrange written language or even



spoken language in order to be conceived by the listeners or readers. Especially in structuring the written communication, it is required coherence and cohesion in it (Harmer, 2002). Coherent writing makes people keeping up the series of their ideas and thoughts, while cohesion is a way how to connect the ideas or concepts in phrases and sentences. Hence, the students should focus on collecting ideas and organizing them chronologically into a coherent and cohesive text that has clearer meaning (Brown, 2001). Therefore, writing is not only complex, arduous, and challenging process, but also it needs coherence and cohesion in it to be a good written language.

In life, people spend the least time to write, because they prefer to listen than to write. It is evidenced by Rankin, former Director of Research Monitoring and Adjustment to Detroit Public School, that people spend an average of time to 9% writing, 16% reading, 30% speaking and 45% listening time (Iwankovitsch, 2001). It can be seen that writing is the lowest percentage, where people less prefer to write because they consider that writing is a difficult activity, and it must have a special talent to do, particularly for the second language learners. Therefore, it justifies that writing in the second language is an arduous skill for second language learners (Javed et al., 2013; Jun, 2008; Negari, 2011).

However, to develop writing ability, a person must have a strong will to practice it frequently. In practice, generating ideas before starting to write is a major impediment for the first language learners, either writing in the first language or the second language. To generate ideas, the students will recall information from their long-term memory. According to Lutz and Huitt (2003), long-term memory puts all

previous events, ideas, knowledge, or even information experienced by a person. Before writing in the native language, the learners usually use their long-term memory to recall and to collect information corresponding to their experience and knowledge. This is easy to do if the topic is close to their life, but it is tough if they are given unknown topic. For the learners who write in the second language, to generate the ideas from the long-term memory is more complicated. Because the students are obstructed by two things, namely gathering of the ideas and following the grammatical rules.

#### **b. Characteristics of Writing**

Written language has the characteristics that can distinguish it from other skills. Brown (2001) mentioned seven characteristics of written language as follows.

##### **a) Permanence**

Written language is permanent either in the paper or in the computer. Thus, the writers should revise and refine their writing before they release it. Then, the readers can read the writing repeatedly, and they can re-read it.

##### **b) Production Time**

Writing does not give limited time to the writer in developing their writing to finish, but it is different in the educational field. For the students, it has limited time like in the writing test. Hence, the teacher should assist the learners to handle time limitation.

##### **c) Distance**

The writer should predict first who their targets are, such as the readers' general knowledge, culture, and language use. The writer thereupon anticipates

the use of appropriate words, phrases, sentences, and paragraphs that will be written.

d) Orthography

Orthography is about mechanic problems in writing, like punctuation, spelling, capitalization, or written symbols. Thus, the teacher must teach the students and give some attention for them.

e) Complexity

Written language has many things that should be noticed, for examples in terms of how to combine the sentences and paragraphs, how to avoid redundancy, and much more.

f) Vocabulary

The writers should improve and enrich their vocabulary words. Thus, they can use other words and do not re-use the same words in their writing.

g) Formality

Written language is more formal than spoken language. In academic writing, the second language learners deal with more complex conventions, in which the students learn how to describe, to compare, to illustrate, or even to criticize.

**c. Micro-skills of Writing**

To master writing skill, the writer should have the important micro-skills in order to be a good writer. Brown (2001) divided micro-skills for writing production into twelve as follows:

- (1) generating the patterns of graphemes and orthographic in the English language,
- (2) yielding the paragraph at an efficient rate of speed of according to its purpose,
- (3) creating the suitable core of terms and using the corresponding word order systems,
- (4) using correct grammatical rules,
- (5) conveying certain meaning in the differential grammatical structures,
- (6) using the cohesive devices, rhetorical forms,

and conventions in written discourse, (7) completing the communicative function of the texts according to the purpose and form, (8) uttering links and connections between events and communicate relations such as the main idea, supporting details, new and given information, generalizations, and exemplification, (9) differentiate between literal and implied meanings when writing, (10) correctly convey culturally specific references in the context of the written text, (11) developing and using a battery of writing strategies (p. 343).

Therefore, these micro-skills of writing must be possessed and followed by the writers in order to produce qualified writing that can be accepted by the readers.

#### **d. Writing Problems**

As stated earlier that writing skill is very important, but some people still have difficulties in writing. Learning writing skill in English certainly has been learned by the people in the school, in the college, or maybe in person at home. Although it has been learned frequently, not least among us are still confronted by the obstacles in writing of English. In fact, not a few people who find difficulties in writing, though they have previously mastered grammar and are able to speak well enough. Nevertheless, those things do not guarantee people to be able to master the writing skill in English well.

Seyabi and Tuzlukova (2014, pg. 42) conducted research about the writing problems in Omani School and University. The result of their research showed that the students have some problems when writing in the English language as stated in the following.

The learners feel difficult when writing, they don't know how to begin, how to evolve the ideas, and how to conclude. Their other problems in writing are deciding how to start writing the paragraph with correct English sentences, to create the ideas together in a coherent way, how to choose the right words to express the ideas, and even they are not having enough information/ideas about the topics that the teacher instructs them to write about.

In addition, according to Byrne cited in Wigati (2015), there are three categories of problems which make writing being difficult skill to master, namely the problem of language, cognitive and content. Three categories are described as follows.

- a) The language problem is associated with a person's ability to use the correct structure in each sentence in order to be coherent with each other, thus the reader can understand the meaning of the text.
- b) The cognitive problem is related to mastery of grammar or structure, how to create an effective article. Harmer in Wigati (2015) called this problem as an organization problem.
- c) The content or ideas problem deals with what we can write because people loss or even do not find ideas in the writing process.

Furthermore, other students' problems of the writing in the English language are described as follows.

- a) The students' lack of ideas

The students are difficult to construct ideas when they write. Although they retain prior information in their long-term memory (Lutz and Huitt, 2003), they still cannot write what and how to develop ideas into sentences and paragraphs due to the limitation of vocabulary words. In writing, the students must focus on the ideas of the topic and write anything based on the topic, if not, it will make the readers confused and difficult to understand what writer write. While, according to Raimes as cited in Alfaki (2015), he believes that the learners have difficulties

not only on finding the right words and using the correct grammar but also on discovering and showing ideas in a new language.

Thus, besides mastering the grammatical rules and vocabulary, other difficulties of the students in English writing are to get and to explicate their ideas into the second language.

#### b) The selection of vocabulary

According to Hyland (2003), the students should have a set of keywords to help and to make them easier in writing. Before writing, the students should know the vocabulary items related to the topic and then write down the words in form of the keywords. It facilitates the learners to construct the words into sentences. Choosing vocabulary words must be accordance with the context of the sentence because the English vocabulary has many words that have the same meaning but is used in different context, therefore the students must know the context or the topic.

#### c) Determination of the unfamiliar topics

Sometimes, the students are given unknown/difficult topic by the teacher, hence the students cannot write anything. The teachers should let the students choose their own topics to make them more fluent in writing. Even if teachers choose a topic, it would be better to select the familiar topic for them, therefore the students are able to write. Chesla (2006) mentions the topic to be chosen must:

- Be interesting to the writer and the readers
- Fulfill the writing assignment and be sufficiently focused
- Be able to be turned into a question

Before writing, determining the topics first is important because it will ease the writer when writing. The selected topics should be interesting, thus the readers are also interested and want to read it.

d) Difficulties in spelling and grammar

Spelling is important and must be concerned because if a word is written with the spelling error, the meaning will change, even it has no meaning. Then, using correct grammar makes the reader understand the meaning of writing. According to Younes and Albalawi (2015), the students make many errors or mistakes in grammar. Therefore, they have to really understand the grammatical rules.

## **2. Teaching Writing**

This sub-chapter discusses the review of theories related to the teaching writing. It consists of three main headings that are, teaching and learning writing for elementary level, the teachers' roles in teaching writing, and types of classroom writing performance.

### **a. Teaching and Learning Writing for Elementary Level**

For the second language learners, in the classroom, writing is frequently seen as a way of finishing the homework and assignments, especially at the elementary and intermediate levels (Lally in Byrd, 2011). This is proven by Antika (2014) in which the teachers are still using the traditional approach to teaching. It is in contrast with the opinion of Pardjono (2002, pg. 172) who said that learning is a constructive process, where the learners construct actively the knowledge, and not received passively from the teacher. This way of learning applies a conventional approach. The use of the conventional approach causes the students become the

passive learners where they only take note and complete the tasks as instructed by the teacher. The students do not develop their capability during the learning process. Therefore, Piaget and Dewey's theories refused traditional learning approach (Pardjono, 2002). To make the students establishing their whole potential in learning writing, Byrd (2011) emphasized that the learning writing must be noticed explicitly in the curriculum and daily lesson planning.

In Indonesia, the curriculum has experienced changes into Curriculum 2013 which offers the Scientific Approach to be implemented in teaching and learning. Nevertheless, there is a learning approach is offered in teaching and learning that is the Contextual Teaching and Learning (CTL) Approach. Considering the school that would be used as the research site still applies School-Based Curriculum or known as KTSP curriculum, the researcher decided to choose KTSP curriculum as a reference in creating the lesson plans.

Based on the KTSP curriculum, competency standard and basic competence at the second semester of grade VIII students of Junior High School can be seen in Table 1:

**Table 1. Competency Standard and Basic Competence at the second semester of Grade VIII Students of Junior High School**

Competency Standard	Basic Competence
<b>Menulis:</b> Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk <i>recount</i> and <i>narrative</i> untuk berinteraksi dengan lingkungan sekitar	1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar 2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk <i>recount</i> and <i>narrative</i> .



Table 1 shows that the eighth-grade students of Junior High School at semester 2 learn about the short functional text and the short essay in the form of *recount* text and *narrative* text. However, based on suggestion from pseudonym, the researcher only focused on teaching writing of recount texts (personal communication, February 27, 2017).

Recount text is one of the English texts retelling about the events or experiences in the past (Saragih *et al.*, 2014). In learning writing of recount texts, the students are required to construct the text structurally or sequentially. In other words, the students tell their own experiences chronologically in the form of written language. Siahaan and Shinoda in Saragih *et al.*, 2014 mentioned the goal of recount text that is to inform or to entertain the readers about a series of experiences in the past. In addition, the recount text aims to provide the readers past experiences sequentially (Anderson in Dewi, 2013).

According to Emilia *et al.* as also cited in Dewi (2013), there are three types of recount texts, namely: (a) *personal recount*: someone recounts an incident in which the author was directly involved; (b) *factual recount*: someone tells an event such as in newspapers or accident report; (c) *imaginative recount*: someone tells about the imaginative character and connecting imaginary events.

A recount text has generic structures for constructing a good text. Saragih *et al.* (2014) mention three generic structures of this text, they are orientation, events, and re-orientation. The generic structures are described as follows.

a) Orientation

It provides information about the background or the introduction of a story to guide others understanding the story, such as who, where and when the event occurred in the past.

b) Events

The incident happened, which is usually written in chronological order from the first event to the last. In the event also contains personal comments about the experiences.

c) Re-orientation

This is a summary of events in the form of a comment that reflects the author's feeling about the incident. It is an optional closure of the story.

Like other texts, recount text also has language features. Language features usually met in the recount text are:

- Using *past tense and action verbs*, e.g. I went to the mall, climbed, visited, etc.
- *Conjunction and time connectives* are to sort the events e.g. but, and, then, after that, next, finally, etc.
- *Adverbs and adverbial phrases* are to express the place, time and manner, e.g. on Sunday, last week, at school, quickly, etc.

**b. Teachers' Roles in Teaching Writing**

As educators, teachers must ensure that their students learn something useful, beneficial and lasting for their future. The teachers are not only standing in front of the class to convey the material, but they also must know their roles as a teacher toward the students' development and ability in learning, especially in writing. Byrd

(2011) reminded the English teachers to believe that writing is a process. Harmer (2002) mentions three roles of the teacher in the teaching and learning process of writing as follows.

a) Teacher as a motivator

Being a motivator, a teacher must give a good motivation for students. It is known as an extrinsic motivation. It is important to help students in writing process, such as collecting ideas, persuading them to try and to effort as much as possible. Thus, they can be more confident and creative in writing.

b) Teacher as a resource

Besides as a motivator, the teacher is also as a resource in providing information needed by the students, such as giving clarification or facilitation to the students. The teachers assure and convince the students that they will be there to help, hence the students have no difficulty in writing.

c) Teacher as a feedback provider

In addition, the teachers play as feedback providers. It means they must give positive feedback on what the learners do and learn based on the students' needs at their level and material.

In sum up, the teacher has full responsibilities and important roles in the writing process activities as a motivator, a resource and also a feedback provider.

**c. Types of Classroom Writing Performance**

Brown (2001) divided types of classroom writing performance into five types, namely (a) imitative or writing down, (b) intensive or controlled, (c) self-writing, (d) display writing and (e) real writing.

a) Imitative or writing down

The first type is imitative or writing down. Students will write the simple word at the beginning level of learning writing, and also write English letters or even a simple sentence. Then, the teacher does dictation of a text, by reading one by one paragraph in the text, and then the learners write what they hear. After that, the teacher read the whole text and the learners check their writing.

b) Intensive or controlled

The second is intensive or controlled. There are three forms of controlled writing, namely controlled writing, guided, and dicto-comp. Controlled writing is a common form, where the students are given a paragraph, and then they are asked to change its structure. Guided writing, where the students are asked to tell a story just viewed by giving some questions to help them in writing. Dicto-comp writing, the teacher reads a passage and writes the keywords on the whiteboard. After that, the teacher asks the learners to re-write the passage by using keywords.

c) Self-writing

The next type is self-writing, where writing for self as a reader, e.g. the students are asked to write a diary.

d) Display writing

Another type is display writing. Short answer exercise, essay examination or research report are the element of display writing in which those must be mastered academically by ESL students.

e) Real writing

The last type is real writing which is divided into three subcategories, i.e. academic, vocational/technical, and personal. Academic, the students write about original information, and then they convey and share with others. Vocational/technical, it is usually for students studying English for advancement in their job, or in other words English language for companies. Personal, it is an English class in the interactive classroom.

## **B. Learning Approaches in Writing Classes**

An approach refers to someone's perspective on the learning process which aims to manage the learning and behavior of students to become the active learning. This is supported by Rusman (2014) who defines the approach as the viewpoint of people toward the learning process and the first step in forming the ideas. Thus, an approach is suitable to be applied in writing classes which supports the learning writing in the class. Shih (1986) cited in Brown (2001, p. 335) mentioned the activities do most in learning writing process:

emphasizing the writing process which leads to the final written product, helping the students write to understand their own composing process, guiding them to build repertoires of strategies, giving the students time to write and to rewrite, place a major concern in the process of revision, letting the students discover what they want to say as they write, providing the students feedback, activating feedback from both the instructor and peers, including individual conferences between teacher and students.

Learning writing experienced by the students in the school cannot be separated from the roles of the teacher. Hence, the teacher's role affects the teaching writing activity, such as the selection of the appropriate approach used to teach the

material. Therefore, choosing the suitable approach can help and affect the success of teaching writing in the class.

Kellen in Rusman (2014) proposes that there are two learning approaches, namely the learning approach oriented to the Teacher-centered approach and Student-centered approach. The teacher-centered approach puts the students as the objects and the teacher as an educator who knows everything and the only one source of learning. Antika (2014) claimed that teacher-centered approach regards all students have similar characteristics and abilities, and the teacher is the important position as the learning source in giving knowledge and ability to the learners.

In addition, the learning activities in the class are carried out based on the teacher's instructions, and the students do not have an opportunity to engage in the activities appropriate with their wants and interests (Rusman, 2014). Thus, the teacher-centered approach is not fit to apply in teaching and learning considering the students have different abilities and characteristics (Antika, 2014). Therefore, this viewpoint should be changed to the student-centered approach to make the students more active in developing their knowledge and abilities.

Unlike the learning approach that is oriented to the teacher-centered approach, the learning approach which is oriented to the student-centered approach is focused on the students' activities whereby they can develop their potential, and the teacher is a facilitator to guide them in learning (Rusman, 2014). This approach involves the students to be active in the classroom in which they have a chance to improve their creativity and ability. Therefore, the student-centered approach can involve

the students participated actively in the class by finding their own knowledge at a higher level rather than the teacher-centered approach. The student-centered approach underlies the development of the Scientific approach and the Contextual Teaching and Learning (CTL) approach. For further explanation, the Scientific Approach, the CTL approach, and also the conventional approach are discussed as follows.

## **1. The Scientific Approach**

### **a. Definitions of Scientific Approach**

Science is a concept where someone knows what will one does, how it will be done, and what the goals or results want to be achieved. According to Kessler (1992), science means that what and how it does and what outcome is achieved. In addition, science is also defined as “a way of thinking and doing, as well as a body knowledge” (AAAS in Kessler, 1992:66). Therefore, science is how someone thinks about doing something to reach the certain objectives.

Moreover, in teaching and learning process, science pushes the students to have curiosity, rewards creativity, and promote their spirit to ask the question (Kessler, 1992). It is because science is intended to negate anxiety in the process of teaching and learning, particularly in the second language learning like English (Kessler, 1992). Therefore, a teacher's role is important in the process of teaching and learning to help and guide the students to grasp the process of second language acquisition and understand that mistakes are part of the learning process.

Kessler (1992) called science as a powerful approach to combine science and language learning. Ray and Ravizza (1985:16) add that science integrates

“experience, reason, and desire to answer the questions about reality concept”. It means that science and language learning are interrelated and unite to describe the phenomenon in the world. Therefore, science can be adopted and adapted for teaching and learning language, especially in the English language. In this 2013 Curriculum, the use of the Scientific approach becomes famous in the education field in Indonesia. Initially, this approach has been used in science, but recently it is almost applied in all school subjects. The scientific approach is defined as the learning way to facilitate the students to gain the knowledge and ability. Hence, Tang *et al.* (2010) assumed that ‘doing science’ in the scientific approach becomes magnetism in the learning as an easy innovation to do.

A learning theory underlying the scientific approach is the theory of Bruner. According to Hosnan (2014), Bruner’s theory deals with the cognitive development of learners or usually called as ‘*discovery learning theory*’. Based on Bruner’s theory, the learners study and construct their knowledge through the cognitive process. According to Ortega (2013), cognition is defined how people acquire and process the knowledge from their thought. Thus, the cognitive process is required in learning using the Scientific approach (Hosnan, 2014). For instance, the students actively find, process, and develop the meaning or information. Therefore, Saefuddin and Berdiati (2014) agree if the learners must have the opportunities to discover, to construct, and to use their own knowledge.

In the scientific approach, the learning process is fully directed to the development of three areas as a whole, namely the areas of attitudes, knowledge, and skills (Saefuddin & Berdiati, 2014). Attitudes are obtained through activities,



such as respect, appreciate, and practice; knowledge is acquired through activities, like create, analyze, apply, evaluate, and understand; skills are gained through activities, like observing, asking, experimenting, and/or creating (Hosnan, 2014). These three domains are included in the material to make the students 'know why, know what, and know how' (Saefuddin & Berdiati, 2014). The learning outcomes through three integrated areas are supposed to produce productive, creative, innovative, and effective learners. Such three areas can be seen in Figure 1 as follows:

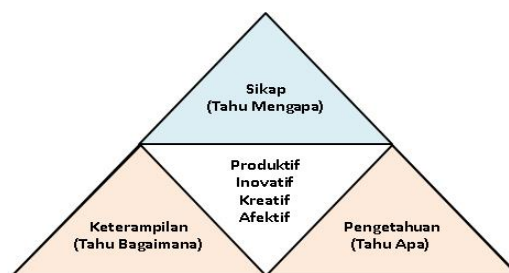


Figure 1. Three Aspects of the Learning Process

(Source: Saefuddin and Berdiati, 2014)

Suharyadi (2013) claimed that the use of the scientific approach is more effective than that of the traditional approach. The scientific approach, as the student-centered approach, considers the importance of the learners as the learning subjects. The learners are active physically and mentally in generating and comprehending the knowledge (Sarwanti, 2016). The Scientific approach is meant to make the students interested and active in the learning which develops cognitive process. As well as it is trusted to be able to promote “the students’ affection, skills, and knowledge” (Amalia & Hartono, 2015:86). It is supported by Hosnan (2014) who said if the scientific approach can assist the learners to communicate their ideas,

particularly in writing. Therefore, the scientific approach is said as an effective approach to use in teaching, especially in the teaching of writing in the English language.

#### **b. The Learning Purposes of Scientific Approach**

Through the Scientific approach, the students are expected to be able to think scientifically, logically, critically, and objectively. Komariah (2016) agreed that this approach can bring the students to think critically. Therefore, the scientific approach can extend the students' higher-order thinking skills and promote their characteristics (Shofwan, 2016). The Scientific approach is a learning way to facilitate the students to gain information and ability from the learning process which can make them are interested and active. The learners can learn and develop their knowledge from anywhere and anytime. Hence, the learners should not depend on the information only from the teacher (Sufairoh, 2016). Furthermore, Hosnan (2014) mentions the learning purposes of the Scientific approach as follows:

- (1) to improve students' intellectual ability to think high-level, (2) to establish student's capability to resolve a problem systematically, (3) to make conditions of learning where the learners believe that learning is a must (4) to obtain high learning achievements, (5) to train students in communicating ideas, particularly in writing, (6) to promote students' characteristics.

#### **c. The Principles of Scientific Approach**

The Scientific approach has some principles as a guide for the educators in using it in the classroom. According to Hosnan (2014), the learning principles of the Scientific approach are as follows.

- (1) The student-centered learning, (2) the learning builds the students' self-concept, (3) the learning process evades verbalism, (4) in the learning, students have opportunities to assimilate and accommodate knowledge, (5) the learning promotes students' thinking abilities improvement, (6) the learning encourages students' and

teacher's motivation in learning and teaching, (7) in the learning, the students have chance to train the communication skill, (8) there is validation process of knowledge that are constructed by student in the cognitive structure.

In a nutshell, one of the principles of the scientific approach that is applying the students' centered-learning. Making the students as the subjects in the learning is the criterion of student-centered learning. They can participate in the learning process, such as ask the question, share and explore their knowledge and understanding to other students. Finally, from such learning activities, they are able to create something, like a text. Here, the students have opportunities to practice their abilities in writing.

#### **d. The Steps of Implementing Scientific Approach**

Saefuddin and Berdiati (2014) divide five steps or procedures to implement this approach in the learning process as follows.

##### **a) Observing**

Observation is very useful to know the learners' curiosity. They who are involved in the process of observation will be able to find the fact of a relation between objects analyzed and material learned, thus the learning process is more meaningful. Students do observation through these activities; read, hear, listen, and look (Hosnan, 2014). The teacher serves and facilitates them to do observation, and also accustom them to focus on the important things from the objects. Therefore, Kemdikbud (2013: 10) agrees if the developed competencies in this part are “train the seriousness, accuracy, and also find out information.”

b) Questioning

The students ask questions to the teacher about the information or materials being observed, from factual things to hypothetical things. It functions to develop creativity and curiosity of the students.

c) Exploring

From the questions, the students try to collect the data through experiment, observation again and read or find another source to obtain more information about the object/data.

d) Associating

In associating activity the students in the groups try to analyze the data. According to Hosnan (2014), this activity aims to find the relation between one information to another information. Then, the students together in each group make a conclusion of the analysis result.

e) Communicating

The students convey the results to other groups in the form of spoken, written, diagram, or other media.

**e. The Advantages of Scientific Approach**

According to Saefuddin and Berdiati (2014), some benefits of the use of the Scientific approach in teaching and learning activity are as follows.

- a. The learning process is more focused on the student-centered, not teacher-centered, thus it makes the students more active during the learning.
- b. It does not only emphasize on the product or students' achievement, but it also considers the importance of the learning process.

- c. It includes three aspects, namely attitude, skills, and knowledge, which aim to encourage the students in understanding and developing the concept/thought rationally and objectively in responding the lesson.
- d. The learning process applies the science steps in constructing knowledge through the scientific approach, thus it allows the students to be able to think creatively.

## **2. The Contextual Teaching and Learning (CTL) Approach**

### **a. Definitions of CTL Approach**

The Contextual Teaching and Learning approach, abbreviated CTL, is one of the learning approaches which is principled on the student-centered approach. The CTL approach is based on the philosophy of constructivism (Syahid & Tuharto, 2013). According to Pardjono (2002), constructivism view is where the students construct the knowledge based on their experiences and interaction with others in their life. He also said that constructivism's theory regards the learning as the constructive process, whereby the students build up the knowledge actively. It is supported by the theories of Dewey and Piaget (Hosnan, 2014). Based on the result of Dewey's research, he concluded that learners will learn better if what they are learning related to what they know and events around them. This is approved by Piaget's theory in which his main concern is "human interaction with the environment" (Pardjono, 2002, pg. 172). Therefore, Contextual Teaching and Learning is defined as a notion which focuses on the students' experiences to build new knowledge.

Baker *et al.* (2009) stated the CTL approach is a trusted approach which involves students more active and improves the development of learning processes and skills. Satriani & Emilia (2012) also declared the CTL approach as an effective approach to promote the students' abilities in the English language, especially in writing skill. In using the CTL approach, the students are supposed to study the material through 'experiencing' not by 'memorizing' (Satriani and Emilia, 2012). Thus, learning writing based on experiences which are relevant to the context will make the learners are easy to write the sentences or even paragraphs. Therefore, the CTL approach is convinced as the effective approach to associate new knowledge for the students' lives (Satriani and Emilia, 2012).

Furthermore, the CTL approach encourages the students to have their own learning and to connect their knowledge to their life (Satriani and Emilia, 2012). It is supported by Glynn and Winter (2004:52) that the CTL approach "anchors teaching and learning in students' diverse life contexts and prepare students for learning in the complex environments they will encounter in their future careers". Therefore, the CTL approach can help the teachers and students to link between the materials being learned and the real-life situations and to encourage the students in connecting their knowledge to be applied in their life as the members of the family and society.

Regarding this, through this approach, it is expected to be able to build the teaching and learning processes more significant for the teacher and the students. Berns and Erickson (2001) agree that the CTL offers a constructivist design. It means that the learner's role changes, not as a receiver of meaning, but as a

constructor of meaning (Baker *et al.*, 2009). By relating the knowledge obtained from the inside and outside the classroom, the learning process becomes more relevant and meaningful for the learners to be used in their future lives (Hosnan, 2014). Therefore, the learning is not only viewed from the product, but also from the process.

#### **b. The Elements and Characteristics of CTL Approach**

Nurhadi cited in Hosnan (2014) mentioned five elements that must be noticed in applying Contextual Teaching and Learning approach. They are discussed as follows.

- a) Activating knowledge; the students' initial knowledge is activated
- b) Acquiring knowledge; the learner's obtain new knowledge and information
- c) Understanding knowledge; they construct the temporary concept that will be shared to others to get the response. After that, it is revised and developed.
- d) Applying knowledge; they practice the knowledge and experiences.
- e) Reflecting knowledge; doing reflection on the learning.

Then, Hosnan (2014) and Saefuddin and Berdiati (2014) presented several characteristics of the CTL approach that distinguishes it to other learning approaches.

- a. Cooperation; there is cooperation between students-students, teacher-student, and students-material.
- b. Fun learning; building a fun, joyful, and comfortable learning environment to make the learners more enthusiastic and active in learning.
- c. Using various learning source; books, pictures, articles, journals.
- d. The students become critical, and the teacher becomes creative.

- e. The learners can share and exchange information and knowledge with others.

### **c. The Principles of CTL Approach**

Saefuddin and Berdiati (2014) mentioned the principles underlying the CTL approach they are:

#### **a) Interdependent**

This principle demands the learners to collaborate and help each other in learning. It means they interact with others in giving opinion/idea, collecting the data, and processing data. Therefore, it makes the learning becomes more meaningful.

#### **b) Difference**

The learners have different abilities, thus this principle promotes them to generate diversity and difference of idea, argument, or thoughts. It causes the students to think critically and creatively. This principle also develops the students' potential and capability in learning to produce something beneficial.

#### **c) Self-Regulation**

The students have to realize that they have responsibility for the decision they made in learning. From interaction among students, it creates and produces something new and ability in finding self-limitation.

#### **d) Self-assessment**

By the existence of authentic assessment, the learners are demanded to use/practice their knowledge and skill in the real situation.



#### **d. The Components of CTL Approach**

Hosnan (2014) mentions seven components of the CTL approach, namely constructivism, inquiry, questioning, learning community, modeling, reflection, and authentic assessment. They are described as follows.

##### **a) Constructivism**

When the teacher gives material, the students build knowledge bit by bit. In the learning process, the students construct their own knowledge through active involvement during the learning process, hence the students become the center activity.

##### **b) Inquiry**

After constructing the knowledge, the students try to find the information or knowledge starting from formulation of the problem, observation, analysis, to communication.

##### **c) Questioning**

The students could ask question to the teacher and their friends to get information or to confirm what they have. The teacher guides the students which aims to encourage and to know their thinking ability. There will be an interaction between students-teacher, teacher-students, students-students, and students-material.

##### **d) Learning community**

The teacher makes groups of the students, thus the students can learn or work together cooperatively in exchanging or sharing ideas and thoughts with friends in the same group or even with different groups.

e) Modeling

Displaying a model that can be seen or felt by the students. The model can be designed to engage students. The teacher can choose the student as the model who is considered has capabilities, or the model also can be in form of realia media. Presenting the model in the classroom purposes to make the students more interested in learning.

f) Reflection

Reflection is a response to the activity or new knowledge received. The purpose is to determine the extent to which the knowledge and understanding of the students about what have been learned.

g) Authentic assessment

Authentic assessment is a process undertaken by teachers to collect information about the progress of student learning. This assessment is done to find out whether students are really learning or not; whether the learning experience of students has a positive impact on the development of students' intellectual and mental. The teacher does the authentic assessment in an integrated manner with the learning process and it is done continuously during the learning activities take place. Therefore, it emphasizes on the learning process rather than on the learning outcomes.

**e. The Classroom Steps of Contextual Teaching and Learning**

The classroom steps of Contextual Teaching and Learning (CTL) can be created in the lesson plans and used by the teachers. The following steps can be employed as a guidance for the teachers in using the CTL.

a) Modelling

The learning process is started by displaying a model/an example/realia media that can be seen immediately by the learners. By showing a model in the class, the learners are encouraged to construct and to build their knowledge, and also to make them more interested in learning. Then, the students discuss together the example displayed to find new knowledge and relate it to the previous lesson and their life.

b) Questioning and inquiry

The teacher and the students do question and answer sessions to get or even to confirm the knowledge/information about the lesson that have been learned. These sessions engage the teacher and the students actively to inquiry the students' understanding. At the same time, the teacher can do the authentic assessments if possible, like assessing the students' affection in learning.

c) Learning community and constructivism

The students make some groups or pairs to learn together and to help each other, such as exchanging or even sharing the ideas/opinions/information with each other. They also can be more active through providing the questions/problems to be solved together. This also cultivates the students' curiosity in learning. In addition, the students both in the group and in the pair also have some tasks, such as doing the interview about friend' experience, and so forth. Then, the students can convey the results/the answers of their tasks given by the teacher in front of other groups. The learners can response the students' answers. Then,

if possible the teacher may assess the learner's skills, cognition, and also affections to know the level of knowledge and ability of the students.

d) Authentic assessment

The teachers do the authentic assessment during the learning process and at the end of the learning. For instance, the teacher provides the material about a recount text. Then, the students are given the task to write a recount text or to do an interview regarding the experience of a friend or even a family member.

e) Reflection

The teacher and the students do reflection for what have been learned, thus the lesson can be accepted and meaningful for the students. The teacher may give the homework for the students. Finally, if possible, the teacher may continue the assessment of the students if not finished yet.

**f. The Advantages of CTL Approach**

The use of the CTL in teaching writing can contribute the students to write easier. Tribble cited in Satriani and Emilia's study (2012: 11) promoted that writing based on the context can help the students to develop their ideas in writing paragraphs. According to the finding result of Satriani and Emilia's research (2012) there are seven benefits in applying contextual teaching and learning approach toward teaching writing. Those advantages are in the following.

Involving the students in the learning of writing, promoting the learners' motivation to engage actively in the writing activity, assisting them to compose their writing, helping the students to resolve the difficulties/problems, giving ways for them to associate with their friends, assisting the students to review and to reflect the material.

From some those advantages, it can be seen that the CTL approach can make the learning activities become more meaningful and real. This means that the

students are required to be able to associate the learning experiences and material in the school with real life. Thus, the material to be studied are closely embedded in the students' memory and will not be easily forgotten. Then, learning activity is more productive. The students are led to discover their own knowledge because the CTL approach adheres to constructivism where the students learn through 'experiencing' not 'memorizing'. In addition, Berns and Erickson (2001, p. 8) said that they also learn at a "higher level". Therefore, the benefits above can convince the teachers to use this approach in teaching writing.

### **3. The Conventional Approach**

#### **a. Definitions of Conventional Approach**

A teacher-centered approach is known as the traditional approach and passive learning (Zohrabi *et al.*, 2012). According to Liu *et al.* (2006), this approach is connected to the behaviorist theory whereby the students are passive, and they become active if the teacher gives them stimulus. Ortega (2013) claimed that behaviorism concept that recommended stimulus-response became a prominent paradigm in the learning system in the last third of the twentieth century. Moreover, Huba and Freed in Ahmed (2013, pg. 24) reveal this approach as: 'the learners passively obtain the knowledge, the concern is on the acquisition of knowledge, and the roles of the teacher are to be major information provider and evaluator.' Hence, the teacher-centered approach makes the learner as an object, not as a subject (Antika, 2014; Rusman, 2014).

Based on the thesis statement of Kompa (2012), a conventional approach is an ineffective approach for the solution for education which is contrary to more

active learning. Hence, Antika (2014) declared that this approach is a paradigm which is not suitable to be used. Schön in Kompa (2012) stated this approach as the approach that limits the students' knowledge, by applying drilled manner and memorizing the lesson in teaching and learning process without considering the skills required by them. Hence, Johnson (2004) called this learning concept as the habit formation. Accordingly, it is reasonable if such approach is not appropriate applied to modern pedagogy currently which is implementing the student-centered approach.

However, this approach is still often applied by some teachers in Indonesia (Antika, 2014). The teacher-centered approach, as the conventional approach, is applied more often than students-centered approach (Zohrabi *et al.*, 2012). The reasons are the teacher can manage the students' activities in the classroom, and recognize the students' characteristics (Al-Zu'be, 2013). Therefore, the conventional approach still has its special allure for the teachers who are still using it till now.

In its implementation, the conventional approach does not have specific procedures like in implementation of the Scientific Approach and Contextual Teaching and Learning approach. According to Li (2016), in practice, the teacher usually utilizes the textbooks and notes. In addition, the teacher also uses students' worksheet (LKS) and applies lecturing method. According to Harsono (2006) in the use of lecturing method with the term 'I teach, you listen', the students only sit and listen to the teacher with minimal activities. As an example of its practice in the classroom, firstly, the teacher explains the material, then the students listen, imitate

and rewrite onto their notebooks what is delivered by the teacher. Then, after explaining the material, the students are asked to do some tasks in their textbook or worksheet. Li (2016) claims that it induces the teacher too focused on conveying the material, thus some of the students feel sleepy and day-dreaming in the classroom.

Li (2016) also explains that the conventional approach causes limitation of the students to think more creatively and it rarely considers the differences of each student. Harsono (2006) agree that it makes the learners have limitation to develop their ability, and the learning is inflexible. Antika (2014) agrees that this approach regards the learners have same potential and capability, which is actually they have different abilities. Moreover, Ahmed (2013, pg. 24) affirms that “it does not give the room for the student’s personal growth”. Consequently, this approach produces the passive students because they only do activities what the teacher instructs to them and the learning activity focuses on hearing and knowing the material from the teacher, textbook, and note by interacting face to face in the class. Therefore, the teacher should take an action to move forward.

#### **b. The Strengths and Weaknesses of Conventional Approach**

Just like other approaches, the conventional approach, referring to the teacher-centered approach, has its own strengths and weaknesses. Al-Zu'be (2013) mentions the strengths of this approach, such as the teacher supervise entirely the activities in the classroom in the orderly and quiet situation. The teachers assume that they know well the qualities of the students. This approach is considered capable to make the students learn independently without depending on friends and

deciding their own decisions. In consequence, the conventional approach still enforced by the teachers in actual teaching practice (Liu *et al.*, 2006).

On the other side, Zohrabi *et al.* (2012) mention the weaknesses of this approach, such as the teacher as the main roles as the active teller, and the student as the passive receiver only get the knowledge from the teacher. The teacher only focused on the final result (Brown, 2001). Al-Zu'be (2013) added that traditional approach causes the students must answer the teachers' questions. Even more, this approach assumes that the learners' abilities are alike (Antika, 2014). Therefore, this approach does not develop the students' potential, and its primary purpose is only focused on the students' test rather than the students' need (Zohrabi *et al.*, 2012).

To sum up, due to its advantages, this approach is still being applied by the educators till this time, and from the weaknesses, the student-centered approach comes up to overcome the negative sides of the conventional approach. Harsono (2006:1) called it as a model alteration from a teacher-centered to a student-centered.

### **C. Previous Studies**

The studies about the effectiveness of the Scientific approach and Contextual Teaching and Learning approach have been carried out by other researchers with different methodologies and purposes. While in this study the researcher wanted to examine the effectiveness of the Scientific approach and Contextual Teaching and Learning approach in writing classes.

The present study entitled '*The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Writing Classes*' was written to



compare and to develop previous studies. Some studies were investigated by previous researchers as follows:

First, the research was conducted by Oktarina, (2014). This research was a classroom action research (CAR) that aimed to improve the learning activities and to develop the character of responsibility and discipline of the students. The result was the Scientific approach oriented to the curriculum 2013 could improve the learning activities and develop the character of responsibility and discipline of the students in learning PKN of grade IVA students in SDN 69 Bengkulu.

Second, the research was investigated by Kartikawati (2015). This research was descriptive research which purposed to describe the implementation of the Scientific Approach in teaching English to the eighth-grade students at SMP Muhammadiyah 10 Surakarta. The results were the implementation of the Scientific Approach in teaching English was not always implemented fully, the teachers also had some difficulties in mastering the meaning of each stage of the scientific process, another reason the students were not ready yet to learn with the new process and the other is the media used was still limited.

Third, the study was held by Ekowati *et al.* (2015). This was an Action Research which aimed to implement the CTL approach in learning mathematics to improve students' motivation at SMPN 1 Kupang. The results of the study found that there was the improvement of the students' motivation, students' activity, and also their mastery of the concept.

Fourth, the study was undertaken by Astuti (2015). This was a Quasi-experimental research that was conducted towards 32 students of Elementary

School. It aimed to know the effectiveness of the Scientific approach to narrative writing skill. Based on the result, the Scientific approach is more effective to be applied in teaching writing narrative text compared to the teacher-centered approach.at fourth grade students of Elementary School, Jomblangan.

Fifth, the research was conducted by Muhlison (2011). It is a quantitative research which aimed to know the influence of optimizing of Contextual Teaching and Learning to the students' reading improvement. From the research result, it was found that even though the mean difference between two group applying using the CTL and non-CTL were not much, reading ability of the students taught using the CTL improved, and it proved that the CTL was a good method to develop reading ability.

Sixth, the study was held by Hestiningrum (2013). The research was a quasi-experimental design that purposed to find out whether there are differences between students' activity and their learning outcomes in learning IPA who taught by using the CTL approach and the conventional approach. Then, it found that there are differences between students' activity and their learning outcomes in learning IPA who taught by using the CTL approach and the conventional approach.

Seventh, the research was carried by Syahid and Tuharto (2015). This research was Quasi-experiment that had the objectives to describe the effectiveness of the Scientific approach and Contextual Teaching and Learning approach in Mathematics learning evaluated from the students' abilities of mathematics problem-solving at VIII SMP, and also to describe which approach is more effective between the Scientific approach and Contextual Teaching and Learning approach

in Mathematics learning evaluated from the students' abilities of mathematic problem-solving at VIII SMP. The result showed that the Scientific approach was not more effective than Contextual Teaching and Learning approach to teaching mathematics evaluated from the students' abilities of mathematics problem-solving at VIII SMP, then, there is no difference in the effectiveness of the Scientific approach and Contextual Teaching and Learning approach evaluated from the students' abilities of mathematics problem-solving at VIII of MTs Al-Mahali Pleret.

Those previous studies have been investigated by different researchers with various research methods and purposes. The researchers investigated separately between the CTL approach and the Scientific approach in different study, but the last previous study, both approaches were tested in one study which the result was found that there is no difference of the effectiveness between them. Unlike the previous studies, the current study, the researcher applied the Scientific approach and the CTL approach in different contexts and materials which aimed to find out the effectiveness of these two approaches in writing classes of recount texts.

Other differences are the place, time and participants of the research conducted. The first research was performed in grade IVA students at SDN 69 Bengkulu in 2014, and the second study was undertaken in grade VIII students at SMP Muhammadiyah 10 Surakarta in 2015. Next, the study was conducted in grade 7E students at SMPN 1 Kupang in 2015, and the fourth research was conducted towards the students from class IV SD Jomblangan. The fifth, the study was investigated the eighth-grade Students of MTs At-Thosari Kalirejo Ungaran Timur. Next, the research was held to the students in IV SDN 02 Sidorejo Pemalang. The

last previous study was carried out at class VIII of MTs Al-Mahali Pleret. In the current study, the researcher conducted the research to the eighth-grade students of SMP XX Yogyakarta by using the quasi-experimental design as a research method.

#### **D. Conceptual Framework**

Writing class is considered as the way of finishing the homework and assignment (Lally in Byrd, 2011). This perspective is usually referred to a teacher-centered approach or a traditional approach. This approach still has the positive effects where the teacher can manage the students' activities in the classroom and recognize their characteristics (Al-Zu'be, 2013). Therefore, the traditional approach was still applied by the teachers, particularly the teacher in Indonesia (Antika, 2014). In fact, this approach limits the students' ability to think creatively (Li, 2016), and it also tends to make the learners passively receive knowledge only from the teacher (Huba & Freed in Ahmed, 2013: 24). As the result, the teacher and students held ineffective learning. Therefore, Kompa (2012) states that the traditional approach is not effective to educational solutions that should refer to the active learning.

Moreover, in the teaching and learning process, the viewpoint of using the teacher-centered approach should be changed to the student-centered approach. According to Rusman (2014), the student-centered approach considers the learners as the learning subjects. It means that it regards the important learning process for the students, particularly in teaching and learning writing. Two effective learning approaches based on the student-centered approach have been selected, namely the Scientific Approach and the Contextual Teaching and Learning (CTL) approach.

Theoretically, According to Hosnan (2014), the scientific approach can train the learners in communicating the ideas, particularly in writing, and it also can give them the chance to practice the communication ability. Thus, the scientific approach is called as the effective approach. Then the other approach is CTL approach. Satriani and Emilia (2012) said the CTL approach as the effective approach that aims to encourage the learners' ability in learning the English language, mainly in writing skill. Due to those theories, the use of the scientific approach and CTL approach is expected to make the learners have interest in learning writing, participated actively in the learning process of writing, and have mutual interactions among the students-students, student-teacher, and students-material. Thus, the implementation of the scientific approach and the CTL approach are intended to have the effects on the students' writing ability, particularly in writing of recount texts. For more explicit, the conceptual framework of this study can be depicted as in Figure 2.

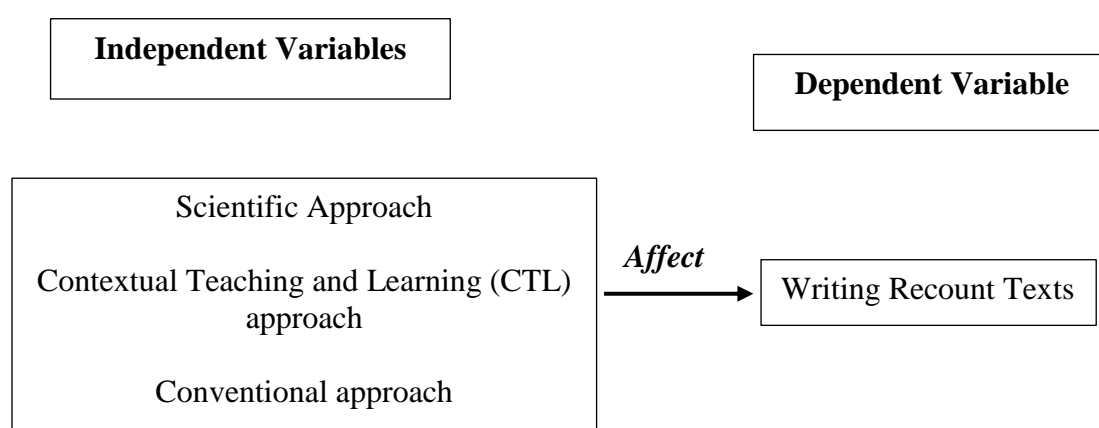


Figure 2. Conceptual Framework

### **E. Research Hypotheses**

By concerning some theories above, the research hypotheses proposed in this study are:

H1: There are significant differences in the students' achievement in the writing of recount texts among the students taught by using the Scientific approach and the Contextual Teaching and Learning approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

H2: There is a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Scientific approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

H3: There is a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Contextual Teaching and Learning approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

H4: There is a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Scientific approach and those taught by using the Contextual Teaching and Learning approach to the eighth-grade students of SMP XX Yogyakarta.

### **CHAPTER III**

#### **RESEARCH METHODS**

This chapter presented the research methodology used in this research in order to achieve the objective as set out in Chapter I and extended in Chapter II. This chapter covered research design, place of the research, population and sample, research variables, data collection technique, research instrument, validity and reliability, and data analysis technique.

##### **A. Research Design**

This research used a Quantitative approach. Litosseliti (2010) called it as deductive that means the researcher verifies the existing theory (prove/disprove) through constructed hypotheses in the empirical research. This study was an experimental method that aimed to determine the effect of minimal one independent variable to dependent variable (Fraenkel *et al*, 2012). Therefore, this research had the specific purpose to examine the effectiveness of the implementation of the Scientific approach and Contextual Teaching and Learning approach in writing classes to the eighth-graders of SMP XX Yogyakarta.

This research used the experimental method in the form of a Quasi-Experimental design. The quasi-experimental design was used because of the difficulty in controlling all variables that affect the variables being studied. In addition, the quasi-experimental design is a "field experiment" (Cohen *et al.*, 2007: 282). A kind of quasi-experimental design used was nonequivalent control group design with the pretest and the posttest. Best and Kahn (2006) explained that it is

usually used when the classes in the school have been formed naturally into intact classes which cannot be randomized.

There are two groups, i.e. experimental group as the class given treatment, and control group as the class given non-treatment (Fraenkel *et al*, 2012). In this study, there are two classes of the experimental groups, and one class of the control group. These groups were given the pretest and the posttest. It could be illustrated in Table 2.

**Table 2. Quasi-Experimental Design**  
***Nonequivalent Control Group Design with Pretest and Posttest***

<b>Groups</b>	<b>Pretest</b>	<b>Treatment</b>	<b>Posttest</b>
Experiments	$O_1$	$X_1$	$O_2$
	$O_3$	$X_2$	$O_4$
Control	$O_5$	-	$O_6$

Where:

$O_1$  : Pretest (experimental group 1)

$O_2$  : Posttest (experimental group 1)

$O_3$  : Pretest (experimental group 2)

$O_4$  : Posttest (experimental group 2)

$O_5$  : Pretest (control group)

$O_6$  : Posttest (control group)

$X_1$  : Treatment of the Scientific Approach

$X_2$  : Treatment of the Contextual Teaching and Learning Approach

## **B. Place of the Research**

The researcher chose one of Junior High Schools in Yogyakarta, namely SMP XX Yogyakarta (pseudonym). This selection was based on some reasons, such as the English teacher in such school was still using the conventional approach that makes the process of teaching and learning was less effective (personal



communication, February 27, 2017). Therefore, the research was conducted to the eighth-grade students of SMP XX Yogyakarta in the academic year 2016/2017.

### C. Population and Sample

#### 1. Population

Population, according to Fraenkel *et al.* (2012) is a large number of groups, areas or research subjects. In this research, the population was the eighth-grade students of SMP XX Yogyakarta that consisted of 4 classes (122 students). It was shown in Table 3.

**Table 3. Population of the Research**

No.	Class	Number of Students
1.	VIII. A	30
2.	VIII. B	31
3.	VIII. C	30
4.	VIII. D	30
Total	4 classes	121

#### 2. Sample

Fraenkel *et al.* (2012) defined the sample as a small number of population. The sample is a part or representative of the population to be investigated. The researcher used a *Cluster Random Sampling* to take the sample not based on an individual but based on the existing/intact classes (Fraenkel *et al.*, 2012). They also said that cluster random sampling is easy to be applied in the school which is not probable to choose a sample of individual randomly.

The steps to determine the sample were: firstly, the researcher wrote the name of four classes on different papers. Then, the English teacher of SMP XX Yogyakarta picked three of four papers, and directly determined the groups where

one class as the control group and two classes as the experimental groups. The sample with different treatments was shown in Table 4.

**Table 4. Sample of the Research**

No.	Class	Number of Students	Groups	Treatment
1.	X.A	30	Experiment	CTL
2.	X.B	31	Experiment	Scientific
3.	X.D	30	Control	Conventional
Total		91		

#### **D. Research Variables**

There were two variables in this research, namely independent variable and dependent variable which were explained as follows:

##### **a) Independent Variable**

As stated by Fraenkel *et al.* (2012) that independent variable is as the treatment variable which will affect a dependent variable. Two independent/treatment variables in this study were the Scientific Approach and the Contextual Teaching and Learning Approach.

##### **b) Dependent Variable**

A dependent variable is the variable that is predicted to emerged as the effect of the independent variable (Fraenkel *et al.*, 2012). The dependent variable in this study was writing of recount texts.

#### **E. Data Collection Technique**

Data collection technique is indispensable in a research because it refers to how the data will be obtained. As for the data collection technique used in this study was 'test'. A test is used to measure someone's ability, performance or knowledge in a certain domain (Brown, 2004). The tests were given before and after treatments

to each group. Before the treatments started, the initial test was given to know the students' prior knowledge, named as the pretest. After the treatments finished, the test was administered to know the effectiveness of the approaches used, named as the posttest.

#### **F. Research Instruments**

An instrument is a tool used to collect or gather the data. From the data collection technique above, the instruments were constructed in the form of writing composition both the pretest and the posttest (see Appendices 4a and 4b) that aimed to measure the students' ability in writing of recount texts. To obtain the scores of the students' writing, the researcher used a writing rubric adapted from Weigle (2002) (see Appendix 3). The rubric included five aspects, they were *content*, *organization*, *vocabulary*, *language use*, and *mechanic*.

#### **G. Research Procedures**

In this study, the research procedures were designed regarding the steps of the activities conducted to achieve the research objectives. The research procedures consisted of several stages as explained as follows and illustrated in Figure 3:

- 1) Preparation stages: the researcher determined population and sample, created the lesson plans and developed the pretest and the posttest. These have been consulted with the researcher's supervisor and the teacher. The questions of the pretest and the posttest were different, but still on the same topic (see Appendices 4a and 4b). In addition, the researcher also explained to the teacher who would teach concerning the learning approaches used in the class and trained the teacher to apply the learning approaches.

- 2) Pre-test stage: conducting the pretest to determine the students' prior knowledge, both of the control class and two experimental classes before the treatments started.
- 3) The stage of the implementation of the learning approaches: the use of the learning approaches in the learning activities, where the control group (Class VIII D) applied the conventional approach, and two experimental groups (Class VIII A and Class VIII B) used the Contextual Teaching and Learning approach and the Scientific Approach. The learning approaches in each group were implemented for nine meetings by the teacher referring to the lesson plans.
- 4) Post-test stages: doing a final test to determine the students' scores both the control class and the experimental classes, and to find out the effect of the treatments on the learners' achievement.
- 5) Data analysis stages: analyzing data from descriptive statistic and inferential statistic that through ANCOVA test in *SPSS 22 for windows*.
- 6) Hypotheses testing stage: drawing conclusions to determine whether the hypotheses were rejected or accepted based on the results of the data.
- 7) Drawing conclusions stage: drawing research conclusions based on the Renault of hypotheses test.

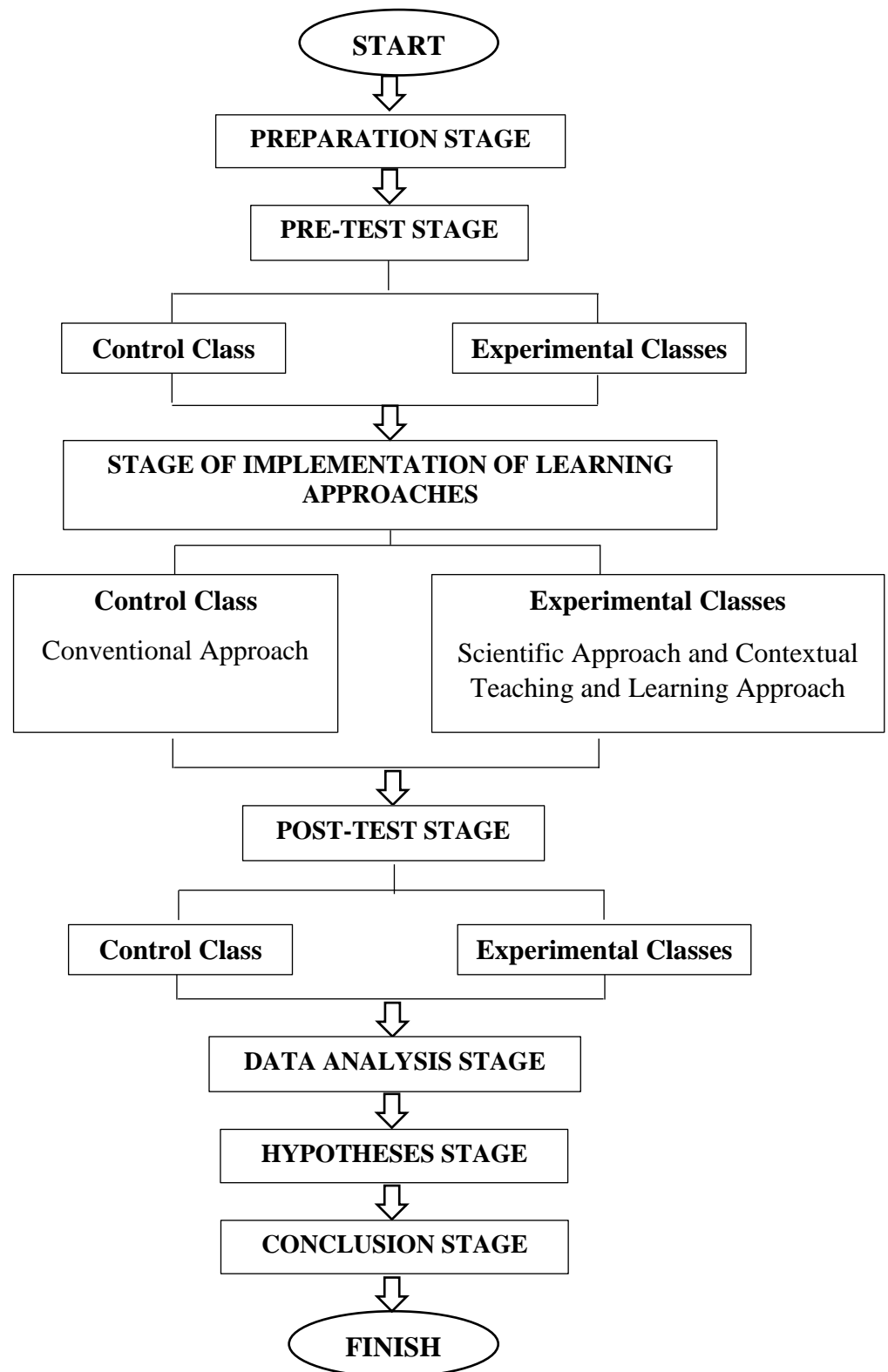


Figure 3. Research Procedures

## H. Validity and Reliability

### 1. Validity

Validity is the instrument's ability to measure what should be measured. Fraenkel *et al.* (2012:147) defined validity as “the appropriateness, meaningfulness, correctness, and usefulness of the inferences a researcher makes”. The researcher chose the content validity that referred to “the content and the format of the instrument” (Fraenkel *et al.*, 2012:148). It meant that the content of the test must contain the overall material to be tested. Therefore, the researcher asked an expert judgment to verify the validity of the instruments.

### 2. Reliability

Reliability means how consistent the result achieved by the learners from one instrument to another instrument (Fraenkel *et al.*, 2012). *Inter-rater reliability* was selected to assess the learners' writing. Two raters have been chosen, they were the English teacher of SMP XX Yogyakarta and the researcher. After the raters gave the scores, then the scores of the pretest and the posttest were calculated by using *Intraclass Correlation (ICC)* in SPSS 22 for windows. Furthermore, the results of ICC on the pretest and the posttest could be seen in the column Single Measures and Average Measures in Table 5.

**Table 5. The results of ICC  
Intraclass Correlation Coefficient**

		Intraclass Correlation	95% Confidence Interval	
			Lower Bound	Upper Bound
PRETEST	Single Measures	<b>.941</b>	.792	.974
	Average Measures	<b>.969</b>	.884	.987
POSTETST	Single Measures	<b>.968</b>	.952	.979
	Average Measures	<b>.984</b>	.975	.989

Through the assessment of the raters, the results of reliability analysis using ICC showed that in the pretest, the Average Measures or average inter-rater agreement was 0.969, while the consistency for one rater or Single Measures was 0.941. Then, in the posttest, the Single Measures had ICC level of 0.968 and the Average Measures was 0.984. According to Domholdt cited in Volistiana (2014), ICC was divided into 5 levels as in the following Table 6.

**Table 6. Correlation Rate of ICC**

<b>Level of ICC</b>	<b>Correlation Rate</b>
0.90 – 1.00	Excellent
0.70 – 0.89	Good
0.50 – 0.69	Moderate
0.26 – 0.49	Low
0.00 – 0.25	Small

Based on the correlation rate of ICC in Table 6, the results of ICC on the pretest and the posttest got high value by excellent correlation rate. Thus, Azwar in Sujarwanto & Rusilowati (2015) stated that the high-reliability coefficient of rating pointed out that the results of each rater were consistent or reliable in giving the scores. In conclusion, in assessing the students' writing, the raters gave the consistent/reliable scores.

## **I. Data Analysis Technique**

In this research, the data were analyzed through the descriptive statistic and the inferential statistic.

## **1. Descriptive Statistic Analysis**

The descriptive statistic analysis were gained from the data calculated in SPSS 22 *for windows*. The data were presented in the form of table, mean, median, modus, and percentage.

## **2. Inferential Statistic Analysis**

The inferential statistic is the process of making the conclusions based on fewer sample data into more general conclusions for a population. It was focused on the analyzing the data through the statistical tests, namely Normality Distribution, Homogeneity of Variance and Analysis of Covariance (ANCOVA). They were discussed as follows.

### **a. Normality Distribution**

Normality distribution test aims to determine whether the data were normally distributed or not. It was calculated by using the Kolmogorov-Smirnov test with SPSS 22 *for windows*. The conclusions were drawn at level 0.05.

### **b. Homogeneity of Variance**

It purposes to determine whether the groups have a homogeneity variance or not. It was conducted on the pretest and the posttest scores and used *Levene's* test with SPSS 22 *for windows*. The conclusions were drawn at level 0.05.

### **c. Analysis of Covariance (ANCOVA)**

Analysis of Covariance (ANCOVA) was proceeded to test the hypotheses that have been formulated before. The data were analyzed by using ANCOVA in SPSS 22 *for windows*. The conclusions were drawn at level 0.05.



Thus, the alternative hypotheses ( $H_a$ ) null hypotheses ( $H_0$ ) were formulated as follows:

- a)  $H_0$ : There are no significant differences in the students' achievement in the writing of recount texts among the students taught by using the Scientific approach and the Contextual Teaching and Learning approach, and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

$H_a$ : There are significant differences in the students' achievement in the writing of recount texts among the students taught by using the Scientific approach and the Contextual Teaching and Learning approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

- b)  $H_0$ : There is no a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Scientific approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

$H_a$ : There is a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Scientific approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

- c)  $H_0$ : There is no a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Contextual Teaching and Learning approach and those taught by using

the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

H<sub>a</sub>: There is a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Contextual Teaching and Learning approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.

d) H<sub>0</sub>: There is no a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Scientific approach and those taught by using the Contextual Teaching and Learning approach to the eighth-grade students of SMP XX Yogyakarta.

H<sub>a</sub>: There is a significant difference in the students' achievement in the writing of recount texts between the students taught by using the Scientific approach and those taught by using the Contextual Teaching and Learning approach to the eighth-grade students of SMP XX Yogyakarta.

## **CHAPTER IV**

### **RESEARCH FINDINGS AND DISCUSSION**

This chapter provided the research findings and discussion which aimed to answer the research questions. In the research findings, the researcher described the data found, and afterward the data would be interpreted in the discussion section.

#### **A. Research Findings**

This research aimed to reveal: the differences in the students' achievement in writing of recount texts among the students taught by using the Scientific Approach (SA) and the Contextual Teaching and Learning (CTL) approach, and those taught by using the conventional approach; whether the use of the scientific approach was more effective than that of the conventional approach in the writing classes of recount texts; whether the use of the CTL approach was more effective than that of the conventional approach in the writing classes of recount texts; and whether the use of the scientific approach was more effective than that of the CTL approach in the writing classes of recount texts. This study was conducted from May 6<sup>th</sup>, 2017 to June 12<sup>th</sup>, 2017.

The researcher collected the data in the field by using the tests in the forms of writing compositions. The tests, both the pretest and the posttest, were given to the students before and after the treatments. For nine meetings, each group implemented different treatments, where two treatment groups, class VIII A and class VIII B, applied the CTL approach and the Scientific approach, while the control group used the conventional approach. After the whole data were collected,

the raters scored the students' pretest and posttest. Then, it was continued by analyzing the data statistically through the descriptive statistic and the inferential statistic to test the hypothesis stated in advance. Furthermore, they were explained as follows.

### 1. The Results of Descriptive Statistic

Descriptive statistic was used to analyze and to present the data which have been calculated by using SPSS 22 *for windows*. Table 7 showed the results of the students' writing tests of each class, both pretest and posttest.

**Table 7. The Results of Pretest and Posttest Scores**

		Pretest		Posttest			
Section 1	Class VIII A (Treatment Group for CTL)	Statistics		Statistics			
		PRETEST VIII A		POSTTEST VIII A			
		N	Valid	30	N	Valid	30
			Missing	0		Missing	0
		Mean		56,1333	Mean		88,5583
		Std. Deviation		9,16015	Std. Deviation		3,54508
		Range		29,25	Range		13,25
		Minimum		43,50	Minimum		82,50
		Maximum		72,75	Maximum		95,75
Section 2	Class VIII B (Treatment Group for SA)	Statistics		Statistics			
		PRETEST VIII B		POSTTEST VIII B			
		N	Valid	31	N	Valid	31
			Missing	0		Missing	0
		Mean		51,2258	Mean		89,6694
		Std. Deviation		8,18086	Std. Deviation		3,54283
		Range		28,75	Range		12,50
		Minimum		40,00	Minimum		83,00
		Maximum		68,75	Maximum		95,50
Section 3	Class VIII C (Control Group for Teacher-Centered as Conventional approach)	Statistics		Statistics			
		PRETEST VIII D		POSTTEST VIII D			
		N	Valid	30	N	Valid	30
			Missing	0		Missing	0
		Mean		50,9833	Mean		74,9417
		Std. Deviation		9,81113	Std. Deviation		4,70449
		Range		34,25	Range		18,00
		Minimum		35,00	Minimum		65,25
		Maximum		69,25	Maximum		83,25

From Section 1, it presented the differences in the results between the pretest and the posttest scores of class VIII A as the treatment group using the CTL approach. In the pretest, the students obtained the highest score of 72.75, while in the posttest the highest score was 95.75. It meant that the difference between the highest scores on the pretest and the posttest was 23.00. Afterwards, in the pretest score, the students had the minimum score of 43.50, but in the posttest score the lowest score was 82.50, thus they had the difference by 39.00. Then, for the mean scores of the students, it also changed from 56.13 on the pretest to 88.56 on the posttest, with the difference of 32.43 points.

Section 2 showed the differences in the results between the pretest and the posttest scores of class VIII B as the treatment group using the Scientific approach. For the highest scores in the pretest, the students gained 68.75 points, while in the posttest their maximum score was 95.50. It meant that the students' scores had the difference of 26.75. Afterwards, for the lowest scores in the pretest, the students had the score of 40.00 and it had the difference of 43.00 which changed into 83.00 in the posttest. Next, the mean scores of the students also turned from 51.23 in the pretest to 89.67 on the posttest with the difference of 38.41 points.

Section 3 indicated the distinction between the pretest and the posttest scores of the learners from class VIII D as the control group using the conventional approach. The students gained top pretest score of 69.25, then it went up by 14.00 to 83.25 in the posttest. The students had the lowest pretest score of 35.00, while the minimum posttest score was 65.25 with the difference of 30.25 points. Next, the mean of the students' scores also changed from 50.98 to 74.94 with the difference

of 23.96 scores. For more complete, the results of descriptive statistic were available in Appendices 7a and 7b.

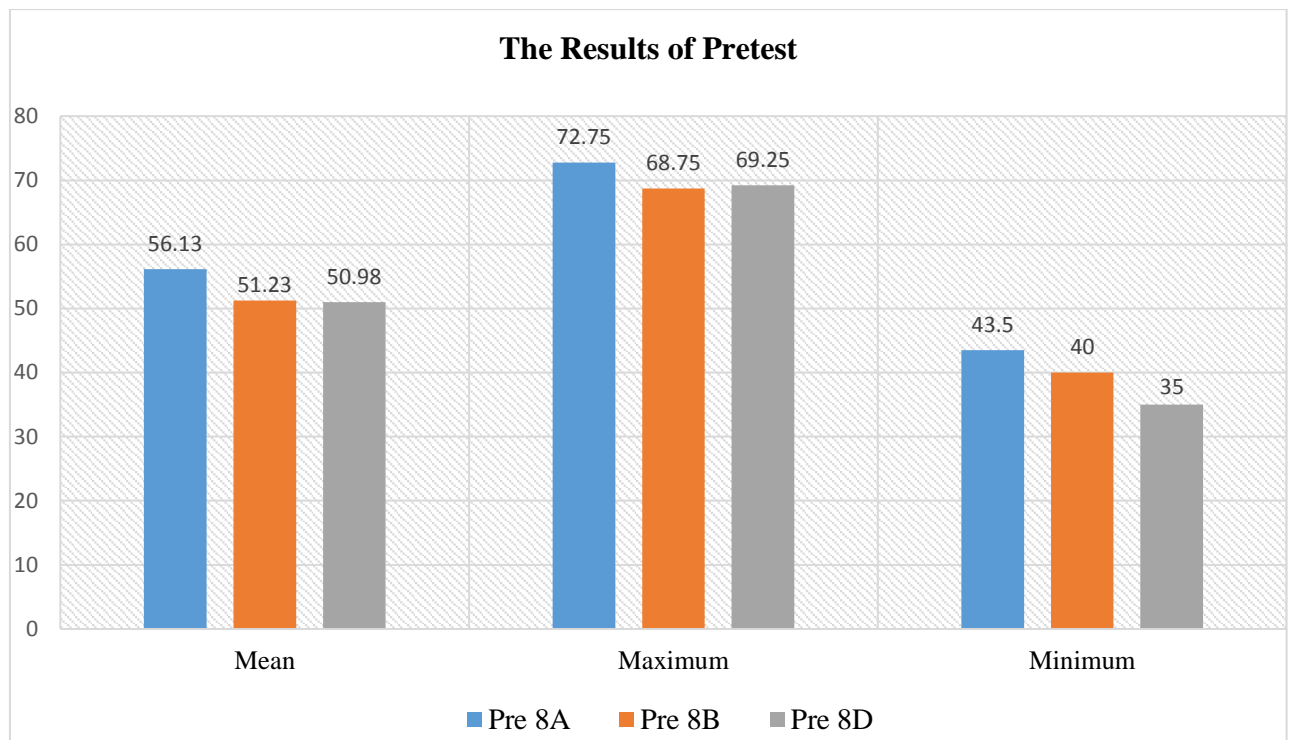


Figure 4. The Results of Pretest

Referring to Figure 4, the highest mean scores of the pretest were yielded by class VIII A of 56.13, and followed by class VIII B of 51.23, while the lowest mean score was received by class VIII D of 50.98. For the maximum scores, the best score was achieved by class VIII A of 72.75, then class VIII D of 69.25, and class VIII B of 68.75. Then, for the minimum scores, class VIII A got the score of 43.50, followed by class VIII B and class VIII D with the scores of 40.00 and 35.00 respectively.

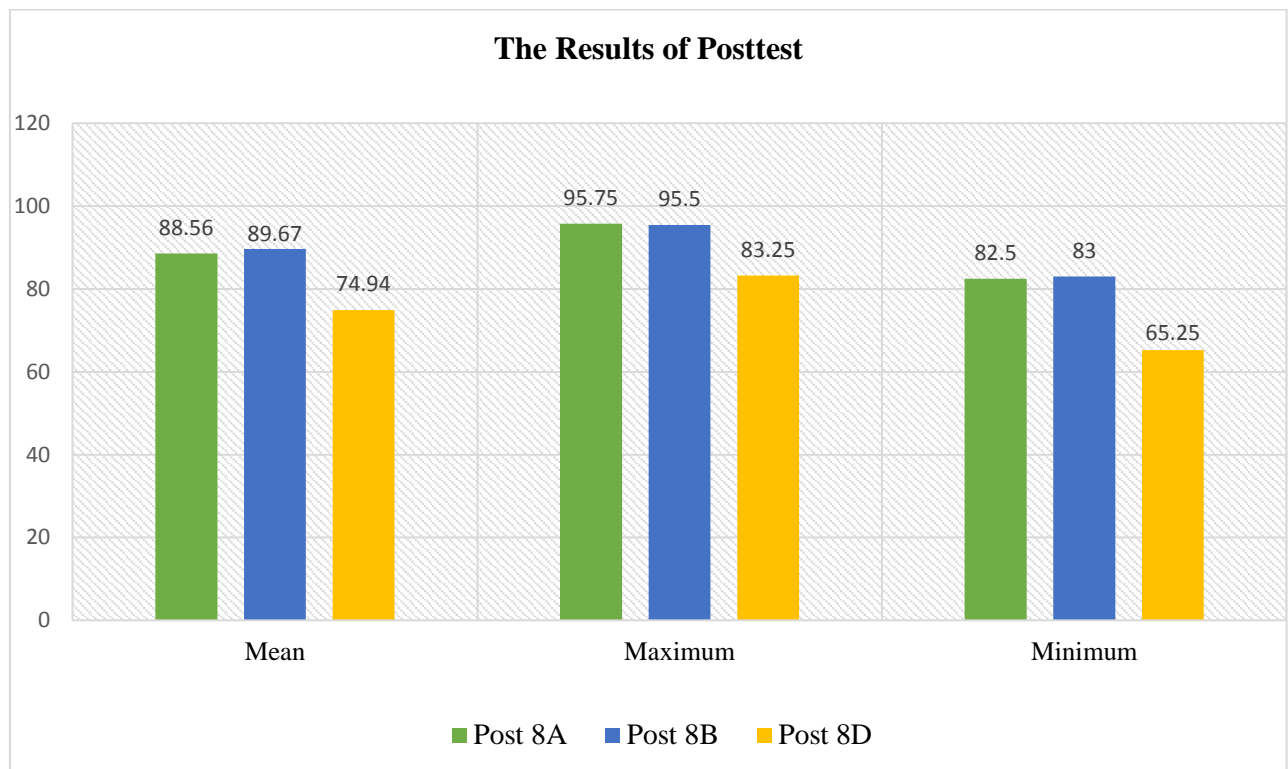


Figure 5. The Results of Posttest

After giving the treatments, the results of posttest scores were different from the pretest scores as shown in Figure 5. Class VIII B had the highest mean score of 89.67, class VIII A of 88.56, and class VIII D of 74.94. In addition, for the maximum scores, the top score was 95.75 obtained by class VIII A, then class VIII B of 95.50 and class VIII D of 83.25. Meanwhile, for the minimum scores, class VIII B had the score of 83.00, followed by class VIII A and class VIII D with the scores of 82.50 and 65.25 respectively.

To sum up, before and after giving the treatments, the results of the pretest and the posttest scores were different. For the treatment classes, class VIII A and class VIII B, the students' scores of the pretest significantly different from the posttest scores. However, for the control group, class VIII D, the results of the

pretest and the posttest were not different significantly, where the scores of class VIII D, either pretest or posttest, were still under the value of Minimum Criteria of Mastery Learning or *KKM*. The frequency distributions of the pretest and the posttest scores of the students were available in the Appendix 7a and 7b. Furthermore, the progress of teaching and learning process in the classes was recorded in the form of field notes (see Appendix 11).

## 2. The Results of Inferential Statistic

The inferential statistic was used to determine the similarity of the results obtained from the sample in order to generalize the results to the population. The data were analyzed through the statistical tests, they are Normality Distribution, Homogeneity of Variance, and followed by testing Analysis of Covariance (ANCOVA) to test hypotheses.

### a. The results of Normality Distribution Test

The output of this test was based on the result of *Kolmogorov-Smirnov* in SPSS 22 *for windows* with the level of significance 0.05. It was presented in Table 8 as follows.

**Table 8. The results of Normality Distribution Test**

Kolmogorov-Smirnova			
		Sig.	Results
Pre	CTL	.200 <sup>*</sup>	$p > 0.05 = \text{normal}$
	SA	.200 <sup>*</sup>	$p > 0.05 = \text{normal}$
	Conv	.200 <sup>*</sup>	$p > 0.05 = \text{normal}$
Post	CTL	.200 <sup>*</sup>	$p > 0.05 = \text{normal}$
	SA	.200 <sup>*</sup>	$p > 0.05 = \text{normal}$
	Conv	.170	$p > 0.05 = \text{normal}$



Referring to Table 8, it pointed out the results of the normality distribution test of the pretest and the posttest. For the pretest, it showed that the Sig. value<sub>(Kolmogorov-Smirnov)</sub> was 0.200 for all three approaches. It meant that Sig. value<sub>(Kolmogorov-Smirnov)</sub> > Sig. level<sub>( $\alpha$ )(0.05)</sub>. Therefore,  $0.200 > 0.05$ , then  $H_0$  was accepted and  $H_a$  was rejected. In conclusion, the distribution of the data on the pretest did not deviate from the normal or the data were distributed normally.

Furthermore, Table 8 also provided the results of the normality distribution of the posttest. Sig. value<sub>(Kolmogorov-Smirnov)</sub> was 0.200 for the CTL approach and the Scientific Approach and 0.170 for the conventional approach. This meant that Sig. value<sub>(Kolmogorov-Smirnov)</sub> was greater than Sig. level<sub>( $\alpha$ )(0.05)</sub>. Thus,  $0.200 > 0.05$ ;  $0.170 > 0.05$ , then the interpretation of them was  $H_0$  accepted and  $H_a$  rejected. Therefore, the distribution of the data on the posttest did not deviate from the normal. To sum up, either for the pretest or the posttest, the data were distributed normally. The results of the normality distribution test of the pretest and the posttest were shown completely in Appendix 8.

#### **b. The result of Homogeneity of Variance Test**

This test was analyzed statistically by using SPSS 22 *for windows* with the level of significance 0.05. It was presented in Table 9 as follows.

**Table 9. The Result of Homogeneity of Variance Test**

Dependent Variable: POSTTEST			
F	df1	df2	Sig.
.535	2	88	<u>.588</u>

From Table 9, it showed that the Sig. value (p-value) obtained was 0.588. This implied that  $p$ -value was greater than Sig. level ( $\alpha$ ) (0.05). If  $p > \alpha$  ( $0.588 > 0.05$ ), then  $H_0$  was accepted. It could be concluded that the variances of groups were homogeneous, or the groups of the data sample came from the same variance of the population.

**c. The results of Analysis of Covariance (ANCOVA)**

The results of two previous tests have been met, where the data were distributed normally and the groups were homogeneous. Hence, it was continued to test the hypotheses through Analysis of Covariance (ANCOVA) in SPSS 22 for windows with Sig. level 0.05. Table 10 showed the output of ANCOVA as follows.

**Table 10. The Results of ANCOVA**

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4064.093 <sup>a</sup>	3	1354.698	85.291	.000
Intercept	18241.515	1	18241.515	1148.472	.000
Pretest	.998	1	.998	.063	.803
<b><u>APPROACH</u></b>	4019.223	2	2009.612	126.524	<b><u>.000</u></b>
Error	1381.846	87	15.883		
Total	654406.188	91			
Corrected Total	5445.940	90			

In Table 10, Sig. value(p-value) for '*APPROACH*' = 0.000 was less than Sig. level( $\alpha$ ) (0.05), thus,  $0.000 < 0.05$ . In conclusion, there are significant differences in the students' achievement in writing of recount texts among the students taught by using the Scientific approach and the Contextual Teaching and Learning

approach, and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.”

To determine which groups had the significant differences, it proceeded to the *Post Hoc* test. Table 11 provided the output of the *Post Hoc* test as follows.

**Table 11. The Results of Post Hoc Test**

**Multiple Comparisons**

Dependent Variable: posttest  
Scheffe

(I) GROUP	(J) GROUP	Mean Difference (I-J)	Std. Error	Sig.	95% Confidence Interval	
					Lower Bound	Upper Bound
CTL	SA	<u>-1.11102</u>	1.01524	.552	-3.6390	1.4169
	Conv	<u>13.61667*</u>	1.02353	.000	11.0681	16.1653
SA	CTL	<u>1.11102</u>	1.01524	.552	-1.4169	3.6390
	Conv	<u>14.72769*</u>	1.01524	.000	12.1997	17.2556
Conv	CTL	<u>-13.61667*</u>	1.02353	.000	-16.1653	-11.0681
	SA	<u>-14.72769*</u>	1.01524	.000	-17.2556	-12.1997

\*. The mean difference is significant at the 0.05 level.

From Table 11, the column ‘Mean Difference’ showed the mean differences between groups. The negative mean differences indicated that the mean scores of the group (I) were less than the mean scores of the group (J). The asterisk sign (\*) pointed out that there was a significant mean difference between groups. The mean score of the class used the CTL approach was significantly different from the mean score of the class applied the conventional approach with the mean difference by 13.61, and also the class used the Scientific approach had a significant difference to the class implemented the conventional approach by 14.72, and vice versa. However, the mean difference between the class applied the CTL approach and the Scientific approach was not significantly different, that is

1.11, and vice versa. In conclusion, as the conventional approach had significant differences to the Scientific approach and the CTL approach, and vice versa, thus the use of the Scientific approach and the CTL approach were more effective than that of the conventional approach in the writing classes. However, as the mean difference between the Scientific approach and the CTL approach was not significant, and vice versa, it could be concluded that the use of the Scientific approach was not more effective than that of the CTL approach in the writing classes.

Furthermore, it could be seen clearly in Table 12 regarding the output of the *Homogeneous Subset of Post Hoc Test* which aimed to classify which groups were significantly different and not. The output clarified that the scientific approach and the CTL approach were in the same column, that is column 2 which meant that they were not significantly different, but they were significantly different from the conventional approach which is in the other column, that is column 1.

**Table 12. The Results of Homogeneous Subset**

Scheffe

APPROACHES	N	Subset for alpha = 0.05	
		1	2
Conventional	30	<b>74.9417</b>	
Contextual	30		<b>88.5583</b>
Scientific	31		<b>89.6694</b>
Sig.		1.000	.553

## **B. The Results of Research Hypotheses Testing**

As stated earlier in Chapter II about the research hypotheses of this study, the results of them were described as follows.

1. *“There are significant differences in the students’ achievement in writing of recount texts among the students taught by using the Scientific approach and the Contextual Teaching and Learning approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.”*

Referring to Table 10, the result of ANCOVA pointed out that sig. value (p-value) was less than Sig. level ( $\alpha$ ) (0.05) ( $0.000 < 0.05$ ), thus the null hypothesis ( $H_0$ ) was rejected. Hence, the alternative hypothesis ( $H_a$ ) was accepted. This meant that *“There are significant differences in the students’ achievement in writing of recount texts among the students taught by using the Scientific approach and the Contextual Teaching and Learning approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.”*

2. *“There is a significant difference in the students’ achievement in writing of recount texts between the students taught by using the Scientific approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.”*

The result of ANCOVA in Table 10 showed that there were significant differences in the students’ ability in the writing of recount texts among the students taught by using different approaches. It was also proven by the results of the *Post Hoc* test which indicated that the students’ achievement in the writing of recount texts who were taught by using the Scientific approach and the conventional approach had a significant difference, with the mean difference of 14.72. Thus,  $H_0$  was rejected and  $H_a$  which stated *“There is a significant difference in the students’ achievement in writing of recount texts between the students taught by using the*

*Scientific approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta”, was accepted.*

3. *“There is a significant difference in the students’ achievement in writing of recount texts between the students taught by using the Contextual Teaching and Learning approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta.”*

Based on the result of ANCOVA in Table 10 which indicated that there were significant differences in the students’ achievement in the writing of recount texts who were taught by using different approaches, thus the differences between the use of the CTL approach and the conventional approach also could be seen clearly from the result of the *Post Hoc* test. It showed that there was a significant difference in the students’ writing ability who were taught by using the Contextual Teaching and Learning approach and the conventional approach, with the mean difference of 13.61. Thus,  $H_0$  was rejected and  $H_a$  which stated *“There is a significant difference in the students’ achievement in writing of recount texts between the students taught by using the Contextual Teaching and Learning approach and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta”,* was accepted.

4. *“There is a significant difference in the students’ achievement in writing of recount texts between the students taught by using the Scientific approach and those taught by using the Contextual Teaching and Learning approach to the eighth-grade students of SMP XX Yogyakarta.”*

Based on the result of ANCOVA, the students' ability in writing of recount texts who were taught by using different approaches had significant differences. However, referring to Table 11, the students' ability in the writing of recount texts who were taught by using the Scientific approach and the CTL approach was not significantly different, with the mean difference of 1.11. Therefore, the null hypothesis ( $H_0$ ) was accepted, and the alternative hypothesis ( $H_a$ ) which stated *"There is a significant difference in the students' achievement in writing of recount texts between the students taught by using the Scientific approach and those taught by using the Contextual Teaching and Learning approach to the eighth-grade students of SMP XX Yogyakarta"*, was rejected.

### **C. Discussion**

In this study, the researcher investigated the effectiveness of the Scientific approach and Contextual Teaching and Learning (CTL) approach in the writing classes at the eighth-grade students of SMP XX Yogyakarta. These approaches theoretically were believed as the effective learning approaches. Therefore, the next section discussed the findings to verify the theories of the effectiveness of the Scientific approach and CTL approach in the teaching and learning processes.

Before giving the treatments, the pretest scores of the students pointed out that the students' learning was less effective. As stated by Syahid and Tuharto (2015), the effective learning was achieved if 75% of students reach a predetermined score of minimum criteria of mastery learning or *KKM*. In this study, the pretest scores of the students indicated that over 75% of students had scores under the predetermined value of minimum criteria of mastery learning, that is 75

(see Appendix 5). This caused the low mean scores of the students which could be seen in Table 7 that showed the mean scores of the pretest of three classes, that is Class VIII A (51.23), Class VIII B (56.13), and Class VIII D (50.98). Therefore, it could be concluded that the students' learning was less effective.

After giving the treatments, the students were given the posttest to know the effect of the learning approaches on the students' achievement. The results of the posttest score pointed out that over 75% of the students from class VIII A and class VIII B had scores above KKM value, but from class VIII D only half of the students got scores above 75 (see Appendix 6). The mean score of class VIII A was 88.56, class VIII B had 89.67, and class VIII D got 74.94. It meant that the learning writing of class VIII A using CTL approach and class VIII B using the Scientific approach were effective, but the learning writing of class VIII D using the conventional approach was less effective.

Based on the data analysis result of ANCOVA in Table 10, *p-value* was less than Sig. level<sub>( $\alpha$ )</sub> ( $0.000 < 0.05$ ), thus it proved that the students' achievement in the writing of recount texts who were taught by using the scientific approach, the CTL approach, and those taught by using the conventional approach had significant differences. Therefore, the result of *Post Hoc* test in Table 11 indicated that there was a significant difference in the students' achievement in writing of recount texts who were taught by using the scientific approach and the conventional approach, with the mean difference of 14.72. This was in line with the research result conducted by Astuti (2015) who showed that the Scientific approach and the conventional approach had the significant difference, with the mean difference of



11.97. Therefore, the use of the Scientific approach was more effective than that of the conventional approach in teaching writing of recount texts.

Furthermore, based on Table 11, the students' achievement in the writing of recount texts who were taught by using the CTL approach and the conventional approach was significantly different with the mean difference of 13.61. That was similar to the study result of Hestiningrum (2013) which stated that the CTL approach and the conventional approach had a significant difference with the mean difference of 13.4. Hence, Muhlison (2011) stated that the CTL was a good approach than non-CTL. Therefore, the use of the CTL approach was more effective than that of the conventional approach in teaching writing recount texts.

Meanwhile, Table 11 also pointed out that there was not a significant difference in the students' achievement in the writing of recount texts who were taught by using the Scientific approach and the CTL approach with the mean differences of 1.11. Thus, it confirmed the research result of Syahid and Tuharto (2015) who found out that there was no a significant difference of the effectiveness between the Scientific approach and the CTL approach, with the mean differences of 1.16. It meant that the use of the Scientific approach was not more effective than that of the CTL approach in the writing classes of recount texts.

To sum up, the significant differences were only found on the students' achievement in the writing of recount texts among the students who were taught by using the Scientific approach and the conventional approach, and the CTL approach and the conventional approach. Whereas the students' achievement in the writing

of recount texts who were taught by using the Scientific approach and the CTL approach did not show the significant difference.

Theoretically, the Scientific approach and the CTL approach adhered to the student-centered approach. According to Rusman (2014), the student-centered approach was focused on the students' activities in which they could develop their whole potential, and the teacher was a facilitator to guide them in learning. The Scientific approach was well designed for the students to develop their knowledge and ability through the steps of the scientific approach, like observing, formulating the problem, collecting and analyzing data till communicating. Hosnan (2014) agreed that the use of the scientific approach was expected to be able to produce independently students who know and understand about the various lessons and also can find information from the various sources without depending on information from their teacher only. Hence, Tang *et al.* (2010) assumed that 'doing science' in the scientific approach becomes magnetism in the learning as an easy innovation to do.

The scientific approach avoided verbalism concept in the learning activity (Hosnan, 2014). It was because this approach had the principle of the learning process for the students from 'be informed' to 'actively find out' (Saefuddin & Berdiati, 2014). It was in line with the learning theory underlying the Scientific approach, that was Bruner's theory which stated that the learners studied and constructed their knowledge through the cognitive process. Cognition was the way people acquire and process the knowledge from their thought (Ortega, 2013). Thus,

the students could actively find out the knowledge through their own cognitive process.

In the learning writing, the Scientific approach assisted the students to participate more actively in the teaching and learning process which developed the students' affection, skill, and knowledge. This was in line with Oktarina's research (2014) who said that the Scientific approach could improve students' learning activities and develop their characteristics and responsibility. This was reinforced by the statement of Rusman (2014) who stated that the students had the opportunities to promote their potential and creativity. In this study, initially the class situation was very noisy, the students were passive learners, and the teacher could not control them well. They even could not create a recount text and did not understand what the recount text was.

However, after applying the Scientific approach with some activities, they were to be the active learners, had mutual interaction among them, and could produce a recount text with the higher scores. As well as the learners were participated physically and mentally in developing the knowledge (Sarwanti, 2016). Hence, Kessler (1992) claimed science as a powerful approach. It is supported by Hosnan (2014) who stated that the scientific approach can promote the learners' traits, express their thoughts, acquire satisfactory achievements, and have the chance to train their writing ability. Therefore, in this study, it could be said that the use of the scientific approach is more effective than that of the conventional approach. It also confirms the research of Suharyadi (2013) and Astuti (2015) that

said this approach is more effective than the conventional approach or teacher-centered approach.

Moreover, the Scientific approach has five steps, they are observing, questioning, exploring, associating, and communicating (Saefuddin & Berdiati, 2014). In this study, the steps of the implementation of Scientific approach were listed in the lesson plans and were run well by the teacher and the students (see Appendix 2), thus the process of the teaching and learning writing could be successful. Through the stages of the application of the scientific approach, the students could develop their knowledge during the learning through sharing the opinions or the ideas. They were participated actively to find out their knowledge and to understand the lesson. In addition, in this research, in implementing the Scientific approach, the teacher had some obstacles at the beginning. Although the researcher had trained the teacher, the teacher was still nervous and looked awkward. Eventually, in the first meeting, the Scientific approach was not fully implemented by the teacher, where the teacher still unconsciously mixed the steps of implementation of the Scientific approach to the conventional approach. This was as revealed by the research results of Kartikawati (2015) which stated that it was difficult for the teacher in understanding every step in the procedures of the Scientific approach. However, at subsequent meetings, the teacher began to understand the procedures of the Scientific approach and fully applied it during the process of teaching and learning writing (see Appendix 11). Therefore, the Scientific approach could promote the teacher's motivation (Kemdikbud, 2013).

Besides the effectiveness of using the scientific approach, the CTL approach was also said as effective as the Scientific approach in the writing classes. the CTL approach is based on the constructivist learning theory. This theory was supported by Dewey and Piaget's theories (Hosnan, 2014). Dewey's study concluded that if what the students learn connected with their knowledge and environment, they would learn better. It was added by Piaget who said: "human interaction with the environment" (Pardjono, 2002, pg. 172). The word of 'Constructivism' meant that the learners actively built up their knowledge through interactions and experiences with others. The learners actively constructed information and created their own knowledge from their experiences. Therefore, Satriani and Emilia (2012) said that the students learn through 'experiencing' not by 'memorizing'.

As stated by Saefuddin and Berdiati (2014), this approach released the students from boredom and produced the learners who loved the environment. Hosnan (2014) defined the CTL approach as the concept of learning that assisted the teacher to relate the material to the students' real situation. Hence, the CTL approach was the approach used in the teaching and learning process to help the students connecting the material being learned to their real life by experiencing, thus they could apply their knowledge to the environment. Hence, the CTL was trusted that it could effectively associate the new knowledge to the students' life (Satriani & Emilia, 2012).

Similar to the Scientific approach, the teacher also had a bit difficulty in applying the CTL approach. At first, the teacher occasionally still used the conventional approach and the teacher was still as the informer, and it caused the

learning condition was a little bit stiff and tense. However, as time goes by, the teacher was getting used to applying the CTL approach in the writing classes, and the situation and condition were more interesting and fun. Hence, the use of the CTL approach was able to change the teacher's role as a motivator and a facilitator. It was confirmed by the research of Ekowati et al. (2015) who found out that the use of the CTL caused the alternation of the teacher as the active and creative facilitator and mediator

Furthermore, the use of the CTL also could develop communication skills, and promote self-confidence and creative thinking of the students. For instance in this study, at the beginning of the meeting, only a few of the learners were active, while the others looked passive during the learning writing process. They still depended on the information from the teacher only. Nevertheless, at the next meetings, the students started to be motivated and engaged actively in the writing activity, and they tried to create their own writing. It corresponded to one of the advantages of the CTL approach, that is involving the learners in the learning writing activities (Satriani and Emilia, 2012). Other than that, the students also had mutual interaction among teacher-students, students-students, and students-material. It was in line with Satriani and Emilia (2012) who found out that the use of the CTL approach made the learners participated in the writing class and helped them to communicate with others.

Moreover, Hestiningrum (2013) stated that the CTL approach constructed the students' interest to learn and let them had a meaningful learning. The successful learning was perceived if the learners could apply and implement their knowledge

in the reality of life. In this study, during the application of this approach, the students had the courage to start interacting with other students and tended to be more active compared to when the teacher used the conventional approach before. Hence, the use of the CTL approach was more effective than that of the conventional approach in the writing classes of recount texts. It verified the result of Muhlison's study (2011) who stated that the CTL approach was better than non-CTL as the conventional approach. It also confirmed the result of the study of Ekowati *et al.* (2015) who concluded that the CTL approaches affected the students' activities and motivation improved, and also they could master the material.

In this study, the results of the use of the Scientific approach and the Contextual Teaching and Learning approach brought the insignificant difference. The insignificant difference was not only found on the students' achievement but also on the students' affection during the teaching and learning processes (see Appendices 5 and 6). As known that the scientific approach and the CTL approach were said as the effective approach where each of them has their own strengths. The results of this research proved the statement of Kessler (1992) who claimed that the science is the powerful approach. It is because the scientific approach can promote the learners' traits, express their thoughts, acquire satisfactory achievements, and have the chance to train their writing ability (Hosnan, 2014). Afterwards, the results of this study also proved that the CTL approach was a trusted approach to involve the learners more active and to develop their skills (Baker *et al.*, 2009). The CTL approach was also the effective approach to associate and to promote the new knowledge and ability for the students' life (Satriani and Emilia, 2012). Therefore,

the use of the Scientific approach and the CTL approach was indeed proven effective applied in the writing classes. Thus, the use of the scientific approach was not more effective than that of the CTL approach in writing of recount texts.

Unlike the Scientific approach and the Contextual Teaching and Learning approach, the conventional approach which is based on the teacher-centered approach was less effective to teach the writing of recount text. Liu, *et al.* (2006) agreed that the conventional approach was based on behaviorist theory, in which the learners will be active if they are given stimulus by the teacher. Hasnawati (2006) said that the use of the conventional approach that referred to the behaviorism principles made the teacher as the only one source of learning. This approach did not have particular steps in its implementation. In practice, the teacher only used the textbooks and notes (Li, 2016). As said by Harsono (2006) this approach had the minimal activity where the students only sat and listened to the teacher. For instance, in this study, the teacher came to the class and explained the material, then the learners only listened, imitated, and rewrite into their notebooks what the teacher said and wrote on the whiteboard, and also they did some tasks given to them. Hence, Harsono (2006) called it with the term 'I teach, you listen'. It caused one-way communication only from the teacher to the students, and the students were not involved in the learning actively (passive learner), thus the learning writing was less meaningful for them. Thus, in this research, only half of the students' achievement in the control class (VIII D) who were taught by using the conventional approach were successful. Therefore, the use of the conventional approach was less effective to teach the writing of recount texts.



Moreover, Schon in Kompa (2012) explained that the implementation of the conventional approach (e.g. drilled way and memorized the lesson) caused limited students' knowledge. In addition, Johnson (2004) called the conventional approach as the habit formation. Hence, the effect of its application certainly produced the students who became the passive learners because it did not give the room for the students to share and to exchange the ideas and knowledge with other students. In reality, the students needed practice rather than sat and listened to the teacher (Zohrabi *et al.*, 2012). Therefore, Ahmed (2013) stated that the students needed rooms for their personal growth.

On the other hand, the positive side using the conventional approach lay on the teacher who entirely controlled the class and activities in the orderly fashion (Al-Zu'be, 2013). This statement was in contrast with the reality of this study whereby during the process of teaching and learning writing, the students were very noisy and the class situation was difficult to manage by the teacher. When the teacher explained the material, the students just took notes on what the teacher wrote on the whiteboard. Then, when the teacher instructed them to do the assignment, they disturbed with each other. Therefore, the result indicated that the use of the conventional approach was less effective to teach writing. It was in agreement with Kompa (2012) who claimed that the conventional approach was an inefficient approach to solve the problems in education, and it was contrary to the active learning concept. It also was supported by Zohrabi *et al.* (2012) who mentioned that the conventional approach which emphasized on teacher-centered approach was not efficient compared to the student-centered approach.

In a nutshell, the teaching and learning writing required the creative teacher and the active learners. The creative teacher surely chose and used a good learning approach to make the students interested and wanted to learn writing. It also needed the special procedures to teach the learners in the writing classes, like the steps offered by the Scientific approach and the Contextual Teaching and Learning approach. The selection of the appropriate approach in the writing classes affected the students' achievement and behavior. The use of the SA and CTL that were principled to the student-centered approach affected the students in developing their whole abilities and potential through the meaningful and useful activities, such as building and exploring the knowledge, and also exchanging and sharing the ideas and opinions, thus their knowledge would be more worthwhile for their life.

#### **D. Limitation of the Study**

There were several limitations in this study. Firstly, the instruments used to collect data were limited to the assessments of the students' learning outcomes which were conducted before and after the treatments in each class. Then, the students' mood in the learning writing was difficult to predict, and that was beyond the reach of the researcher to control it. When the English subject was the last lesson of that day, the students' spirit descended, then the teacher had to always encourage and motivate them in the learning writing. Another limitation was the research which was only focused on the writing classes of recount texts for grade VIII students of SMP XX Yogyakarta with two experimental classes and one control class. Finally, the researcher could not record fully the process of the teaching and learning writing because it caused the unnatural situation in the class.

## **CHAPTER V**

### **CONCLUSIONS, IMPLICATIONS, AND SUGGESTIONS**

This chapter provided three sub-chapters, namely conclusions of the research, implications of the research, and suggestions. They were presented as follows.

#### **A. Conclusions**

The conclusions of this study were drawn based on the formulation of the problems and the objectives of the study as formulated in Chapter I. This research has explored how the effectiveness of the Scientific approach and the Contextual Teaching and Learning (CTL) approach in the writing classes.

The results showed that the students' achievement in the writing of recount texts who were taught by using the Scientific approach, the CTL approach, and those taught by using the conventional approach yielded the significantly different results. The significant differences were found on the students' achievement in the writing of recount texts between the learners who were taught by using the Scientific approach and the conventional approach, and also between them who were taught by using the CTL approach and the conventional approach. Whereas, the students' achievement in the writing of recount texts who were taught by using the Scientific approach and the CTL approach had no significant difference.

In conclusion, there are significant differences in the students' achievement in the writing of recount texts among the students taught by using the Scientific approach and CTL approach, and those taught by using the conventional approach to the eighth-grade students of SMP XX Yogyakarta. Then, the use of the Scientific

approach was more effective than that of the conventional approach in the writing classes of recount texts. Next, the use of the CTL approach was more effective than that of the conventional approach in writing classes of recount texts. Finally, the use of the Scientific approach was not more effective than that of the CTL approach in the writing classes of recount texts.

In a nutshell, through some special stages which could assist and guide the teacher and the learners in the writing classes, the use of the Scientific approach and the CTL approach were indeed effective to use in the writing classes. Therefore, in this research, the Scientific approach and the Contextual Teaching and Learning approach were the effective approaches in the writing classes at grade VIII students of SMP XX Yogyakarta.

## **B. Implications**

The results of this research provided the information of the effectiveness of the Scientific approach and the Contextual Teaching and Learning approach in the writing classes. The use of these two approaches can assist the teacher and the students in the process of teaching and learning writing. These approaches also accommodate the students' engagement in the learning writing. Hence, the Scientific approach and the CTL approach affected the students' learning achievement. Moreover, the Scientific approach and the CTL approach also brought a good impact on the students' success in learning, as well as those learning approaches encouraged and motivated the students in learning.

### **C. Suggestions**

The teachers should choose appropriate learning approach in writing classes, like the Scientific approach or the Contextual Teaching and Learning (CTL) approach. These two approaches should be implemented continuously by the teachers/educators in teaching because those approaches had good impacts on the students' learning process and their achievements. By applying the Scientific approach and the CTL approach, the process of teaching and learning is more focused on the students' activities to make them become more active and creative, as well as have higher order thinking skills.

The next researchers are suggested to develop further study regarding the implementation of the Scientific approach and the CTL approach in the education field to explore their effectiveness to other variables such as interest or motivation, and to different subject materials or scopes. Then, another researcher can use other data collection techniques, such as questionnaire; thus, the results of the study can be more comprehensive to generalize the advantages of the Scientific approach and the CTL approach.

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# APPENDICES

**APPENDIX 1.**  
**RESEARCH SCHEDULE**

## Appendix 1. Research Schedule

### RESEARCH SCHEDULE AT SMP XX YOGYAKARTA

Day and Date	Time	Activities	Classes
Sat, Mei 6 <sup>th</sup> , 2017	9.25 - 10.45	Pretest	8A
Mon, Mei 8 <sup>th</sup> , 2017	09.25 – 10.45		8D
	10.45 – 12.05		8B
Tue, Mei 9 <sup>th</sup> , 2017	07.00 – 08.30	Meeting 1	8B
	11.40 – 13.00		8D
Wed, Mei 10 <sup>th</sup> , 2017	08.30 – 09.50		8A
Sat, Mei 13 <sup>th</sup> , 2017	9.25 - 10.45	Meeting 2	8A
Mon, Mei 15 <sup>th</sup> , 2017	09.25 – 10.45		8D
	10.45 – 12.05		8B
Tue, Mei 16 <sup>th</sup> , 2017	07.00 – 08.30	Meeting 3	8B
	11.40 – 13.00		8D
Wed, Mei 17 <sup>th</sup> , 2017	08.30 – 09.50		8A
Sat, Mei 20 <sup>th</sup> , 2017	9.25 - 10.45	Meeting 4	8A
Mon, Mei 22 <sup>nd</sup> , 2017	09.25 – 10.45		8D
	10.45 – 12.05		8B
Tue, Mei 23 <sup>rd</sup> , 2017	07.00 – 08.30	Meeting 5	8B
	11.40 – 13.00		8D
Wed, Mei 24 <sup>th</sup> , 2017	08.30 – 09.50		8A
Sat, Mei 27 <sup>th</sup> , 2017	9.25 - 10.45	Meeting 6	8A
Mon, Mei 29 <sup>th</sup> , 2017	09.25 – 10.45		8D
	10.45 – 12.05		8B
Tue, Mei 30 <sup>th</sup> , 2017	07.00 – 08.30	Meeting 7	8B
	11.40 – 13.00		8D
Wed, June 31 <sup>st</sup> , 2017	08.30 – 09.50		8A
Sat, June 3 <sup>rd</sup> , 2017	9.25 - 10.45	Meeting 8	8A
Mon, June 5 <sup>th</sup> , 2017	09.25 – 10.45		8D
	10.45 – 12.05		8B
Tue, June 6 <sup>th</sup> , 2017	07.00 – 08.30	Meeting 9	8B
	11.40 – 13.00		8D
Wed, June 7 <sup>th</sup> , 2017	08.30 – 09.50		8A
Sat, June 10 <sup>th</sup> , 2017	9.25 - 10.45	Posttest	8A
Mon, June 12 <sup>th</sup> , 2017	09.25 – 10.45		8D
	10.45 – 12.05		8B

**APPENDIX 2.**  
**LESSON PLANS**

**Appendix 2a. Lesson Plan for the Experimental Group**  
**Contextual Teaching and Learning Approach**

**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP CTL)**

Sekolah	: SMP XX YOGYAKARTA
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII / 2
Pertemuan ke	: 2
Alokasi waktu	: 80 Menit
Materi Inti	: Recount Text
Tema	: <i>Simple Past Tense</i> (Regular & Irregular).
Aspek / Skill	: Writing

**STANDAR KOMPETENSI:**

**Menulis:**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

**KOMPETENSI DASAR:**

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount*.

**I. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa diharapkan mampu memahami *simple past tense, regular dan irregular Verb*.



## II. INDIKATOR

- Mengidentifikasi ciri-ciri kalimat Simple Past Tense (*regular dan irregular Verb*)
- Menyatakan dan menuliskan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

## III. MATERI PEMBELAJARAN

### SIMPLE PAST TENSE

**Simple past tense** dipakai untuk menjelaskan peristiwa atau kejadian yang terjadi beberapa saat yang lalu atau pada masa lampau.

Dalam penyusunan kalimat **simple past tense**, sobat harus menggunakan **kata kerja (Verb) bentuk ke**

## II.

### Rumus/struktur teks

Jenis Kalimat	Rumus	Contoh
Positif (+)	S + V2	You <b>came</b> to my party.
	S + was/were	She was here yesterday.
Negative (-)	S + did + not + V1	You <b>did not come</b> to my party.
	S + was/were + not	She was not here yesterday.
Interogatif (?)	Did + S + V1?	<b>Did</b> you <b>come</b> to my party?
	Was/Were + S + .... ?	Was she here yesterday?

Sering kali past tense diikuti dengan keterangan waktu yang jelas, seperti: this afternoon, yesterday, last week, four years ago, five years ago, dan lain-lain.

### Chart: Past Tense Verbs

#### Regular Verbs

Regular Verbs		
Regular Verb	Past Tense	Past Participle
accept	accepted	accepted
add	added	added
afford	afforded	afforded
amuse	amused	amused
arrange	arranged	arranged
attach	attached	attached
attack	attacked	attacked
battle	battled	battled
bake	baked	baked
belong	belonged	belonged
blush	blushed	blushed
bolt	bolted	bolted
bounce	bounced	bounced
call	called	called
cough	coughed	coughed
camp	camped	camped
care	cared	cared
cheer	cheered	cheered
check	checked	checked
delay	delayed	delayed
delight	delighted	delighted
develop	developed	developed
dust	dusted	dusted
earn	earned	earned
face	faced	faced

fade	faded	faded
fence	fenced	fenced
film	filmed	filmed
fire	fired	fired
fold	folded	folded
hand	handed	handed
handle	handled	handled
harm	harmed	harmed
hug	hugged	hugged
manage	managed	managed
march	marched	marched
measure	measured	measured
nest	nested	nested
plan	planned	planned
plant	planted	planted
polish	polished	polished
race	raced	raced
radiate	radiated	radiated
scratch	scratched	scratched
spoil	spoiled	spoiled
subtract	subtracted	subtracted
squeeze	squeezed	squeezed
talk	talked	talked
undress	undressed	undressed
visit	visited	visited
work	worked	worked

## Irregular Verbs

Irregular Verbs		
Irregular Verb	Past Tense	Past Participle
arise	awoke	arisen
awake or awakened	awoke or awakened	awoken
be or was	were	been
begin	began	begun
bend	bent	bent
breed	bred	bred
build	built	built
burst	burst	burst
cast	cast	cast
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
flee	fled	fled
fly	flew	flown
hand feed	hand fed	hand fed
handwrite	handwrote	handwritten
hide	hid	hidden
<u>interwind</u>	<u>interwound</u>	<u>interwound</u>
keep	kept	kept
lay	laid	laid
leave	left	left
lie (down)	lay	lain
lose	lost	lost
make	made	made

<u>misdo</u>	<u>misdid</u>	<u>misdone</u>
outdrive	outdrove	outdriven
partake	partook	partaken
put	put	put
quit	quit	quit
read	read	read
ring	rang	rung
run	ran	run
send	sent	sent
shake	shook	shaken
shed	shed	shed
sing	sang	sung
sleep	slept	slept
speak	spoke	spoken
spin	spun	spun
swim	swam	swum
teach	taught	taught
upset	upset	upset
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

## IV. PENDEKATAN PEMBELAJARAN

Pendekatan Contextual Teaching and Learning:

- Pemodelan (Modelling)
- Bertanya (Questioning)
- Menemukan (Inquiry)
- Masyarakat Belajar (Learning Community)
- Konstruktivisme (Constructivism)
- Penilaian Sebenarnya (Authentic assessment)
- Refleksi (Reflection)

## V. KEGIATAN PEMBELAJARAN

### MEETING 2

#### a. Kegiatan Pendahuluan (10 menit)

- Mengucapkan salam dan berdoa
- Siswa merespon pertanyaan guru tentang kehadiran

3. Guru mengingatkan pelajaran sebelumnya.
4. Menginformasikan tujuan pembelajaran dan mengaitkannya dengan kehidupan sehari-hari siswa, serta memberikan motivasi pentingnya bahasa Inggris dalam kehidupan.

**b. Kegiatan Inti (60 menit)**

1. *Modelling*

- Siswa difasilitasi gambar melalui LCD  
G: What is that?  
S: fried rice, sir.  
G: Who did eat fried rice this morning?  
S: (No one)  
G: So, did you have breakfast?  
S: Yes sir, I *have* breakfast.  
G: What did you eat?  
S: I *eat* bread, *drink* tea, *so on*.

2. *Questioning dan Inquiry*

- Siswa memperhatikan slide LCD, dan guru memberikan pertanyaan-pertanyaan yang memfasilitasi siswa untuk menemukan definisi, tujuan, dan formula dari *Simple Past Tense*
- Siswa memperhatikan dan menyimak contoh past tense dalam kalimat.  
(1) "I *eat* fried rice" dan (2) "I *ate* fried rice"  
G: ada dua kalimat, kalimat 1 dan 2. Dari kedua kalimat ini ada yang ingin ditanyakan?  
S: kenapa kalimat 1 menggunakan "eat" dan kalimat 2 "ate" pak?  
G: ada yang bisa menjawab pertanyaan nya? Beda "eat" dan 'ate'?  
- Siswa diminta untuk membuka kamus.  
S: 'ate' it V2 dari 'eat' pak.  
G: iya jadi 'ate' itu bentuk lampau dari 'eat' yang artinya 'sudah.'

Jadi ini yang disebut dengan kalimat *past tense* yaitu ‘untuk menjelaskan peristiwa atau kejadian yang terjadi beberapa saat yang lalu atau pada masa lampau’

- Siswa bertanya mengenai hal-hal yang belum dipahami.

S: bagaimana cara menulis kalimatnya pak?

G: perhatikan 3 kalimat berikut ini: (pada layar LCD)

*I ate fried rice* => S + V2 + O

*I did not eat fried rice* => S + did not + O

*Did you eat fried rice?* => Did + S + V1 + O?

G: Untuk perubahan V1 ke V2 itu untuk berhati-hati, karena ada Verb yang regular dan irregular.

S: apa itu pak??

G: ‘cook-cooked’ dan ‘drink-drank’ (pada layar LCD)

Menurut kalian, yang mana yang merupakan regular verb?

S: siswa merespon

G: (Guru memberi contoh pada layar LCD)

- Kemudian, beberapa siswa membuat sebuah kalimat *past tense* dari sebuah gambar pada layar LCD,

Gambar: STUDY

S.1: (siswa merespon)

Gambar: ANGRY

S.2: (siswa merespon)

G: Jadi, untuk kata sifat seperti ANGRY ini menggunakan *tobe*.

Jadi selain kata kerja (Verb) ini menggunakan ‘*tobe*’. (Guru memberi contoh pada layar LCD)

- Siswa diberikan sebuah contoh teks *recount* sederhana berbentuk diary pada layar LCD.
- Siswa menyebutkan yang merupakan kalimat *past tense* dan mengidentifikasi kalimat tersebut.
- Setelah itu, siswa menyiapkan satu kata kerja dan membuatnya kedalam sebuah kalimat *past tense* (kejadian yang mereka alami).

- Masing-masing siswa menyampaikan kalimatnya didepan teman-teman secara lisan.

### 3. *Learning Community dan Constructivism*

- Secara berpasangan, siswa mengerjakan Task 1, dimana siswa melengkapi kalimat-kalimat dengan kata kerja yang tepat.
- Siswa mendiskusikan hasil didepan kelas, dan siswa lain saling memberikan respon ataupun masukan.
- Guru memperhatikan dan menilai keaktifan siswa, serta memberikan klarifikasi/umpan balik jika dibutuhkan.

### 4. *Authentic assessment*

- Selama pembelajaran berlangsung, guru menilai siswa melalui aktivitas-aktivitas yang diberikan oleh guru.

### 5. *Reflection*

- Siswa melakukan refleksi tentang apa yang telah dipelajari hari ini.
- Guru dan siswa mencoba menghubungkan pengetahuan sebelumnya dengan pengetahuan baru.

G: Jadi gimana? Sudah paham ya tentang *Simple Past Tense*?

S: sudah pak.

G: jadi past tense digunakan untuk apa?

S: untuk menyatakan kejadian dimasa lampau.

G: iya betul sekali. Contohnya?

S: (siswa merespon)

G: sudah bisa ya sekarang menggunakan past tense dalam kehidupan sehari-hari.

### c. **Kegiatan Penutup (10 menit)**

- Siswa bersama-sama menyimpulkan pembelajaran hari ini.
- Siswa diberi tugas untuk mewawancarai salah satu anggota keluarga mereka mengenai kegiatan/kejadian yang dilakukan/dialami
- Siswa dikondisikan agar mempelajari /membaca materi untuk pertemuan berikutnya

- Siswa dan guru menutup pelajaran hari ini dengan bernyanyi bersama dan memberikan salam

## VI. SUMBER BELAJAR

Media : LCD, pictures, PPT  
 Source : Internet, Buku 'English Grammar' by Bett Schramper Azar

## VII. PENILAIAN

### a. Penilaian Proses

#### Penilaian Kelompok

Kriteria	Keterangan	
	sudah	belum
1. Menulis V1 dan V2		

### b. Penilaian sikap (terlampir)

### c. Penilaian Hasil

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
<ul style="list-style-type: none"> <li>Mengidentifikasi ciri-ciri kalimat Simple Past Tense (<i>regular dan irregular Verb</i>)</li> </ul>	Tulis	Kalimat Rumpang	<ul style="list-style-type: none"> <li><i>Complete the sentences with the words in parentheses.</i></li> <li><i>Write the past tense of each verb to complete the crossword.</i></li> </ul>

a. Kunci Jawaban: terlampir

b. Rubrik dan Pedoman Penilaian:

#### Penskoran Jawaban dan Pengolahan Nilai:

- Jawaban yang benar diberikan skor 1
- Jawaban yang salah diberikan skor 0

Yogyakarta, Mei 2017  
 Guru Mata Pelajaran

( )

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP CTL)**

Sekolah : SMP XX YOGYAKARTA  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : VIII / 2  
Pertemuan ke : 6 dan 7  
Alokasi waktu : 80 Menit  
Materi : *Recount Text*  
Aspek / Skill : Writing

### **STANDAR KOMPETENSI:**

#### **Menulis:**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

### **KOMPETENSI DASAR:**

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount*.

### **I. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa siswa diharapkan dapat mengungkapkan makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

### **II. INDIKATOR**

- Mengidentifikasi informasi dalam teks monolog *recount*
- Menganalisis language features teks recount
- Menganalisis sruktur teks *recount*

### **III. MATERI PEMBELAJARAN**

#### **1) Generic Structure of Recount Text:**

- a. **Orientation:** In this stage, the text starts by describing who the story is about, where it is situated, and when the events occurred (*who, when, what, where*)



- b. Events:** The writer must retell the events in a logical time sequence so that the reader can follow them easily. Events are described in series.
    - Event 1:**
    - Event 2:**
    - Event 3:**
  - c. Re-orientation (optional):** The closure of the events (*say how you felt*)
- 2) Language features:
- **Using *past tense and action verbs***, e.g. I went to the mall, climbed, visited, etc.
  - ***Conjunction and time connectives*** is to sort the events e.g. but, and, then, after that, next, finally, etc.
  - ***Adverbs and adverbial phrases*** is to express the place, time and manner, e.g. on sunday, last week, at school, quickly, etc.
- 3) Contoh – contoh teks Recount yang berkaitan dengan tema “*Personal Recount*”.

#### IV. PENDEKATAN PEMBELAJARAN

Pendekatan Contextual Teaching and Learning:

- a. Pemodelan (*Modelling*)
- b. Bertanya (*Questioning*)
- c. Menemukan (*Inquiry*)
- d. Masyarakat Belajar (*Learning Community*)
- e. Konstruktivisme (*Constructivism*)
- f. Penilaian Sebenarnya (*Authentic assessment*)
- g. Refleksi (*Reflection*)

#### V. KEGIATAN PEMBELAJARAN

##### MEETING 6

##### a. Kegiatan Pendahuluan (10 menit)

- Mengucapkan salam dan berdoa
- Guru mengabsen kehadiran siswa
- Memberikan motivasi pentingnya bahasa Inggris dalam kehidupan
- Guru mereview pelajaran pada pertemuan sebelumnya.
- Menginformasikan tujuan pembelajaran dan mengaitkannya dengan kehidupan sehari-hari siswa.

**b. Kegiatan Inti (60 menit)**

1. *Modelling*

- Guru menampilkan sebuah contoh teks recount di layar LCD
- Siswa menyimak sebuah contoh teks *recount* dan salah satu siswa membaca teks tersebut
- siswa menyebutkan informasi yang ada dalam teks tersebut

2. *Questioning and Inquiry*

- Kemudian siswa memperhatikan contoh LF dalam teks *recount*.  
G: so, previously we had learned about past tense. Now, who can show us the simple past tense sentences in this text?  
S: (siswa menjawab)
- Siswa menanyakan hal-hal yang belum dipahami.  
S: Pak, kata '*last year*' dan '*after that*' apakah termasuk kedalam LF teks recount?  
G: Now, look at the text (guru menunjuk kata '*last year*' and '*after that*'), and so on.
- Setelahnya, siswa memahami LF dalam teks recount.

3. *Learning Community and Constructivism*

- Siswa secara berpasangan mengerjakan Task 1.
- Dari Task 1 tersebut, setiap pasangan menganalisis LF teks *recount*.
- Guru berkeliling untuk memantau siswa dalam mengerjakan latihan yang diberikan.
- Kemudian, siswa mengkomunikasikan hasil temuan/jawabannya didepan kelas, dan siswa lain diminta untuk memberikan tanggapan.
- Guru memberikan koreksi jika diperlukan.
- Setelah itu, guru dan siswa membahas LF bersama.
- Siswa menanyakan hal-hal yang belum dipahami.
- Masih pada teks Task 1, guru menampilkan teks recount tersebut pada layar LCD  
G: look at this text. Teks ini dibagi menjadi tiga bagian. Coba di lihat pada buku cetak kalian, di awal ada apa disana?  
S: Pendahuluan (*Orientation*)  
G: ya setelah pendahuluan?  
S: isi (*Events*) dan penutup (*Re-orientation*)  
G: coba perhatikan teks berikut. Apakah disana ada pendahuluan, isi dan penutup? Yang mana?  
S: (siswa menjawab)

G: di dalam teks recount mereka disebut sebagai Orientation, events, and re-orientation, atau disebut sebagai generic structure teks recount.

- Siswa menanyakan hal-hal yang belum dipahami.
- Kemudian, siswa menentukan generic structure dari contoh teks tersebut secara lisan.

4. *Learning Community and Constructivism*

- Masih dengan pasangan sebelumnya, siswa menganalisis dan menentukan language features dan generic structure dalam text (Task 2)
- Kemudian siswa menyampaikan hasil kerja mereka didepan siswa lainnya. Siswa diminta untuk mengoreksi/menanggapi hasil kerja teman kelompok lain. Guru memberikan penjelasan jika ada yang kurang tepat.
- Siswa menanyakan hal-hal yang belum dipahami.
- Guru dan siswa kemudian mendiskusikan jawaban bersama-sama.

5. *Authentic Assessment*

- Selama pembelajaran berlangsung, guru sekaligus menilai siswa melalui aktivitas-aktivitas yang diberikan oleh guru.

6. *Reflection*

- Guru memberikan refleksi kepada siswa tentang apa yang telah dipelajari hari ini.
- Guru mencoba menghubungkan pengetahuan sebelumnya dengan pengetahuan baru mereka.
- Siswa diberi PR untuk mewawancarai salah satu anggota keluarga tentang kejadian yang mereka alami, dan ditulis dalam bentuk teks recount.

**c. Kegiatan Penutup (10 menit)**

- Guru meminta siswa untuk mempelajari/membaca materi untuk pertemuan berikutnya
- Guru dan siswa menyimpulkan pembelajaran hari ini
- Guru menutup pelajaran hari ini dan memberikan salam

**MEETING 7**

**a. Kegiatan Pendahuluan (10 menit)**

- Mengucapkan salam dan berdoa
- Guru mengabsen kehadiran siswa
- Memberikan motivasi pentingnya bahasa Inggris dalam kehidupan

- Guru sedikit mereview pelajaran pada pertemuan sebelumnya.
- Menginformasikan tujuan pembelajaran dan mengaitkannya dengan kehidupan sehari-hari siswa.

**b. Kegiatan Inti (60 menit)**

1. *Modelling*

- Guru menampilkan sebuah video singkat kepada siswa melalui LCD
- Kemudian, siswa menceritakan kembali isi video tersebut.
- Kemudian, secara lisan siswa menyebutkan generic structure-nya.
- Siswa menanyakan hal-hal yang belum dipahami.

2. *Questioning and Inquiry.*

- Siswa menyimak sebuah contoh teks recount
- Siswa mengidentifikasi LF dan GS teks tersebut.
- Kemudian, dari teks tersebut guru mengaitkannya ke kehidupan siswa

G: siapa yang pernah ikut camping?

S: (siswa merespon), so on...

3. *Learning Community and Constructivism*

- Siswa membentuk kelompok yang terdiri dari 4-5 orang/kelompok
- Siswa diberi beberapa potongan gambar acak, kemudian diurutkan menjadi urutan yang benar (Task 1).
- Selanjutnya, siswa membuat sebuah teks recount singkat mengenai gambar tersebut, dengan menggunakan LF dan GS yang benar.
- Kemudian, masing-masing kelompok membacakan karangan mereka, dan saling memberikan tanggapan, saran, maupun tambahan informasi.
- Guru mengawasi, menuntun, dan memberikan klarifikasi jika diperlukan.

4. *Authentic Assessment*

- Selama pembelajaran berlangsung, guru sekaligus menilai siswa melalui aktivitas-aktivitas yang diberikan oleh guru.

5. *Reflection*

- Guru memberikan refleksi kepada siswa tentang apa yang telah dipelajari hari ini.
- Guru mencoba menghubungkan pengetahuan sebelumnya dengan pengetahuan baru mereka.

- Siswa diberi PR untuk mewawancarai salah satu anggota keluarga tentang kejadian yang dialami, dan ditulis dalam bentuk teks recount sederhana.

**c. Kegiatan Penutup (10 menit)**

- Guru dan siswa menyimpulkan pembelajaran hari ini
- Guru meminta siswa untuk mempelajari/membaca materi untuk pertemuan berikutnya
- Siswa diberi PR untuk mewawancarai pengalaman salah satu anggota keluarga mereka dan membuatnya kedalam sebuah teks recount.
- Guru menutup pelajaran hari ini dan memberikan salam

**VI. SUMBER BELAJAR**

Media : LCD, PPT, video, pictures, buku cetak  
Source : Internet

**VII. PENILAIAN**

**a. Penilaian Proses**

**Penilaian Kelompok**

Kriteria	Keterangan	
	sudah	belum
1. Menentukan Language features		
2. Menganalisis Generic Structure		

**b. Penilaian sikap (Terlampir)**

**c. Penilaian Hasil**

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
<ul style="list-style-type: none"> <li>• Mengidentifikasi informasi dalam teks monolog <i>recount</i>.</li> <li>• Menganalisis language features teks recount</li> </ul>	Tulis	Lisan	<i>Telling about what this text?</i>
		Isian	<i>Analyze the language features of the text below! Read the text carefully and determine the generic structure of the text!</i>
		Karangan	

<ul style="list-style-type: none"> <li>Menganalisis struktur teks <i>recount</i></li> </ul>			Sort these pictures into correct order. Then, based on the pictures, create a simple <i>recount text</i> .
---	--	--	--

- Rubrik Penilaian:
- Kunci Jawaban: terlampir
- Pedoman Penilaian:

Generic Structure	Skor
- Orientation	1
- Event	1
- Re-orientation	1
Nilai = (skor siswa : 3) x 10	

No	Name	Criteria					Nilai
		A	B	C	D	E	
1.							
2.							
3							
...							

Keterangan:

- A: Content (max 25)  
 B: Organization (max 25)  
 C: Language Use (max 25)  
 D: Vocabulary (max 15)  
 E: Mechanics (max 10)

Yogyakarta, Mei 2017  
Guru Mata Pelajaran

( )

## Appendix 2b. Lesson Plan for the Experimental Group

### Scientific Approach

#### RENCANA PELAKSANAAN PEMBELAJARAN (RPP SA)

Sekolah	: SMP XX YOGYAKARTA
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII / 2
Pertemuan ke	: 2
Alokasi waktu	: 80 Menit
Materi Inti	: Recount Text
Tema	: <i>Simple Past Tense</i> (Regular & Irregular).
Aspek / Skill	: Writing

#### STANDAR KOMPETENSI:

##### Menulis:

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar

#### KOMPETENSI DASAR:

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount*

#### I. TUJUAN PEMBELAJARAN

Pada akhir pembelajaran siswa diharapkan mampu memahami *simple past tense, regular dan irregular Verb*.

## II. INDIKATOR

- Mengidentifikasi ciri-ciri kalimat Simple Past Tense (*regular dan irregular Verb*)
- Menyatakan dan menuliskan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

## III. MATERI PEMBELAJARAN

### SIMPLE PAST TENSE

**Simple past tense** dipakai untuk menjelaskan peristiwa atau kejadian yang terjadi beberapa saat yang lalu atau pada masa lampau.

Dalam penyusunan kalimat **simple past tense**, sobat harus menggunakan **kata kerja (Verb) bentuk ke II**.

#### Rumus/struktur teks

Jenis Kalimat	Rumus	Contoh
Positif (+)	S + V2	You <b>came</b> to my party.
	S + was/were	She was here yesterday.
Negative (-)	S + did + not + V1	You <b>did not come</b> to my party.
	S + was/were + not	She was not here yesterday.
Interogatif (?)	Did + S + V1?	<b>Did</b> you <b>come</b> to my party?
	Was/Were + S + .... ?	Was she here yesterday?



Sering kali past tense diikuti dengan keterangan waktu yang jelas, seperti: this afternoon, yesterday, last week, four years ago, five years ago, dan lain-lain.

## Chart: Past Tense Verbs

### Regular Verbs

Regular Verbs		
Regular Verb	Past Tense	Past Participle
accept	accepted	accepted
add	added	added
afford	afforded	afforded
amuse	amused	amused
arrange	arranged	arranged
attach	attached	attached
attack	attacked	attacked
battle	battled	battled
bake	baked	baked
belong	belonged	belonged
blush	blushed	blushed
bolt	bolted	bolted
bounce	bounced	bounced
call	called	called
cough	coughed	coughed
camp	camped	camped
care	cared	cared
cheer	cheered	cheered
check	checked	checked
delay	delayed	delayed
delight	delighted	delighted
develop	developed	developed
dust	dusted	dusted
earn	earned	earned
face	faced	faced

fade	faded	faded
fence	fenced	fenced
film	filmed	filmed
fire	fired	fired
fold	folded	folded
hand	handed	handed
handle	handled	handled
harm	harmed	harmed
hug	hugged	hugged
manage	managed	managed
march	marched	marched
measure	measured	measured
nest	nested	nested
plan	planned	planned
plant	planted	planted
polish	polished	polished
race	raced	raced
radiate	radiated	radiated
scratch	scratched	scratched
spoil	spoiled	spoiled
subtract	subtracted	subtracted
squeeze	squeezed	squeezed
talk	talked	talked
undress	undressed	undressed
visit	visited	visited
work	worked	worked

### Irregular Verbs

Irregular Verbs		
Irregular Verb	Past Tense	Past Participle
arise	awoke	arisen
awake or awakened	awoke or awakened	awoken
be or was	were	been
begin	began	begun
bend	bent	bent
breed	bred	bred
build	built	built
burst	burst	burst
cast	cast	cast
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
flee	fled	fled
fly	flew	flown
hand feed	hand fed	hand fed
handwrite	handwrote	handwritten
hide	hid	hidden
interwind	interwound	interwound
keep	kept	kept
lay	laid	laid
leave	left	left
lie (down)	lay	lain
lose	lost	lost
make	made	made

<del>misdo</del>	<del>misdid</del>	<del>misdone</del>
outdrive	outdrove	outdriven
partake	partook	partaken
put	put	put
quit	quit	quit
read	read	read
ring	rang	rung
run	ran	run
send	sent	sent
shake	shook	shaken
shed	shed	shed
sing	sang	sung
sleep	slept	slept
speak	spoke	spoken
spin	spun	spun
swim	swam	swum
teach	taught	taught
upset	upset	upset
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

#### IV. PENDEKATAN PEMBELAJARAN

Pendekatan Saintifik: 1. Mengamati

2. Menanya

3. Exploring (mengumpulkan informasi/ eksperimen)

4. Mengasosiasi

5. Mengomunikasikan

#### V. KEGIATAN PEMBELAJARAN

##### A. MEETING 2

##### a. Kegiatan Pendahuluan (10 menit)

1. Mengucapkan salam dan berdoa
2. Guru mengecek kehadiran siswa dan siswa merespon.
3. Siswa dan guru bersama mereview pembelajaran atau materi pertemuan sebelumnya
4. Siswa diberikan tayangan gambar melalui LCD

G: what is the picture about?

S: someone EAT, Sir.

G: EAT or ATE?

S: apa bedanya Sir?

G: Perhatikan dua kalimat berikut:

(1) "He **usually eats** fried chicken every saturday"

(2) "He **ate** fried chicken yesterday"

S: (siswa menerjemahkan)...

5. Kemudian, Siswa membuka kamus dan mencari arti dari ATE

S: EAT bentuk V1, dan ATE bentuk V2 dari EAT.

G: jenis kalimat apa yang menggunakan V2?

S: past tense sir?

G: very good.

6. Guru menyampaikan tujuan pembelajaran yang akan di capai, cakupan materi dan uraian kegiatan yang akan dilaksanakan.

**b. Kegiatan Inti (60 menit)**

- Siswa membentuk beberapa kelompok yang masing-masingnya terdiri dari 4-5 orang.
- Kemudian masing-masing kelompok siswa diberi lembar kerja.

1. Mengamati, Mengumpulkan informasi, Menanya

- Siswa mengamati dua gambar pada layar LCD.

G: Look at these pictures.

How is their feeling? And what is this picture?

S: HAPPY and FRY

G: could you make them into sentences? (menunjuk salah siswa)

S: I **am** happy. I **fry** an egg.

G: oke good. The sentences are simple present tense.

(menunjuk siswa lainnya) could you change them into simple past tense?

S: I don't know sir.

- Siswa mengamati kembali kedua gambar tersebut pada layar LCD,

“I **fry** an egg”

“I **fried** an egg”

Ada yang berubah dari kalimat tersebut?

S: yes Sir. Fries berubah menjadi fried.

Bagaimana dengan kata HAPPY pak? Apakah menjadi HAPPIED?

G: HAPPY merupakan kata sifat/adjective, so it can't change like a verb. Maka harus menggunakan kata bantu/ to be.

ex: “I **am** very happy.”

“I **was** very happy”. and so on...

G: (menunjuk salah satu siswa)

G: Did you study yesterday?

S: Yes sir.

G: Look at the slide. (so on)

S: jadi, hanya kalimat positif yang menggunakan V2 Sir?

G: Ya benar. Untuk kalimat negatif dan kalimat interogatif/tanya terjadi perubahan dalam kata kerjanya, dimana V2 kembali ke bentuk V1. Any questions so far?

2. Mengasosiasi dan Mengomunikasikan

Setelah mendapatkan informasi, kemudian, siswa mengasosiasi/mengolah informasi yang telah dikumpulkan:

- Kelompok siswa berdiskusi dan mengerjakan Task 1 pada lembar kerja yang diberikan, yaitu mencari kalimat past tense dalam sebuah teks recount.
- Setelah itu, masing-masing kelompok mempresentasikan jawaban mereka di depan kelas, dan kelompok lain memberikan tanggapan mereka.
- Guru mengawasi siswa dan memberikan umpan balik positif mengenai keberhasilan mereka dalam pencapaian materi.

3. Mengumpulkan informasi, Mengasosiasi, dan Mengomunikasikan

- Selanjutnya, masing-masing kelompok mengerjakan Task 2, dimana masing-masing kelompok mencari V2 dari tiap kata yang bercetak tebal di setiap pertanyaan dalam kolom.
- Kemudian, hasil diskusi dikomunikasikan di depan kelompok lainnya, dan saling memberikan tanggapan.
- Guru mengawasi siswa dan memberikan umpan balik positif mengenai keberhasilan mereka dalam pencapaian materi.

**c. Kegiatan Penutup (10 menit)**

- Di akhir pembelajaran, siswa diberi sebuah video dan bernyanyi bersama.
- Siswa berkesempatan untuk bertanya mengenai kesulitan yang dihadapi.
- Siswa diberikan bantuan ataupun informasi tentang kesulitan yang dihadapi.
- Siswa membuat rangkuman/kesimpulan pelajaran.

- Melakukan penilaian terhadap kegiatan yang sudah dilaksanakan secara konsisten dan terprogram.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

## VI. SUMBER BELAJAR

Media : LCD, pictures, PPT, video  
 Source : Internet, Buku 'English Grammar' by Betty Schramper Azar

## VII. PENILAIAN

### a. Aspek Keterampilan

Kriteria	Keterangan	
	sudah	belum
1. Menuliskan kegiatan/kejadian yang dilakukan		

### b. Penilaian sikap (terlampir)

### c. Penilaian Hasil

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
▪ Mengidentifikasi ciri-ciri kalimat Simple Past Tense	Tulis	Isian  Kalimat Rumpang	<ul style="list-style-type: none"> <li>- <i>Read the text carefully and underline the simple past tense sentences.</i></li> <li>- <i>Change the bold words in the parentheses to the past tense verbs. Then, seek the past tense verbs in the column.</i></li> <li>- <i>Complete the sentences with the words in parentheses.</i></li> </ul>

- Kunci Jawaban: terlampir
- Rubrik Penilaian dan Pedoman Penilaian

**Penskoran Jawaban dan Pengolahan Nilai:**

1. Jawaban yang benar diberikan skor 1
2. Jawaban yang salah diberikan skor 0

Yogyakarta, Mei 2017  
Guru Mata Pelajaran

( )

## **RENCANA PELAKSANAAN PEMBELAJARAN (RPP SA)**

Sekolah : SMP XX YOGYAKARTA  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : VIII / 2  
Pertemuan ke : 6 dan 7  
Alokasi waktu : 80 Menit  
Materi : *Recount Text*  
Aspek / Skill : Writing

### **STANDAR KOMPETENSI:**

#### **Menulis:**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk *recount* untuk berinteraksi dengan lingkungan sekitar

### **KOMPETENSI DASAR:**

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount*.

### **I. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa diharapkan dapat mengungkapkan makna dan langkah retorika esei pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *Recount*.

### **II. INDIKATOR**

- Mengidentifikasi berbagai informasi dalam teks monolog *Recount*
- Mengidentifikasi ciri kebahasaan teks monolog *recount*
- Mengungkapkan langkah retorika dalam teks monolog *Recount*

### III. MATERI PEMBELAJARAN

1) Generic Structure of Recount Text:

**a. Orientation:** In this stage, the text starts by describing who the story is about, where it is situated, and when the events occurred (*who, when, what, where*)

**b. Events:** The writer must retell the events in a logical time sequence so that the reader can follow them easily. Events are described in series.

**Event 1:**

**Event 2:**

**Event 3:**

**c. Re-orientation (optional):** The closure of the events (*say how you felt*)

2) Language features:

- **Using *past tense and action verbs***, e.g. I went to the mall, climbed, visited, etc.
- ***Conjunction and time connectives*** is to sort the events e.g. but, and, then, after that, next, finally, etc.
- ***Adverbs and adverbial phrases*** is to express the place, time and manner, e.g. on sunday, last week, at school, quickly, etc.

3) Contoh – contoh teks Recount yang berkaitan dengan tema “*Personal Recount*”.

### IV. PENDEKATAN PEMBELAJARAN

Pendekatan Saintifik: 1. Mengamati

2. Menanya

3. Exploring

4. Mengasosiasi

5. Mengomunikasikan



## **V. KEGIATAN PEMBELAJARAN**

### **A. MEETING 6**

#### **a. Kegiatan Pendahuluan (10 menit)**

1. Mengucapkan salam dan berdoa
2. Guru mengecek kehadiran siswa dan siswa merespon
3. Guru dan siswa mereview pelajaran atau materi pertemuan sebelumnya dan menghubungkan ke pelajaran hari ini.
4. Guru menyampaikan tujuan pembelajaran yang akan di capai, cakupan materi dan uraian kegiatan yang akan dilaksanakan.

#### **b. Kegiatan Inti (60 menit)**

1. Mengamati, menanya dan exploring
  - Siswa membentuk beberapa kelompok, dimana satu kelompok terdiri dari 4-5 orang, dan tiap kelompok diberi lembar kerja.
  - Siswa mengerjakan Task 1, dimana mereka memotong beberapa kalimat acak yang kemudian diurutkan menjadi sebuah paragraf yang utuh.
  - Guru mengawasi siswa dan memberikan fasilitas belajar yang mendukung mereka dalam mengerjakan Task 1.
  - Kemudian, masing-masing kelompok diminta untuk mempresentasikan hasil kerjanya.
  - Setelah itu, siswa menyimak kalimat yang sudah diurutkan tersebut pada layar LCD dalam bentuk teks recount.
  - Salah satu siswa membaca teks tersebut, dan siswa lainnya menyimak.

G: telling about what this text?

S: (siswa menjawab)

G: how do you arrange those random sentences into a good paragraph?

S: (siswa merespon)

G: good, It is because there are the signs. Ada tanda-tanda yang berfungsi dalam mengurutkan kalimat tersebut. It is called as language features of recount text/ciri-ciri dalam teks recount.

G: ciri-ciri apa lagi yang bisa kalian temukan dalam teks tersebut?

S: verb 2/past tense

G: excellent, (so on..)

## 2. Menanya dan exploring

- Siswa bertanya tentang GS teks recount (mengembangkan rasa ingin tahu, berpikir kritis)

S: Bagaimana dengan struktur teks recount Pak? Karena dilembar kerja diminta untuk menentukan GS.

G: Dari kalimat yang kalian susun tadi menjadi sebuah teks recount yang memiliki struktur.

Now, look at this diagram of structure of recount text (LCD), so on...

- Siswa mengamati contoh teks recount yang sama, dan mengidentifikasi GS dari teks tersebut.

## 3. Mengasosiasi dan Mengomunikasikan

- Setelah mendapatkan informasi, kemudian, siswa mengasosiasi/mengolah informasi yang telah dikumpulkan
- kelompok siswa membaca sebuah teks recount yang diberi guru dan mulai menjawab pertanyaan pada lembar kerja yang diberikan. (Task 2)
- Guru mengawasi siswa dan memberikan umpan balik positif mengenai keberhasilan mereka dalam pencapaian materi
- Setiap kelompok diminta untuk mengomunikasikan hasil kerja mereka didepan kelas dan kelompok lain diminta untuk memberikan tanggapannya.
- Guru mengawasi siswa dan memberikan umpan balik positif mengenai keberhasilan mereka dalam pencapaian materi

**c. Kegiatan Penutup (10 menit)**

1. Siswa berkesempatan untuk bertanya mengenai kesulitan yang dihadapi.
2. Siswa diberikan bantuan ataupun informasi tentang kesulitan yang dihadapi.
3. Guru dan siswa membuat rangkuman/simpulan pelajaran.
4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya
5. Berdoa (untuk mensyukuri apa yang telah dipelajari)

**B. MEETING 7**

**a. Kegiatan Pendahuluan (10 menit)**

1. Mengucapkan salam dan berdoa
2. Guru mengecek kehadiran siswa dan siswa merespon
3. Guru dan siswa mereview pelajaran atau materi pertemuan sebelumnya dan menghubungkan ke pelajaran hari ini.
4. Guru menyampaikan tujuan pembelajaran yang akan di capai, cakupan materi dan uraian kegiatan yang akan dilaksanakan.

**b. Kegiatan Inti (60 menit)**

1. Mengamati, Menanya dan Exploring
  - Siswa mengamati sebuah video singkat pada layar LCD
  - Siswa menggali informasi dalam video tersebut dengan bantuan 5W+1H
  - Siswa mengaitkan pelajaran sebelumnya dengan pelajaran hari ini.
  - Siswa bertanya mengenai hal-hal yang belum dipahami.
2. Mengasosiasi
  - Siswa membentuk beberapa kelompok, dimana satu kelompok terdiri dari 4-5 orang, dan tiap kelompok diberi lembar kerja.
  - Setelah itu, masing-masing kelompok siswa mengerjakan Task 1, yaitu mengurutkan potongan kalimat acak menjadi sebuah teks recount, dan kemudian menganalisis *generic structure* dan *language features* dari teks tersebut.

- Siswa menuliskan hasil diskusi tersebut di lembar jawaban.
2. Mengomunikasikan
- Setiap kelompok siswa mengkomunikasikan hasil diskusi mereka, dan kelompok lainnya memberikan tanggapan, serta saling berbagi/sharing pengetahuan.
  - Guru mengawasi siswa dan mengklarifikasi jawaban jika dibutuhkan.
  - Kemudian guru memberikan umpan balik positif mengenai keberhasilan mereka dalam pencapaian materi.
3. Mengeksplor, Mengasosiasi, dan Mengomunikasikan
- Siswa mengerjakan tugas individu pada Task 2, yaitu memilih 5 Verbs dan membuatnya kedalam sebuah teks recount singkat dengan menggunakan GS dan LF yang benar.
  - Siswa menggunakan kamus ataupun buku cetak sebagai bantuan/ untuk mendapatkan informasi tambahan dalam membantu mereka menulis.
  - Guru mengawasi siswa dan memberikan klarifikasi jika dibutuhkan.
  - Kemudian, siswa membacakan hasil karangan singkat mereka dan membacakan GS dalam teks tersebut.
  - Kemudian guru memberikan umpan balik positif mengenai keberhasilan mereka dalam pencapaian materi.
  - Siswa mengumpulkan hasil karangan teks recount mereka kepada guru.

**c. Kegiatan Penutup (10 menit)**

1. Siswa berkesempatan untuk bertanya mengenai kesulitan yang dihadapi.
2. Siswa diberikan bantuan ataupun informasi tentang kesulitan yang dihadapi.
3. Guru dan siswa membuat rangkuman/simpulan pelajaran.
4. Menyampaikan rencana pembelajaran pada pertemuan berikutnya

5. Berdoa (untuk mensyukuri apa yang telah dipelajari)

## VI. SUMBER BELAJAR

Media : LCD, PPT, video, kamus

Source : Internet

## VII. PENILAIAN

### a. Penilaian Proses

#### Penilaian Kelompok

No.	Indikator	Sudah	Belum
1.	Siswa dapat mengurutkan kalimat acak dengan benar		
2.	Siswa mengetahui berbagai informasi dalam teks monolog <i>Recount</i>		
3.	Siswa dapat menjawab secara lisan dan tulis mengenai GS dan LF teks <i>recount</i>		

### b. Penilaian sikap (Terlampir)

### c. Penilaian Hasil

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
Menganalisis dan mengidentifikasi langkah retorika ( <i>generic structure</i> ) dan ciri kebahasaan ( <i>language feature</i> ) teks <i>Recount</i>	Tulis	Isian	<i>Analyze and identify Language Features and Generic Structure of this text!</i>
Membuat sebuah teks recount singkat dan sederhana dengan benar.		Tulis	<i>Choose 5 verbs and make them into a simple recount text.</i>

- d. Rubrik Penilaian:
- e. Kunci Jawaban: terlampir
- f. Pedoman Penilaian:

Generic Structure	Skor
d. Orientation	1
e. Event	1
f. Re-orientation	1
Nilai = (skor siswa : 3) x 10	

Yogyakarta, Mei 2017  
Guru Mata Pelajaran,

( )

**Appendix 2c. Lesson Plan for the Control Group  
Conventional Approach**

**RENCANA PELAKSANAAN PEMBELAJARAN  
(RPP Konvensional)**

Sekolah	: SMP XX YOGYAKARTA
Mata Pelajaran	: BAHASA INGGRIS
Kelas/Semester	: VIII / 2
Pertemuan ke	: 2
Alokasi waktu	: 80 Menit
Materi Inti	: Recount Text
Tema	: <i>Simple Past Tense</i> (Regular & Irregular).
Aspek / Skill	: Writing

**STANDAR KOMPETENSI:**

**Menulis:**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar

**KOMPETENSI DASAR:**

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
2. Mengungkapkan makna dan langkah retorika dalam esai pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount*

**I. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa diharapkan mampu memahami *simple past tense, regular dan irregular Verb*.

**II. INDIKATOR**

- Mengidentifikasi ciri-ciri kalimat Simple Past Tense (*regular dan irregular Verb*)

- Menyatakan dan menuliskan tindakan/kejadian yang dilakukan/terjadi di waktu lampau.

### III. MATERI PEMBELAJARAN

#### SIMPLE PAST TENSE

**Simple past tense** dipakai untuk menjelaskan peristiwa atau kejadian yang terjadi beberapa saat yang lalu atau pada masa lampau.

Dalam penyusunan kalimat **simple past tense**, sobat harus menggunakan **kata kerja (Verb) bentuk ke**

#### II.

#### Rumus/struktur teks

Jenis Kalimat	Rumus	Contoh
Positif (+)	S + V2	You <b>came</b> to my party.
	S + was/were	She was here yesterday.
Negative (-)	S + did + not + V1	You <b>did not come</b> to my party.
	S + was/were + not	She was not here yesterday.
Interogatif (?)	Did + S + V1?	<b>Did</b> you <b>come</b> to my party?
	Was/Were + S + .... ?	Was she here yesterday?

Sering kali past tense diikuti dengan keterangan waktu yang jelas, seperti: this afternoon, yesterday, last week, four years ago, five years ago, dan lain-lain.



## Chart: Past Tense Verbs

### Regular Verbs

Regular Verbs		
Regular Verb	Past Tense	Past Participle
accept	accepted	accepted
add	added	added
afford	afforded	afforded
amuse	amused	amused
arrange	arranged	arranged
attach	attached	attached
attack	attacked	attacked
battle	battled	battled
bake	baked	baked
belong	belonged	belonged
blush	blushed	blushed
bolt	bolted	bolted
bounce	bounced	bounced
call	called	called
cough	coughed	coughed
camp	camped	camped
care	cared	cared
cheer	cheered	cheered
check	checked	checked
delay	delayed	delayed
delight	delighted	delighted
develop	developed	developed
dust	dusted	dusted
earn	earned	earned
face	faced	faced

fade	faded	faded
fence	fenced	fenced
film	filmed	filmed
fire	fired	fired
fold	folded	folded
hand	handed	handed
handle	handled	handled
harm	harmed	harmed
hug	hugged	hugged
manage	managed	managed
march	marched	marched
measure	measured	measured
nest	nested	nested
plan	planned	planned
plant	planted	planted
polish	polished	polished
race	raced	raced
radiate	radiated	radiated
scratch	scratched	scratched
spoil	spoiled	spoiled
subtract	subtracted	subtracted
squeeze	squeezed	squeezed
talk	talked	talked
undress	undressed	undressed
visit	visited	visited
work	worked	worked

### Irregular Verbs

Irregular Verbs		
Irregular Verb	Past Tense	Past Participle
arise	awoke	arisen
awake or awakened	awoke or awakened	awoken
be or was	were	been
begin	began	begun
bend	bent	bent
breed	bred	bred
build	built	built
burst	burst	burst
cast	cast	cast
choose	chose	chosen
come	came	come
cost	cost	cost
cut	cut	cut
deal	dealt	dealt
drive	drove	driven
drink	drank	drunk
eat	ate	eaten
flee	fled	fled
fly	flew	flown
hand feed	hand fed	hand fed
handwrite	handwrote	handwritten
hide	hid	hidden
<u>interwind</u>	<u>interwound</u>	<u>interwound</u>
keep	kept	kept
lay	laid	laid
leave	left	left
lie (down)	lay	lain
lose	lost	lost
make	made	made

<del>misdo</del>	<del>misdid</del>	<del>misdone</del>
outdrive	outdrove	outdriven
partake	partook	partaken
put	put	put
quit	quit	quit
read	read	read
ring	rang	rung
run	ran	run
send	sent	sent
shake	shook	shaken
shed	shed	shed
sing	sang	sung
sleep	slept	slept
speak	spoke	spoken
spin	spun	spun
swim	swam	swum
teach	taught	taught
upset	upset	upset
wear	wore	worn
win	won	won
wind	wound	wound
write	wrote	written

#### **IV. PENDEKATAN PEMBELAJARAN**

Pendekatan Konvensional: Ceramah dan tanya jawab.

#### **V. KEGIATAN PEMBELAJARAN**

##### **A. MEETING 2**

##### **a. Kegiatan Pendahuluan (10 menit)**

1. Mengucapkan salam dan berdoa
2. Guru mengabsen kehadiran siswa
3. Guru memberitahu materi yang akan diajarkan

##### **b. Kegiatan Inti (70 menit)**

1. Guru menjelaskan tentang *Grammar* yang terdapat dalam teks tersebut, yaitu tentang *Simple Past Tense*
2. Guru menjelaskan tentang apa itu *past tense* dan cara membuat kalimat dalam bentuk *past tense*, dan memberikan contoh kalimat tentang *past tense*.
3. Guru memberikan kesempatan kepada siswa untuk bertanya jika ada hal yang kurang jelas.
4. Siswa diberikan kesempatan untuk mencatat hal-hal penting dari penjelasan guru tersebut.
5. Guru memberikan sebuah teks *recount* sederhana kepada siswa dan meminta mereka untuk membaca teks tersebut.
6. Kemudian, Guru bersama siswa untuk menerjemahkan teks *recount* tersebut secara lisan.
7. Setelah itu, Guru meminta siswa untuk mengerjakan Task 1 dan Task 2,
8. Kemudian, guru meminta siswa menuliskan jawaban mereka di papan tulis.
9. Guru mengoreksi jawaban-jawaban mereka yang ditulis di papan tulis.

##### **c. Kegiatan Penutup (10 menit)**

1. Guru mengondisikan siswa agar mempelajari /membaca materi untuk pertemuan berikutnya



**RENCANA PELAKSANAAN PEMBELAJARAN**  
**(RPP Konvensional)**

Sekolah : SMP XX YOGYAKARTA  
Mata Pelajaran : BAHASA INGGRIS  
Kelas/Semester : VIII / 2  
Pertemuan ke : 6 dan 7  
Alokasi waktu : 80 Menit  
Materi : *Recount Text*  
Aspek / Skill : Writing

**STANDAR KOMPETENSI:**

**Menulis:**

Mengungkapkan makna dalam teks tulis fungsional dan esai pendek sederhana berbentuk recount untuk berinteraksi dengan lingkungan sekitar

**KOMPETENSI DASAR:**

1. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar
2. Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima untuk berinteraksi dengan lingkungan sekitar berbentuk *recount*

**I. TUJUAN PEMBELAJARAN**

Pada akhir pembelajaran siswa siswa diharapkan dapat mengungkapkan makna dan langkah retorika dalam esei pendek sederhana secara akurat, lancar, dan berterima untuk berinteraksi dengan lingkungan sekitar dalam teks berbentuk *recount*.

**II. INDIKATOR**

- Mengungkapkan langkah retorika dalam teks *recount*
- Menuliskan teks recount sederhana

### III. MATERI PEMBELAJARAN

#### 1) Generic Structure of Recount Text:

**a. Orientation:** In this stage, the text starts by describing who the story is about, where it is situated, and when the events occurred (*who, when, what, where*)

**b. Events:** The writer must retell the events in a logical time sequence so that the reader can follow them easily. Events are described in series.

**Event 1:**

**Event 2:**

**Event 3:**

**c. Re-orientation (optional):** The closure of the events (*say how you felt*)

#### 2) Language features:

- **Using past tense and action verbs**, e.g. I went to the mall, climbed, visited, etc.
- **Conjunction and time connectives** is to sort the events e.g. but, and, then, after that, next, finally, etc.
- **Adverbs and adverbial phrases** is to express the place, time and manner, e.g. on sunday, last week, at school, quickly, etc.

#### 4) Contoh – contoh teks Recount yang berkaitan dengan tema “*Personal Recount*”.

### IV. PENDEKATAN PEMBELAJARAN

Pendekatan Konvensional: Ceramah dan tanya jawab.

### V. KEGIATAN PEMBELAJARAN

#### A. MEETING 6

##### a. Kegiatan Pendahuluan (10 menit)

1. Mengucapkan salam dan berdoa
2. Siswa merespon pertanyaan guru tentang kehadiran
3. Siswa diberitahu mengenai materi yang akan diajarkan.

**b. Kegiatan Inti (70 menit)**

1. Guru mengulang sedikit tentang pelajaran di pertemuan sebelumnya.
2. Guru menjelaskan materi tentang recount text, *generic structure* dan *language features* teks *recount* di papan tulis.
3. Guru meminta siswa untuk mencatat materi yang dijelaskan yang ada di papan tulis.
4. Guru memberikan contoh sebuah teks *recount* (1), serta mengidentifikasi dan menjelaskan *generic structure* dan *language features* teks tersebut.
5. Guru membahas kosakata dalam teks tersebut yang sulit dan belum dipahami oleh siswa.
6. Guru meminta siswa untuk bertanya jika ada hal yang kurang jelas.
7. Guru memberi teks *recount* (Task 1) dan meminta siswa secara berpasangan untuk menentukan *generic structure* dan *language features* dari teks tersebut.
8. Guru meminta beberapa pasangan siswa untuk menyampaikan jawabannya didepan kelas.
9. Guru membahas jawaban siswa, dan menyimpulkan jawaban yang tepat.
10. Guru memberi teks *recount* (Task 2) dan meminta masing-masing siswa untuk menentukan *generic structure* teks tersebut.
11. Kemudian, guru meminta siswa untuk mengumpulkan Task 2.

**c. Kegiatan Penutup (10 menit)**

1. Guru meminta siswa untuk mempelajari /membaca materi untuk pertemuan berikutnya
2. Guru menutup pelajaran hari ini dan memberikan salam

## **B. MEETING 7**

### **a. Kegiatan Pendahuluan (10 menit)**

1. Mengucapkan salam dan berdoa
2. Siswa merespon pertanyaan guru tentang kehadiran
3. Siswa diberitahu mengenai materi yang akan diajarkan.

### **b. Kegiatan Inti (70 menit)**

1. Guru mengulang kembali tentang pelajaran di pertemuan sebelumnya *generic structure* dan *language features* teks *recount*.
2. Guru memberikan contoh beberapa gambar pada siswa dan bersama-sama membuat kalimat sesuai gambar tersebut.
3. Dari beberapa gambar yang diberikan serta kalimat-kalimat berdasarkan gambar tersebut, guru mencontohkan kepada siswa untuk menyusunnya kedalam sebuah teks *recount*.
4. Guru meminta siswa untuk bertanya jika ada hal yang tidak dipahami.
5. Setelah diberikan penjelasan, kemudian siswa secara berpasangan untuk mengerjakan Task 3A dan Task 3B.
6. Guru meminta siswa untuk menyampaikan jawabannya masing-masing.
7. Guru membahas jawaban siswa, dan bersama-sama siswa menyimpulkan jawaban yang tepat.
8. Kemudian, guru meminta siswa untuk mengumpulkan Task 3A dan Task 3B.

### **c. Kegiatan Penutup (10 menit)**

1. Guru meminta siswa untuk mempelajari /membaca materi untuk pertemuan berikutnya
2. Guru menutup pelajaran hari ini dan memberikan salam

## **VI. SUMBER BELAJAR**

Media: whiteboard, boardmarker, worksheet

Sumber: internet

## VII. PENILAIAN

Indikator Pencapaian Kompetensi	Penilaian		
	Teknik	Bentuk	Contoh Instrumen
<ul style="list-style-type: none"> <li>Menganalisis langkah retorika teks <i>Recount</i> yang diberikan</li> </ul>	Tulis	Isian	<ul style="list-style-type: none"> <li><i>Read the text carefully and analyze the schematic structure of the text!</i></li> <li><i>In pairs, read the text carefully. Then, determine the generic structure and language features of this text.</i></li> </ul>
<ul style="list-style-type: none"> <li>Menuliskan sebuah teks recount berdasarkan gambar.</li> </ul>		Karangan	<ul style="list-style-type: none"> <li><i>Arrange the pictures below correctly.</i></li> <li><i>Create a simple recount text based on the pictures.</i></li> </ul>

g. Rubrik Penilaian:

h. Kunci Jawaban:

i. Pedoman Penilaian:

Generic Structure	Skor
- Orientation	1
- Event	1
- Re-orientation	1
Nilai = (skor siswa : 3) x 100	

Yogyakarta, Mei 2017  
Guru Mata Pelajaran,

( )



**APPENDIX 3.**  
**WRITING RUBRIC**

### Appendix 3. Writing Rubric

Adapted from: *Testing ESL Composition: A Practical approach in Assessing*

*Writing* (Weigle, 2012).

Category	Score	Criteria
<b>CONTENT</b>	25-21	<b>EXCELLENT TO VERY GOOD:</b> knowledgeable • substantive • thorough development of thesis • relevant to assigned topic
	20-16	<b>GOOD TO AVERAGE:</b> some knowledge of subject • adequate range • limited development of thesis • mostly relevant to topic, but lacks detail
	15-11	<b>FAIR TO POOR:</b> limited knowledge of subject • little substance • inadequate development of topic
	10-0	<b>VERY POOR:</b> does not show knowledge of subject • non-substantive • non pertinent • OR not enough to evaluate
<b>ORGANIZATION</b>	25-21	<b>EXCELLENT TO VERY GOOD:</b> fluent expression • ideas clearly stated/ supported • succinct • well-organized • logical sequencing • cohesive
	20-16	<b>GOOD TO AVERAGE:</b> somewhat choppy • loosely organized but main ideas stand out • limited support • logical but incomplete sequencing
	15-11	<b>FAIR TO POOR:</b> non-fluent • ideas confused or disconnected • lacks logical sequencing and development
	10-0	<b>VERY POOR:</b> does not communicate • no organization • OR not enough to evaluate
<b>LANGUAGE USE</b>	25-21	<b>EXCELLENT TO VERY GOOD:</b> effective complex constructions • few errors of agreement, tense, number, word order/function, article, pronouns, prepositions
	20-16	<b>GOOD TO AVERAGE:</b> effective but simple constructions • minor problems in complex constructions • several errors of agreement, tense, number, word order/function, article, pronouns, prepositions <u>but meaning seldom obscured</u>
	15-11	<b>FAIR TO POOR:</b> major problems in simple/ complex constructions • frequent errors of negation, tense, number,

		word order/function, article, pronouns, prepositions and/or fragments, run-ons, deletions • <u>meaning confused or obscured</u>
	10-0	<b>VERY POOR:</b> virtually no mastery of sentence construction rules • dominated by errors • does not communicate • OR not enough to evaluate
<b>VOCABULARY</b>	15-13	<b>EXCELLENT TO VERY GOOD:</b> sophisticated range • effective word/idiom choice and usage • word for mastery • appropriate register
	12-10	<b>GOOD TO AVERAGE:</b> adequate range • occasional errors of effective word/idiom form, choice, usage <u>but meaning not obscured</u>
	9-7	<b>FAIR TO POOR:</b> limited range • frequent errors of effective word/idiom form, choice, usage • <u>meaning confused or obscured</u>
	6-0	<b>VERY POOR:</b> essentially translation • little knowledge of English vocabulary, idioms, word form • OR not enough to evaluate
<b>MECHANICS</b>	10	<b>EXCELLENT TO VERY GOOD:</b> demonstrates mastery of conventions • few errors of spelling, punctuation, capitalization, paragraphing
	9-8	<b>GOOD TO AVERAGE:</b> occasional errors of spelling, punctuation, capitalization, paragraphing <u>but meaning not obscured</u>
	7-6	<b>FAIR TO POOR:</b> frequent errors of spelling, punctuation, capitalization, paragraphing • poor handwriting • <u>meaning confused or obscured</u>
	5-0	<b>VERY POOR:</b> no mastery of conventions • dominated by errors of spelling, punctuation, capitalization, paragraphing • handwriting illegible • OR not enough to evaluate

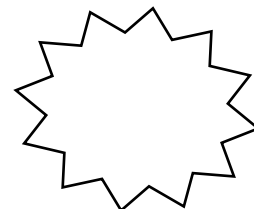
**APPENDIX 4.**

**THE QUESTIONS OF THE PRETEST**

**AND THE POSTTEST**

## Appendix 4a. Questions of Pretest

### PRE-TEST



Name :  
Class :  
Time : 80 minutes

#### Petunjuk:

1. Tulislah nama lengkap dan kelas Anda pada lembar jawaban!
2. Terdapat dua jenis tugas yang harus dikerjakan.
3. Periksa kembali jawaban Anda sebelum menyerahkan lembar jawaban kepada guru!

#### Tugas 1

- a) Berilah nomor pada gambar-gambar dibawah ini sesuai dengan urutannya!
- b) Kemudian, buatlah sebuah teks *recount* berdasarkan gambar-gambar tersebut!
- c) Berikut ini disediakan beberapa kata untuk membantu Anda dalam menulis teks *recount*.

Adverbs and adverbial phrases	Past tense and Action Verbs	Conjunction and time connectives
Yesterday, last week, two years ago, ...	They watched a movie, Scared Collected Ran ...	Then, after that, but, ...

A. Berilah nomor pada gambar-gambar di bawah ini sesuai dengan urutannya!












B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.

*Situation:* There was a girl named Mary. She went to the flower garden to collect the flowers. Then, suddenly she ran because there was a spider.

This image shows a single sheet of white paper with horizontal ruling lines. The lines are evenly spaced and run across the width of the page. There are no margins, text, or other markings on the paper.

**Tugas 2:**

*Petunjuk:* Tulislah sebuah teks *recount* yang menarik berdasarkan pengalamanmu!

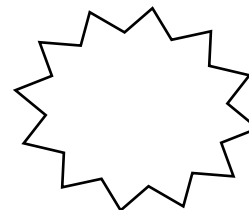
[illegible]



## Appendix 4b. Questions of Posttest

### POST-TEST

Name :  
Class :  
Time : 80 minutes



#### Petunjuk:

1. Tulislah nama lengkap dan kelas Anda pada lembar jawaban!
2. Terdapat dua jenis tugas yang harus dikerjakan
3. Periksa kembali jawaban Anda sebelum menyerahkan lembar jawaban kepada guru!

#### Tugas 1

- a) Buatlah sebuah teks *recount* dalam bentuk 'Diary' tentang apa yang telah Anda alami ke dalam format 'Diary' yang telah disediakan dibawah ini.
- b) Anda mungkin akan memerlukan kata-kata di bawah ini dalam menulis teks *recount* berbentuk 'Diary'. (optional)

Adverbs and adverbial phrases	Past tense and Action Verbs	Conjunction and time connectives
Yesterday, last week, quickly, at home, ...	Went, had, brought, Was / were, did not, Spent ...	but, and, then, next day, ...



*Dear Diary,*

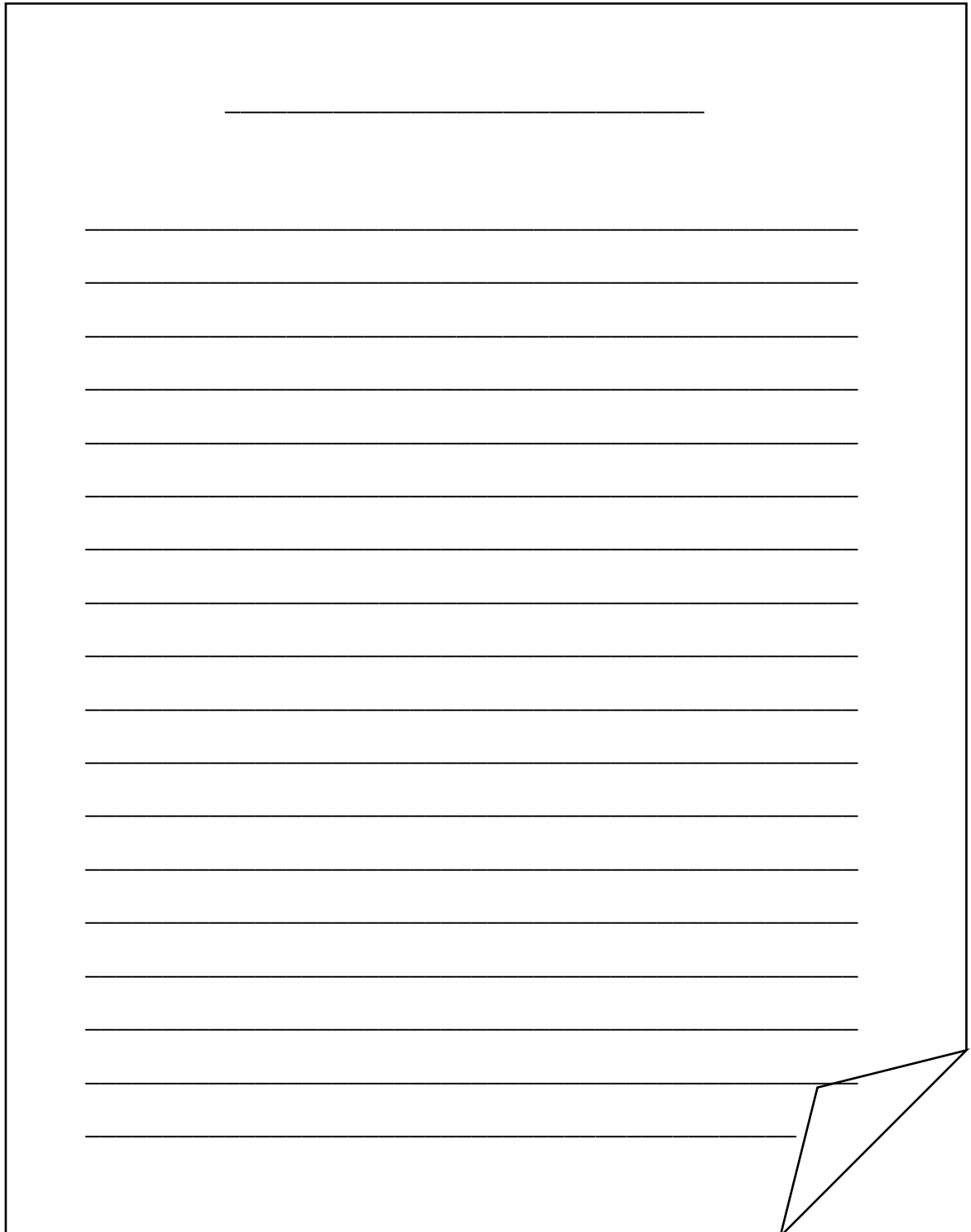
*Yesterday, I .....*

*Chitra Chandra*



## Tugas 2:

*Petunjuk:* Tulislah sebuah teks *recount* yang menarik berdasarkan pengalamanmu!



A large rectangular box for writing, with a folded corner at the bottom right. The box contains horizontal lines for writing. The lines are arranged as follows: a single line at the top, followed by a gap, then 18 more lines, and finally a gap at the bottom. The bottom right corner of the box is folded over, creating a triangular shape.

**APPENDIX 5.**

**THE STUDENTS' SCORES OF THE  
PRETEST AND THE POSTTEST**

### STUDENTS' WRITING SCORES

No	Students' Name	Score Task 1 (T1)					Total T1	Score Task 2 (T2)					Total T2	Total $\frac{T1 + T2}{2}$
		A	B	C	D	E		A	B	C	D	E		
1.	SS 1													
2.	SS 2													
3.	SS 3													
4.	SS 4													
5.	SS 5													
...														

Adapted from: Testing ESL Composition: A Practical approach in Assessing Writing (Weigle, 2012).

Criteria:

**A** : Content

**B** : Organization

**C** : Language Use

**D** : Vocabulary

**E** : Mechanics

# Appendix 5. The Students' Scores on the Pretest and the Posttest

## THE STUDENTS' SCORES

No	Name	Pretest			Posttest		
					Experiment		Control
		8A	8B	8D	8A (CTL)	8B (SA)	8D (Conv)
1.	SS 1	66.75	40	51.5	91.5	95.5	73
2.	SS 2	46.75	63.5	64.5	84	90.75	72.5
3.	SS 3	71.5	41.75	35	86.5	94.5	74
4.	SS 4	52.25	51.25	48.75	87.5	88.25	74.25
5.	SS 5	57.5	43.5	36.5	85	94.25	65.75
6.	SS 6	54.25	45.5	60.25	88.5	90	72.5
7.	SS 7	48.25	57.75	50	89.5	93.75	65.25
8.	SS 8	66.5	60.25	44	95.75	86	78.75
9.	SS 9	48.25	40.25	36.25	85.5	87	66.5
10.	SS 10	62.5	53.5	58	93	92.75	72.5
11.	SS 11	60.5	43.5	69.25	89.25	85.75	72
12.	SS 12	71.75	46.25	54	87.25	92	76.5
13.	SS 13	52.25	67.25	42	94.75	87	74.75
14.	SS 14	53.25	55.5	56.5	87.25	89.25	73.75
15.	SS 15	47	59.5	46	85.25	86	75

16.	SS 16	48.75	44	50.75	90	90.75	82
17.	SS 17	72.25	50.75	50.5	95.5	92.25	81.5
18.	SS 18	60	68.75	53.5	82.5	83.5	78
19.	SS 19	53.5	62.5	38	88.25	83.5	75.25
20.	SS 20	43.5	42.5	40.75	89.5	92	83.25
21.	SS 21	55.25	57	37.5	93.5	87.5	82.5
22.	SS 22	63.25	47.75	54	92.75	89.25	66.25
23.	SS 23	62	49.75	64.75	89	88.5	76.25
24.	SS 24	59.5	40.75	50.5	86.25	88.25	75.5
25.	SS 25	45	45	68.75	89	83	79.25
26.	SS 26	48	53.75	59.5	88	88.5	77.75
27.	SS 27	45.5	54.75	56.5	87.25	93.5	74.75
28.	SS 28	51	57.75	42.5	83.25	87	77.75
29.	SS 29	72.75	48.25	48.5	86.25	93.5	76.25
30.	SS 30	44.5	44.75	61	85.25	94.5	75
31.	SS 31	1684	50.75	1529.5	2656.75	91.5	2248.25
Total			1588			2779.75	

**APPENDIX 6.**

**THE STUDENTS' AFFECTIVE**

**ASSESSMENTS**



### THE STUDENTS' AFFECTIVE ASSESSMENT

No.	Nama	Sikap			Nilai	Kriteria
		A	B	C		
1.						
2.						
3.						
...						

Rubrik Penilaian Sikap		
Kritis (A)	Tanggung Jawab (B)	Kerjasama (C)
<ul style="list-style-type: none"> <li>▪ Bertanya setiap terdapat perubahan atau hal baru</li> <li>▪ Menganalisis pertanyaan dan jawaban yang diberikan oleh guru atau temannya</li> <li>▪ Berfikir tingkat tinggi untuk memecahkan masalah dalam melakukan diskusi</li> </ul>	<ul style="list-style-type: none"> <li>▪ Melakukan diskusi dalam kelompok dengan serius</li> <li>▪ Mengerjakan tugas yang diberikan guru sesuai dengan instruksi</li> <li>▪ Menyelesaikan diskusi yang diberikan tepat waktu</li> </ul>	<ul style="list-style-type: none"> <li>▪ Berdiskusi bersama anggota kelompok</li> <li>▪ Tidak mendominasi percakapan pada saat diskusi kelompok</li> <li>▪ Peduli terhadap anggota kelompok</li> </ul>

**Kriteria penskoran:**

- 3 : jika semua deskriptor yang terpenuhi
- 2 : jika hanya 2 deskriptor yang terpenuhi
- 1 : jika hanya 1 deskriptor yang terpenuhi
- 0 : jika tidak ada satupun deskriptor yang terpenuhi

Pedoman penilai:

$$\frac{\text{skor yang diperoleh}}{\text{skor maksimum}} \times 100$$

Kriteria penilaian		
85 – 100	SB	SB
75 – 84	Baik	B
65 – 74	Cukup Baik	CB
< 64	Kurang Baik	KB

## Appendix 6a. The students' Affective Assessments for the Experimental Group

### THE STUDENTS' AFFECTIVE ASSESSMENT

Class/ Semester : 8A/ 2

Treatment : Contextual Teaching and Learning Approach

No.	Name	Meetings								
		1	2	3	4	5	6	7	8	9
1.	SS 1	KB	B	B	SB	B	SB	SB	SB	SB
2.	SS 2	CB	B	SB	SB	B	SB	SB	SB	SB
3.	SS 3	CB	B	SB	SB	SB	SB	SB	SB	SB
4.	SS 4	KB	B	-	SB	SB	SB	SB	SB	SB
5.	SS 5	KB	SB	SB	SB	B	SB	SB	SB	SB
6.	SS 6	KB	KB	CB	SB	SB	SB	SB	SB	SB
7.	SS 7	KB	CB	SB	SB	SB	SB	SB	SB	SB
8.	SS 8	CB	SB	SB	SB	SB	SB	SB	SB	SB
9.	SS 9	KB	KB	CB	B	SB	SB	SB	SB	SB
10.	SS 10	CB	SB	SB	SB	SB	SB	SB	SB	SB
11.	SS 11	CB	CB	B	SB	SB	SB	-	B	SB
12.	SS 12	SB	SB	-	SB	SB	SB	SB	SB	SB

13.	SS 13	KB	KB	B	SB	SB	SB	B	B	SB
14.	SS 14	KB	CB	B	B	SB	SB	SB	SB	SB
15.	SS 15	KB	CB	B	B	SB	SB	SB	SB	SB
16.	SS 16	KB	CB	B	B	SB	SB	SB	SB	SB
17.	SS 17	CB	SB	SB	SB	SB	SB	SB	SB	SB
18.	SS 18	KB	B	CB	SB	B	SB	SB	SB	SB
19.	SS 19	KB	CB	B	SB	B	SB	SB	SB	SB
20.	SS 20	KB	B	B	B	SB	SB	SB	SB	SB
21.	SS 21	B	B	B	SB	SB	SB	SB	SB	SB
22.	SS 22	B	SB	SB	SB	B	B	SB	SB	SB
23.	SS 23	B	SB	-	SB	SB	SB	SB	SB	SB
24.	SS 24	KB	KB	KB	B	B	B	SB	SB	SB
25.	SS 25	CB	SB	SB	SB	SB	SB	B	B	SB
26.	SS 26	KB	CB	CB	SB	SB	SB	SB	SB	SB
27.	SS 27	KB	B	SB	SB	SB	SB	SB	SB	SB
28.	SS 28	B	SB	SB	SB	SB	SB	B	B	SB
29.	SS 29	SB	SB	SB	SB	SB	SB	-	SB	SB
30.	SS 30	KB	CB	B	SB	SB	SB	-	SB	SB

## Appendix 6b. The students' Affective Assessments for the Experimental Group

### THE STUDENTS' AFFECTIVE ASSESSMENT

Class/ Semester : 8B/ 2

Treatment : Scientific Approach

No.	Name	Meetings								
		1	2	3	4	5	6	7	8	9
1.	SS 1	-	-	B	SB	SB	SB	SB	SB	SB
2.	SS 2	KB	KB	B	SB	SB	SB	SB	SB	SB
3.	SS 3	KB	CB	SB	SB	SB	SB	SB	SB	SB
4.	SS 4	CB	CB	B	SB	SB	SB	SB	SB	SB
5.	SS 5	KB	KB	SB	SB	SB	SB	SB	SB	SB
6.	SS 6	KB	KB	CB	SB	SB	SB	SB	SB	SB
7.	SS 7	KB	CB	SB	SB	SB	SB	SB	SB	SB
8.	SS 8	CB	B	SB	SB	SB	SB	SB	SB	SB
9.	SS 9	KB	CB	B	SB	SB	SB	SB	SB	SB
10.	SS 10	CB	B	SB	SB	B	-	B	SB	SB
11.	SS 11	B	B	B	SB	SB	SB	SB	SB	SB
12.	SS 12	KB	B	KB	SB	SB	SB	SB	SB	SB

13.	SS 13	KB	KB	B	SB	SB	SB	SB	SB	SB
14.	SS 14	KB	-	B	B	SB	SB	SB	SB	SB
15.	SS 15	KB	KB	B	SB	SB	SB	SB	SB	SB
16.	SS 16	CB	CB	B	B	SB	SB	SB	SB	SB
17.	SS 17	KB	CB	SB	SB	SB	SB	B	SB	SB
18.	SS 18	B	B	B	SB	SB	SB	SB	SB	SB
19.	SS 19	KB	KB	CB	SB	SB	SB	SB	SB	SB
20.	SS 20	KB	-	B	B	B	SB	SB	SB	SB
21.	SS 21	B	B	SB	SB	SB	SB	SB	SB	SB
22.	SS 22	B	B	SB	SB	SB	SB	SB	SB	SB
23.	SS 23	B	B	KB	SB	SB	SB	B	SB	SB
24.	SS 24	KB	KB	CB	B	SB	SB	SB	SB	SB
25.	SS 25	CB	-	SB	B	SB	SB	SB	SB	SB
26.	SS 26	B	B	B	SB	SB	SB	SB	SB	SB
27.	SS 27	KB	KB	SB	SB	B	-	SB	SB	SB
28.	SS 28	KB	B	SB	SB	SB	SB	SB	SB	SB
29.	SS 29	SB	SB	SB	SB	SB	SB	SB	SB	SB
30.	SS 30	KB	KB	B	SB	SB	SB	SB	SB	SB
31.	SS 31	KB	KB	CB	SB	SB	SB	SB	SB	SB

**Appendix 6c. The students' Affective Assessments for the Control Group**

**THE STUDENTS' AFFECTIVE ASSESSMENT**

Class/ Semester : 8D/ 2

Treatment : Conventional Approach

No.	Name	Meetings								
		1	2	3	4	5	6	7	8	9
1.	SS 1	KB	KB	KB	CB	CB	CB	CB	KB	KB
2.	SS 2	KB	KB	CB	CB	B	KB	KB	KB	KB
3.	SS 3	KB	KB	KB	KB	CB	-	KB	KB	CB
4.	SS 4	KB	KB	KB	KB	SB	SB	SB	CB	B
5.	SS 5	KB	KB	CB	B	B	B	CB	B	B
6.	SS 6	KB	KB	KB	KB	KB	KB	KB	KB	KB
7.	SS 7	KB	KB	KB	KB	KB	CB	CB	CB	B
8.	SS 8	KB	KB	KB	KB	KB	KB	KB	KB	KB
9.	SS 9	KB	KB	KB	KB	KB	KB	KB	KB	KB
10.	SS 10	KB	KB	KB	KB	CB	CB	CB	CB	KB
11.	SS 11	KB	KB	KB	CB	B	B	B	B	B
12.	SS 12	-	-	KB	KB	KB	KB	KB	KB	KB

13.	SS 13	KB	KB	KB	KB	KB	CB	CB	B	CB
14.	SS 14	KB	KB	KB	KB	KB	KB	KB	KB	KB
15.	SS 15	KB	KB	KB	CB	CB	CB	CB	CB	B
16.	SS 16	KB	KB	KB	CB	CB	KB	CB	KB	KB
17.	SS 17	KB	KB	KB	KB	KB	-	KB	KB	KB
18.	SS 18	KB	KB	KB	KB	CB	CB	CB	CB	CB
19.	SS 19	-	KB	KB	CB	CB	CB	KB	KB	KB
20.	SS 20	KB	KB	KB	KB	KB	SB	SB	B	B
21.	SS 21	KB	KB	KB	KB	KB	KB	KB	KB	KB
22.	SS 22	KB	KB	CB	B	SB	SB	B	B	SB
23.	SS 23	KB	KB	KB	B	B	SB	SB	SB	SB
24.	SS 24	KB	KB	KB	KB	KB	KB	KB	KB	KB
25.	SS 25	KB	KB	KB	KB	KB	SB	B	SB	SB
26.	SS 26	KB	-	CB	KB	KB	KB	KB	KB	CB
27.	SS 27	KB	KB	CB	CB	CB	CB	CB	CB	KB
28.	SS 28	KB	KB	KB	KB	CB	KB	B	CB	CB
29.	SS 29	-	-	-	CB	CB	KB	KB	KB	KB
30.	SS 30	KB	KB	KB	CB	KB	CB	KB	KB	KB

**APPENDIX 7.**

**DESCRIPTIVE STATISTICS**

**ANALYSIS OF THE PRETEST AND**

**THE POSTTEST**



## Appendix 7a. Descriptive Statistics Analysis of Pretest

### Class 8A

#### Frequency Distribution

##### 8A (Pretest)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 43,50	1	3,3	3,3	3,3
44,50	1	3,3	3,3	6,7
45,00	1	3,3	3,3	10,0
45,50	1	3,3	3,3	13,3
46,75	1	3,3	3,3	16,7
47,00	1	3,3	3,3	20,0
48,00	1	3,3	3,3	23,3
48,25	2	6,7	6,7	30,0
48,75	1	3,3	3,3	33,3
51,00	1	3,3	3,3	36,7
52,25	2	6,7	6,7	43,3
53,25	1	3,3	3,3	46,7
53,50	1	3,3	3,3	50,0
54,25	1	3,3	3,3	53,3
55,25	1	3,3	3,3	56,7
57,50	1	3,3	3,3	60,0
59,50	1	3,3	3,3	63,3
60,00	1	3,3	3,3	66,7
60,50	1	3,3	3,3	70,0
62,00	1	3,3	3,3	73,3
62,50	1	3,3	3,3	76,7
63,25	1	3,3	3,3	80,0
66,50	1	3,3	3,3	83,3
66,75	1	3,3	3,3	86,7
71,50	1	3,3	3,3	90,0
71,75	1	3,3	3,3	93,3
72,25	1	3,3	3,3	96,7
72,75	1	3,3	3,3	100,0
Total	30	100,0	100,0	

### Statistics

#### 8A (Pretest)

N	Valid	30
	Missing	0
Mean		56,1333
Std. Error of Mean		1,67241
Median		53,8750
Mode		48,25
Std. Deviation		9,16015
Variance		83,908
Range		29,25
Minimum		43,50
Maximum		72,75
Sum		1684,00
Percentiles	25	48,1875
	50	53,8750
	75	62,6875

#### Class 8B

### Statistics

#### 8B (Pretest)

N	Valid	31
	Missing	0
Mean		51,2258
Std. Error of Mean		1,46933
Median		50,7500
Mode		43,50 <sup>a</sup>
Std. Deviation		8,18086
Variance		66,926
Range		28,75
Minimum		40,00
Maximum		68,75
Sum		1588,00
Percentiles	25	44,0000
	50	50,7500
	75	57,7500

### Frequency Distribution

**8B (Pretest)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 40,00	1	3,2	3,2	3,2
40,25	1	3,2	3,2	6,5
40,75	1	3,2	3,2	9,7
41,75	1	3,2	3,2	12,9
42,50	1	3,2	3,2	16,1
43,50	2	6,5	6,5	22,6
44,00	1	3,2	3,2	25,8
44,75	1	3,2	3,2	29,0
45,00	1	3,2	3,2	32,3
45,50	1	3,2	3,2	35,5
46,25	1	3,2	3,2	38,7
47,75	1	3,2	3,2	41,9
48,25	1	3,2	3,2	45,2
49,75	1	3,2	3,2	48,4
50,75	2	6,5	6,5	54,8
51,25	1	3,2	3,2	58,1
53,50	1	3,2	3,2	61,3
53,75	1	3,2	3,2	64,5
54,75	1	3,2	3,2	67,7
55,50	1	3,2	3,2	71,0
57,00	1	3,2	3,2	74,2
57,75	2	6,5	6,5	80,6
59,50	1	3,2	3,2	83,9
60,25	1	3,2	3,2	87,1
62,50	1	3,2	3,2	90,3
63,50	1	3,2	3,2	93,5
67,25	1	3,2	3,2	96,8
68,75	1	3,2	3,2	100,0
Total	31	100,0	100,0	

**Class 8D**

**Frequency Distribution**

**8D (Pretest)**

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 35,00	1	3,3	3,3	3,3
36,25	1	3,3	3,3	6,7
36,50	1	3,3	3,3	10,0
37,50	1	3,3	3,3	13,3
38,00	1	3,3	3,3	16,7
40,75	1	3,3	3,3	20,0
42,00	1	3,3	3,3	23,3
42,50	1	3,3	3,3	26,7
44,00	1	3,3	3,3	30,0
46,00	1	3,3	3,3	33,3
48,50	1	3,3	3,3	36,7
48,75	1	3,3	3,3	40,0
50,00	1	3,3	3,3	43,3
50,50	2	6,7	6,7	50,0
50,75	1	3,3	3,3	53,3
51,50	1	3,3	3,3	56,7
53,50	1	3,3	3,3	60,0
54,00	2	6,7	6,7	66,7
56,50	2	6,7	6,7	73,3
58,00	1	3,3	3,3	76,7
59,50	1	3,3	3,3	80,0
60,25	1	3,3	3,3	83,3
61,00	1	3,3	3,3	86,7
64,50	1	3,3	3,3	90,0
64,75	1	3,3	3,3	93,3
68,75	1	3,3	3,3	96,7
69,25	1	3,3	3,3	100,0
Total	30	100,0	100,0	

## Statistics

### 8D (Pretest)

N	Valid	30
	Missing	0
Mean		50,9833
Std. Error of Mean		1,79126
Median		50,6250
Mode		50,50 <sup>a</sup>
Std. Deviation		9,81113
Variance		96,258
Range		34,25
Minimum		35,00
Maximum		69,25
Sum		1529,50
Percentiles	25	42,3750
	50	50,6250
	75	58,3750

## Appendix 7b. Descriptive Statistics Analysis of Posttest

### Class 8A

#### Frequency Distribution

##### 8A (Posttest)

	Frequency	Percent	Valid Percent	Cumulative Percent
Valid 82,50	1	3,3	3,3	3,3
83,25	1	3,3	3,3	6,7
84,00	1	3,3	3,3	10,0
85,00	1	3,3	3,3	13,3
85,25	2	6,7	6,7	20,0
85,50	1	3,3	3,3	23,3
86,25	2	6,7	6,7	30,0
86,50	1	3,3	3,3	33,3
87,25	3	10,0	10,0	43,3
87,50	1	3,3	3,3	46,7
88,00	1	3,3	3,3	50,0
88,25	1	3,3	3,3	53,3
88,50	1	3,3	3,3	56,7
89,00	2	6,7	6,7	63,3
89,25	1	3,3	3,3	66,7
89,50	2	6,7	6,7	73,3
90,00	1	3,3	3,3	76,7
91,50	1	3,3	3,3	80,0
92,75	1	3,3	3,3	83,3
93,00	1	3,3	3,3	86,7
93,50	1	3,3	3,3	90,0
94,75	1	3,3	3,3	93,3
95,50	1	3,3	3,3	96,7
95,75	1	3,3	3,3	100,0
Total	30	100,0	100,0	

### Statistics

#### 8A (Posttest)

N	Valid	30
	Missing	0
Mean		88,5583
Std. Error of Mean		,64724
Median		88,1250
Mode		87,25
Std. Deviation		3,54508
Variance		12,568
Range		13,25
Minimum		82,50
Maximum		95,75
Sum		2656,75
Percentiles	25	86,0625
	50	88,1250
	75	90,3750

### Class 8B

### Statistics

#### 8B (Posttest)

N	Valid	31
	Missing	0
Mean		89,6694
Std. Error of Mean		,63631
Median		89,2500
Mode		87,00
Std. Deviation		3,54283
Variance		12,552
Range		12,50
Minimum		83,00
Maximum		95,50
Sum		2779,75
Percentiles	25	87,0000
	50	89,2500
	75	92,7500

### Frequency Distribution

#### 8B (Posttest)

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	83,00	1	3,2	3,2	3,2
	83,50	2	6,5	6,5	9,7
	85,75	1	3,2	3,2	12,9
	86,00	2	6,5	6,5	19,4
	87,00	3	9,7	9,7	29,0
	87,50	1	3,2	3,2	32,3
	88,25	2	6,5	6,5	38,7
	88,50	2	6,5	6,5	45,2
	89,25	2	6,5	6,5	51,6
	90,00	1	3,2	3,2	54,8
	90,75	2	6,5	6,5	61,3
	91,50	1	3,2	3,2	64,5
	92,00	2	6,5	6,5	71,0
	92,25	1	3,2	3,2	74,2
	92,75	1	3,2	3,2	77,4
	93,50	2	6,5	6,5	83,9
	93,75	1	3,2	3,2	87,1
	94,25	1	3,2	3,2	90,3
	94,50	2	6,5	6,5	96,8
	95,50	1	3,2	3,2	100,0
	Total	31	100,0	100,0	



**Class 8D**

**Frequency Distribution**

**8D (Posttest)**

		Frequency	Percent	Valid Percent	Cumulative Percent
Valid	65,25	1	3,3	3,3	3,3
	65,75	1	3,3	3,3	6,7
	66,25	1	3,3	3,3	10,0
	66,50	1	3,3	3,3	13,3
	72,00	1	3,3	3,3	16,7
	72,50	3	10,0	10,0	26,7
	73,00	1	3,3	3,3	30,0
	73,75	1	3,3	3,3	33,3
	74,00	1	3,3	3,3	36,7
	74,25	1	3,3	3,3	40,0
	74,75	2	6,7	6,7	46,7
	75,00	2	6,7	6,7	53,3
	75,25	1	3,3	3,3	56,7
	75,50	1	3,3	3,3	60,0
	76,25	2	6,7	6,7	66,7
	76,50	1	3,3	3,3	70,0
	77,75	2	6,7	6,7	76,7
	78,00	1	3,3	3,3	80,0
	78,75	1	3,3	3,3	83,3
	79,25	1	3,3	3,3	86,7
	81,50	1	3,3	3,3	90,0
	82,00	1	3,3	3,3	93,3
	82,50	1	3,3	3,3	96,7
	83,25	1	3,3	3,3	100,0
Total		30	100,0	100,0	

## Statistics

### 8D (Posttest)

N	Valid	30
	Missing	0
Mean		74,9417
Std. Error of Mean		,85892
Median		75,0000
Mode		72,50
Std. Deviation		4,70449
Variance		22,132
Range		18,00
Minimum		65,25
Maximum		83,25
Sum		2248,25
Percentiles	25	72,5000
	50	75,0000
	75	77,8125

**APPENDIX 8.**

**THE TABLES OF NORMALITY**

**DISTRIBUTION TEST**

## Appendix 8. The Output of Normality Distribution Test

### PRETEST

#### Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	APPROACH	Statistic	df	Sig.	Statistic	df	Sig.
PRETEST	1.00	.123	30	.200 <sup>*</sup>	.927	30	.041
	2.00	.116	31	.200 <sup>*</sup>	.948	31	.141
	3.00	.074	30	.200 <sup>*</sup>	.967	30	.459

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

### POSTTEST

#### Tests of Normality

		Kolmogorov-Smirnov <sup>a</sup>			Shapiro-Wilk		
	APPROACH	Statistic	df	Sig.	Statistic	df	Sig.
POSTTEST	1.00	.129	30	.200 <sup>*</sup>	.957	30	.256
	2.00	.100	31	.200 <sup>*</sup>	.960	31	.295
	3.00	.135	30	.170	.942	30	.105

\*. This is a lower bound of the true significance.

a. Lilliefors Significance Correction

**APPENDIX 9.**

**THE TABLE OF HOMOGENEITY OF**

**VARIANCE TEST**

## Appendix 9. The Output of Homogeneity of Variance Test

### Levene's Test of Equality of Error Variances<sup>a</sup>

Dependent Variable: POSTTEST

F	df1	df2	Sig.
.535	2	88	.588

Tests the null hypothesis that the error variance of the dependent variable is equal across groups.

a. Design: Intercept + PRETEST + APPROACH

**APPENDIX 10.**  
**THE TABLE OF ANCOVA TEST**

## Appendix 10. The Output of ANCOVA Test

### Tests of Between-Subjects Effects

Dependent Variable: POSTTEST

Source	Type III Sum of Squares	df	Mean Square	F	Sig.
Corrected Model	4064,093 <sup>a</sup>	3	1354,698	85,291	,000
Intercept	18241,515	1	18241,515	1148,472	,000
PRETEST	,998	1	,998	,063	,803
APPROACH	4019,223	2	2009,612	126,524	,000
Error	1381,846	87	15,883		
Total	654406,188	91			
Corrected Total	5445,940	90			

a. R Squared = ,746 (Adjusted R Squared = ,738)



## **APPENDIX 11.**

## **FIELD NOTES**

## Appendix 11a. Field Notes of the Experimental Group

### Class 8A (Contextual Teaching and Learning approach)

Meeting	Date	Topic	Result
1	Mei 6 <sup>th</sup> , 2017	Pretest	See Appendix 5
2	Mei 10 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Identifying the various information in monologue text, i.e. Recount text.</li> <li>Expressing the meaning of Recount text.</li> <li>Answering the questions of simple monologue text in form of Recount text.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher started to use CTL approach, but occasionally he still used conventional approach.</li> <li>The students still looked passive, they even did not dare to ask the questions, and to share their understanding, only a few of them are active.</li> <li>The teacher was still as the informer.</li> </ul>
3	Mei 13 <sup>rd</sup> , 2017	Continuing the meeting 1	<ul style="list-style-type: none"> <li>The teacher applied CTL throughout the learning even though the atmosphere was a little bit stiff and tense.</li> <li>Almost half of the students still depended on the teacher, and the others got going to be active.</li> <li>The teacher attempted to encourage the students by giving motivation.</li> </ul>
4	Mei 17 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Identifying the characteristics of the Simple Past Tense (regular and irregular Verb)</li> <li>Expressing and writing actions/incidents done/happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>The implementation of CTL is run smoothly by the teacher,</li> <li>The teacher and the students interacted with each other. They looked enjoy to learn together.</li> <li>The class atmosphere changed, where most of the students were more active than before. They constructed their knowledge.</li> <li>The students were a bit more daring to ask questions, and to give their opinion.</li> <li>They were able to connect the material with their real life, such as giving an example based on their life.</li> </ul>
5	Mei 20 <sup>th</sup> , 2017	Continuing the meeting 3	<ul style="list-style-type: none"> <li>The teacher was getting used to teach by using CTL approach.</li> <li>The teacher applied the steps of CTL approach without any obstacles.</li> </ul>

			<ul style="list-style-type: none"> <li>▪ The students seemed very enthusiastic following the learning.</li> <li>▪ They had bravery and were active.</li> </ul>
6	Mei 24 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>• Identifying Simple Past Tense in Recount text</li> <li>• Identifying information in Recount monologue text</li> <li>• Writing the actions / events that happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher was as the facilitator and also guided the students during the learning.</li> <li>▪ The students were more daring to have discussion, to give opinion, and to share the knowledge to others.</li> </ul>
7	Mei 27 <sup>th</sup> , 2017	Continuing the meeting 5	<ul style="list-style-type: none"> <li>▪ The teacher gave clarification and help to the students in learning.</li> <li>▪ The students felt free to give their opinion and understanding in the class without worry and fear to do mistakes.</li> </ul>
8	Mei 31 <sup>st</sup> , 2017	<ul style="list-style-type: none"> <li>• Identifying the various information in Recount monologue text</li> <li>• Answering the teacher's questions about the Recount text provided</li> <li>• Expressing the rhetorical steps in the Recount monologue text</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher did his role greatly perfectly.</li> <li>▪ The students learned very actively and did their activities very well.</li> </ul>
9	June 3 <sup>rd</sup> , 2017	<ul style="list-style-type: none"> <li>• Writing simple Recount text with correct rhetorical steps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ The teacher was fully responsible for guiding the students.</li> <li>▪ The students were able to write a recount text.</li> </ul>
10	June 7 <sup>th</sup> , 2017	Reviewing the lessons from meeting 1-8	<ul style="list-style-type: none"> <li>▪ The teacher and the students jointly reviewed the lesson from meeting 1-8.</li> <li>▪ The students still remembered the previous lessons.</li> <li>▪ The students were very active, enjoyed the learning and understood the material.</li> <li>▪ They could write a recount text greatly well.</li> </ul>
11	June 10 <sup>th</sup> , 2017	Posttest	See Appendix 5

## Appendix 11b. Field Notes of the Experimental Group

### Class 8B (Scientific approach)

Meeting	Date	Topic	Result
1	Mei 8 <sup>th</sup> , 2017	Pretest	See Appendix 5
2	Mei 9 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Identifying the various information in monologue text, i.e. Recount text.</li> <li>Expressing the meaning of Recount text.</li> <li>Answering the questions of simple monologue text in form of Recount text.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher implemented SA in the teaching and learning process even though he looked a bit nervous.</li> <li>Every once in a while accidentally he applied the teacher-centered approach.</li> <li>Most of the students were less active and were stagnant.</li> <li>They used to be passive like in the conventional approach.</li> </ul>
3	Mei 15 <sup>th</sup> , 2017	Continuing the meeting 1	<ul style="list-style-type: none"> <li>The teacher applied the SA well.</li> <li>He easily carried out the SA stages without any problems.</li> <li>The students were very excited to learn together, although they were still embarrassed.</li> </ul>
4	Mei 16 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Identifying the characteristics of the Simple Past Tense (regular and irregular Verb)</li> <li>Expressing and writing actions/incidents done/happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>The students had good bravery to ask questions, and to share their understanding to others.</li> <li>The teacher guided them very well, therefore they felt comfortable and learned with pleasure.</li> </ul>
5	Mei 22 <sup>th</sup> , 2017	Continuing the meeting 3	<ul style="list-style-type: none"> <li>Interaction among the students were nicely. They discussed, shared information, and together found the knowledge.</li> <li>They enjoyed doing the students' activities by using the science method.</li> <li>The teacher facilitated, gave clarification and guided them as long as the learning process.</li> </ul>

6	Mei 23 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>• Identifying Simple Past Tense in Recount text</li> <li>• Identifying information in Recount monologue text</li> <li>• Writing the actions / events that happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>▪ Day by day, they grew to be more active learners.</li> <li>▪ The students could understand the material very well through the science steps, like observing, exploring, and so on.</li> <li>▪ The teacher was also more creative and responsible in performing his roles as a motivator, an informer, and a feedback provider.</li> </ul>
7	Mei 29 <sup>th</sup> , 2017	Continuing the meeting 5	<ul style="list-style-type: none"> <li>▪ The teacher and the students were greatly excited to learn.</li> <li>▪ They were very ready to review the previous material and to continue the material.</li> <li>▪ The teacher did great roles throughout the teaching and learning.</li> </ul>
8	Mei 30 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>• Identifying the various information in Recount monologue text</li> <li>• Answering the teacher's questions about the Recount text provided</li> <li>• Expressing the rhetorical steps in the Recount monologue text</li> </ul>	<ul style="list-style-type: none"> <li>▪ They were become very active, interacted with the teacher and other students, build up the knowledge together, and did the students' activities perfectly.</li> </ul>
9	June 5 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>• Writing simple Recount text with correct rhetorical steps.</li> </ul>	<ul style="list-style-type: none"> <li>▪ They dared to communicate their findings and shared with others in front of the class.</li> <li>▪ They could write a simple recount text.</li> </ul>
10	June 6 <sup>th</sup> , 2017	Reviewing the lessons from meeting 1-8	<ul style="list-style-type: none"> <li>▪ They together reviewed the previous lessons with the teacher. They still kept the lessons in their mind. Thus, they easily reviewed it and continued the lesson.</li> <li>▪ Finally, they were able to make a recount text based on their experiences very excellent.</li> </ul>
11	June 12 <sup>th</sup> , 2017	Posttest	See Appendix 5

## Appendix 11c. Field Notes of the Control Group

### Class 8D (Conventional approach)

Meeting	Date	Topic	Result
1	Mei 8 <sup>th</sup> , 2017	Pretest	See Appendix 5
2	Mei 9 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Identifying the various information in monologue text, i.e. Recount text.</li> <li>Expressing the meaning of Recount text.</li> <li>Answering the questions of simple monologue text in form of Recount text.</li> </ul>	<ul style="list-style-type: none"> <li>The teacher as usual used teacher-centered approach or conventional approach in teaching.</li> <li>Most of the students were very noisy, bothered other students and even they were sleepy in the class. Only a few of them were silent, but they also did not focus on the learning. Therefore, the teacher had difficulty to control them.</li> </ul>
3	Mei 15 <sup>th</sup> , 2017	Continuing the meeting 1	<ul style="list-style-type: none"> <li>They did not listening to the teacher.</li> <li>Sometimes the teacher admonished the students whose actions are too far.</li> <li>Thus, the teaching and learning process was inefficient.</li> </ul>
4	Mei 16 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Identifying the characteristics of the Simple Past Tense (regular and irregular Verb)</li> <li>Expressing and writing actions/incidents done/happened in the past.</li> </ul>	<ul style="list-style-type: none"> <li>The students were very passive during the learning, there is no interaction among students about the material.</li> <li>The teacher explained the material, then asked the students to do assignments individually.</li> <li>They only did what the teacher instructed to them.</li> <li>The teacher's concern was very less, so the students did not really understand the material.</li> <li>Hence, some students copied the task from smarter friends.</li> </ul>
5	Mei 22 <sup>th</sup> , 2017	Continuing the meeting 3	<ul style="list-style-type: none"> <li>The teacher explained the material without involving the students. Thus, the students were very noisy and crowded.</li> <li>Then, he asked the students to do some assignments.</li> </ul>
6	Mei 23 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Identifying Simple Past Tense in Recount text</li> </ul>	<ul style="list-style-type: none"> <li>Nothing has changed from this class. As usual, most of the students were</li> </ul>

		<ul style="list-style-type: none"> <li>Identifying information in Recount monologue text</li> <li>Writing the actions / events that happened in the past.</li> </ul>	<p>unmoved and the atmosphere was not conducive to learn.</p> <ul style="list-style-type: none"> <li>Only a few of them sitting in the front row paid attention to the teacher, while they sitting in the back row did not.</li> </ul>
7	Mei 29 <sup>th</sup> , 2017	Continuing the meeting 5	<ul style="list-style-type: none"> <li>The teacher was the only one resource for the students. They were not independent and very dependent on the teacher.</li> <li>They seemed bored in the class.</li> <li>They were less active.</li> </ul>
8	Mei 30 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Identifying the various information in Recount monologue text</li> <li>Answering the teacher's questions about the Recount text provided</li> <li>Expressing the rhetorical steps in the Recount monologue text</li> </ul>	<ul style="list-style-type: none"> <li>They lacked understanding about the material. It was known from when the teacher gave the questions to the students, they could not answer. A few of them answered but that was not quite right.</li> <li>Almost half of them did the tasks with their seatmate but still asked to the teacher whether their answer was right or not. They had lack of self-confidence. While, the others copied from other friends.</li> </ul>
9	June 5 <sup>th</sup> , 2017	<ul style="list-style-type: none"> <li>Writing simple Recount text with correct rhetorical steps.</li> </ul>	<ul style="list-style-type: none"> <li>There were no significant changes during the learning process. Their habits were same every day. There is no sharing and interaction among them.</li> <li>They were less able to write a simple recount text.</li> </ul>
10	June 6 <sup>th</sup> , 2017	Reviewing the lessons from meeting 1-8	<ul style="list-style-type: none"> <li>When reviewing previous learning, some of them seemed unable to remember the lessons. Therefore, the teacher reviewed slowly.</li> </ul>
11	June 12 <sup>th</sup> , 2017	Posttest	See Appendix 5


**APPENDIX 12.**  
**DOCUMENTATION**



## Appendix 12a. Students' Writing on Pretest

### STUDENTS' WRITING ON PRETEST

#### Class 8A



3 2 5

B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers.  
 Then, suddenly she ran because there was a spider.

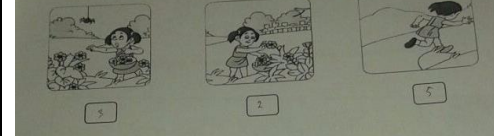
Last week, Mary was on holiday to the flower garden. She is walk to garden. She collected flowers in the garden. Then she saw spider and spider fall. The she is Run meninggalkan garden.

Tugas 2:

Petunjuk: Tulislah sebuah teks *recount* yang menarik berdasarkan pengalamanmu!

Study tour to the Bali

When school mengadakan Study Tour on Bali and Jawa Timur. In Bali we bertamasya to Kuta Beach, Danau Baratan Bedogul, Desa Bangkiran and masih banyak, nge-follow is Bri Vicky + 5 Gaeet we before on Bali we naik kapal. Sepulang dari Bali we go home with friends



3 2 5

B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers.  
 Then, suddenly she ran because there was a spider.

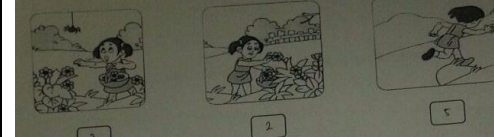
Last week, Mary was on holiday to the flower garden. Mary Pick flowers in the garden. When Pick the flower, Mary watch spider on the tree. Mary Shock and Run

Tugas 2:

Petunjuk: Tulislah sebuah teks *recount* yang menarik berdasarkan pengalamanmu!

Holiday in the House

When Holiday I'm not go holiday. I play withs friends in the angkiran. I eat and drink



3 2 5

B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers.  
 Then, suddenly she ran because there was a spider.

Last week, Mary was on holiday to the flower garden. Then she in flower garden, she collected all flower. Suddenly when she collected the flower she took a spider in the flower. Then she run away because she scared of spider.

Tugas 2:


Petunjuk: Tulislah sebuah teks *recount* yang menarik berdasarkan pengalamanmu!

Quality Time with my friend

Last week, me and my friend go on to the mall. On there we lunch, ~~play~~ playing, and photo. And then we go to home.



## Class 8B



3 2 5

B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers. Then, suddenly she ran because there was a spider.


Last week, Mary was on holiday to the flower garden. Mary to pick flower in garden. Mary see pick flower in garden a colorful hour. Mary to pick suddenly to be a spider. a spider at last. Finally as long as to approach Mary. Mary then leaped the fall down then Mary to escape by means fast.

Tugas 2:

Petunjuk: Tulislah sebuah teks *recount* yang menarik berdasarkan pengalamammu!

beach

Last weeks I go to the beach in there I'm play water. In there we was very big. In there I'm drink coconut.



4 2 5

B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers. Then, suddenly she ran because there was a spider.

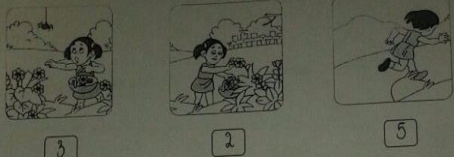
Last week, Mary was on holiday to the flower garden. Mary went to garden. Mary collected the flower. Mary watched spider. She surprised because a spider. Then Mary run fast.

Tugas 2:

Petunjuk: Tulislah sebuah teks *recount* yang menarik berdasarkan pengalamammu!

Playing Football

One day, I go to field and my friend. I playing football in field. I playing football until four o'clock. I playing very happy.



3 2 5

B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers. Then, suddenly she ran because there was a spider.

Last week, Mary was on holiday to the flower garden. She is collected flower. Then she is scared suddenly she run because there was a spider. Then, she is run.

Tugas 2:

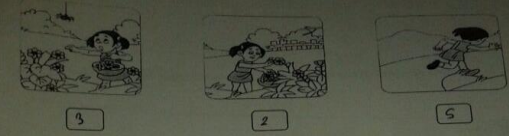
Petunjuk: Tulislah sebuah teks *recount* yang menarik berdasarkan pengalamammu!

Playing a Kite

One day, I playing kite together with friends in the field. This is kite many playing until six o'clock. I playing very happy. Then kite a big and small. back to home. I sleep and tomorrow go to a school.



## Class 8D



3 2 5


B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers.  
 Then, suddenly she ran because there was a spider.

Last week, Mary was on holiday to the flower garden.  
 Mary walk to flower garden  
 Mary both to look to flower  
 Mary is scared  
 Mary run

Tugas 2:

Petunjuk: Tulislah sebuah teks recount yang menarik berdasarkan pengalamammu!

Yesterday my uncle from solo



3 2 5

B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers.  
 Then, suddenly she ran because there was a spider.


Last week, Mary was on holiday to the flower garden.  
 on that day all day flower garden

Tugas 2:

Petunjuk: Tulislah sebuah teks recount yang menarik berdasarkan pengalamammu!

1. Go to Zoo

1. Go to Zoo today at 11:00 am. With my family. In the Zoo  
 many animals: 1. elephant, lion, crocodile, bird, there  
 because I'm very happy.



3 2 5

B. Buatlah sebuah teks recount berdasarkan gambar tersebut dengan situasi berikut ini.  
 Situation: There was a girl named Mary. She went to the flower garden to collect the flowers.  
 Then, suddenly she ran because there was a spider.

Last week Mary was on holiday to the flower garden.  
 every week to flower garden Mary do to do  
 flower. Last week Mary was on holiday to the flower  
 garden. She collect the flower suddenly she look a  
 spider in the flower. She so shocked and she  
 dropped flower basket after that she run in the  
 house

Tugas 2:

Petunjuk: Tulislah sebuah teks recount yang menarik berdasarkan pengalamammu!

Holiday

Best holiday

Last week I go to the bad and  
 I sleep.

## Appendix 12b. Students' Writing on Posttest

### STUDENTS' WRITING ON POSTTEST

#### Class 8A

<p>Dear Diary,</p> <p>Yesterday, I <del>was</del> <sup>was</sup> Very tired, because I had Very much home - work. I <del>was</del> <sup>was</sup> busy that day. I <del>prepared</del> <sup>prepared</sup> my self to faced the school test. Because <del>was</del> <sup>was</sup> tired, I <del>rest</del> <sup>rest</sup> than lunch and sleep.</p> <p>In the evening, I came back again to studied my subject material. I <del>trused</del> <sup>trused</sup> I can faced and did the school test.</p>	<p>Tugas 2:</p> <p>Perintah: Tulislah sebuah teks recount yang menarik berdasarkan pengalamannya!</p> <p><u>My Holiday</u></p> <p>Last month, I spent my holiday at some places in Yogyakarta.</p> <p>First day, I went to kraton in there. I <del>could see and learn</del> <sup>could see and learn</sup> about histories of Yogyakarta city. Next day, I visited Prambanan and Batu Boko temples with my father. We went there at Thursday, in the morning. My father and I arrived there at 10:30 o'clock.</p> <p>After that, we bought some tickets to enter in the place. There, we <del>could take</del> <sup>could take</sup> pictures and see buildings temple. Some days after that, I went to Malioboro and alun-alun with my mom and my aunt. We walked around the Malioboro street. There is very much trader traditional food, like as gudeg, sate, meat ball and esdren treader.</p> <p>I <del>was</del> <sup>was</sup> so happy and very enjoyed my holiday. I think, that's my best holiday experience, and I unforgettable it. I will always remember it.</p>
<p>Dear Diary,</p> <p>Yesterday, I.....</p> <p>I want to home to my friends. <del>In</del> In the home, I and my friends played slime and visited to Museum Perjuangan. I and my friends so happy.</p>	<p>Tugas 2:</p> <p>Perintah: Tulislah sebuah teks recount yang menarik berdasarkan pengalamannya!</p> <p><u>Went to Angelica's Birthday Party</u></p> <p>Yesterday, I and my friends went to the Angelica's Birthday Party. When we arrived there I said "HBD" and gave a birthday gift to her. After that, I drank milk shake and ate some cakes. <del>Then</del> Then, I saw Angelica at her birthday cake, but before she cut the cake, she made a wish - After the party finished.</p>
<p>Dear Diary,</p> <p>Yesterday, <del>after to friends home</del> <sup>after to friends home</sup>, I went to my friend's home with Gohi, Mila, Chyntia and Devi. We waited a taxi in front of Pantai Papih.</p> <p>After that when we arrived in my friend's home, we ate a <del>toget</del> <sup>toget</sup> a <del>laser</del> <sup>laser</sup>. Then we bought <del>laser</del> <sup>laser</sup> we ate fried rice. After <del>that</del> <sup>that</sup>, we visited Museum Perjuangan. In there we bought a slime, slime is a toy like a jelly. <del>we</del> <sup>we</sup> we played slime until 3.00 pm. Then, we played, we went back to my friend's home. After that, I went to my house.</p> <p>We were very happy and enjoyed in my friend's home.</p>	<p>Tugas 2:</p> <p>Perintah: Tulislah sebuah teks recount yang menarik berdasarkan pengalamannya!</p> <p><u>Malioboro</u> <u>Went to My friend's home</u></p> <p>1 month ago I visited Malioboro with my friends, Chyntia.</p> <p>I and my friends bought ice cream and then we bought tofu. Then we went to my home. In my home we played. Then Chyntia went to she <del>home</del> <sup>home</sup> home. We very happy and enjoyed the Malioboro.</p>



## Class 8B

<p>Dear Diary,</p> <p>Yesterday, I went to Gembira Loka Zoo together with my family. I got to from house together family. I to beach nine clock, I go to Gembira Loka Zoo to see many animal. And I and family arrived at there to be at eleven clock. I and family we is animal.</p>	<p>Tugas 2:</p> <p>Penuntut: Tuliskan sebuah teks recount yang menarik berdasarkan pengalamannya!</p> <p><u>Deva Beach</u></p> <p>I and family walked to Deva beach. We start to boat eight clock and we together to arrival there to boat ten clock. After we arrival there we direct to go to beach. We enjoyed our fresh and there we play water and sand beach. And before we go home we buy a cat for bring go home and after buy cat, we direct go home.</p>
<p>Dear Diary,</p> <p>Yesterday, I found a bag on the garden. I don't know whose bag is. I run on the information center to give the bag to the security. The bag's color is brown. I saw it on the garden's chair.</p> <p>I tried to ask someone who I met on the garden but she said that it is not her bag.</p> <p>After I gave it to the security, I saw a woman visited the information center to pick her bag.</p>	<p>Tugas 2:</p> <p>Penuntut: Tuliskan sebuah teks recount yang menarik berdasarkan pengalamannya!</p> <p><u>My Holiday</u></p> <p>Last week I went to my grandmother's home. There is on the village. I spend my long holiday in there. On the village I got up very early. I got up at 5 a.m. and I went to the field. I helped my grandfather in the field. At 1 p.m. we went home. We are very tired and got lunch together. Living in the village are very amazing. I can feel very happy. People in the village also very kind. I liked so much to see their.</p>
<p>Dear Diary,</p> <p>Yesterday, I very happy but I holiday in Bali beach Kuta with my friends. I very-very happy with my friend. I enjoy situation in beach Bali Kuta. I <del>was</del> played with my friends in Bali beach. I played wave, played sand. After that I and my friends eat. After that I and my friends go to home. In Diary yg berkenaan besok.</p>	<p>Tugas 2:</p> <p>Penuntut: Tuliskan sebuah teks recount yang menarik berdasarkan pengalamannya!</p> <p><u>Going to Wati Birthday Party</u></p> <p>Last night, my friends and I said Happy Birthday and gave a birthday gift to her. After that I ate some chocolate cake and I drank mango juice. Then Wati cut cake birthday to I and I very happy. After that party finished, I went to the home.</p>

## Class 8D

Dear Diary,

- Yesterday, I was home I'm in your mother helped me a cake for holiday to come
- last week, I and family all gathered into one at the moment there is a family event
- Pretty soon I walked from here to there
- In my house with father mother brother
- In the week I was with family went to the mountains
- Cats are animals that are so cute
- Tho all don't eat the same food
- I'm with you guys! Spend time together

Tugas 2:

Petunjuk: Tuliskan sebuah teks recount yang menarik berdasarkan pengalamannya!

Holiday with family

In one day I was with family on vacation to the beach and in the hills. On the way I'm with my sister and other talk with a laugh laughing alone. Almost there on the beach wonosari we're all tired and fell asleep in the car.

Dear Diary,

Yesterday, I spent my holiday ~~in~~<sup>at</sup> the house. I did not recreation but I and my family happy because my family, in the home and ~~then~~ I spent my holiday with my family is fishing, watch TV and watch video playback. Next day I and my father went to mall. we buy food and snack to be eat and then my father go to home. Finally my holiday is so fun in the home.

Tugas 2:

Petunjuk: Tuliskan sebuah teks recount yang menarik berdasarkan pengalamannya!

Play video game

Last week, I and my friend go to Internet Cafe we play game online in there. We play Point blank and Dota, I and my friend happy because we never lost in the game, we really happy and then we get home and I say to my friend see you next time and play game online together.

Dear Diary,

Yesterday I went to my friend's house. her name is Dwi. she is so friendly. we played bicycle from afternoon till evening. we spent our day with laugh and play together. then in 07.30 pm we have our dinner. In her house her mother has cooked for us because it was very late night. her mother suggest me to stay in her house until next day.

Yesterday, I played in my friend's house. In her house I am not just played bicycle played bicycle. we were not only playing bicycle. we took a walk. after that we went to restaurant and we came back in 15.00 pm.

**Appendix 12c. The Experimental Group (Class 8A)**

**Contextual Teaching and Learning Approach**









## Appendix 12d. The Experimental Group (Class 8B)

### Scientific Appraoch



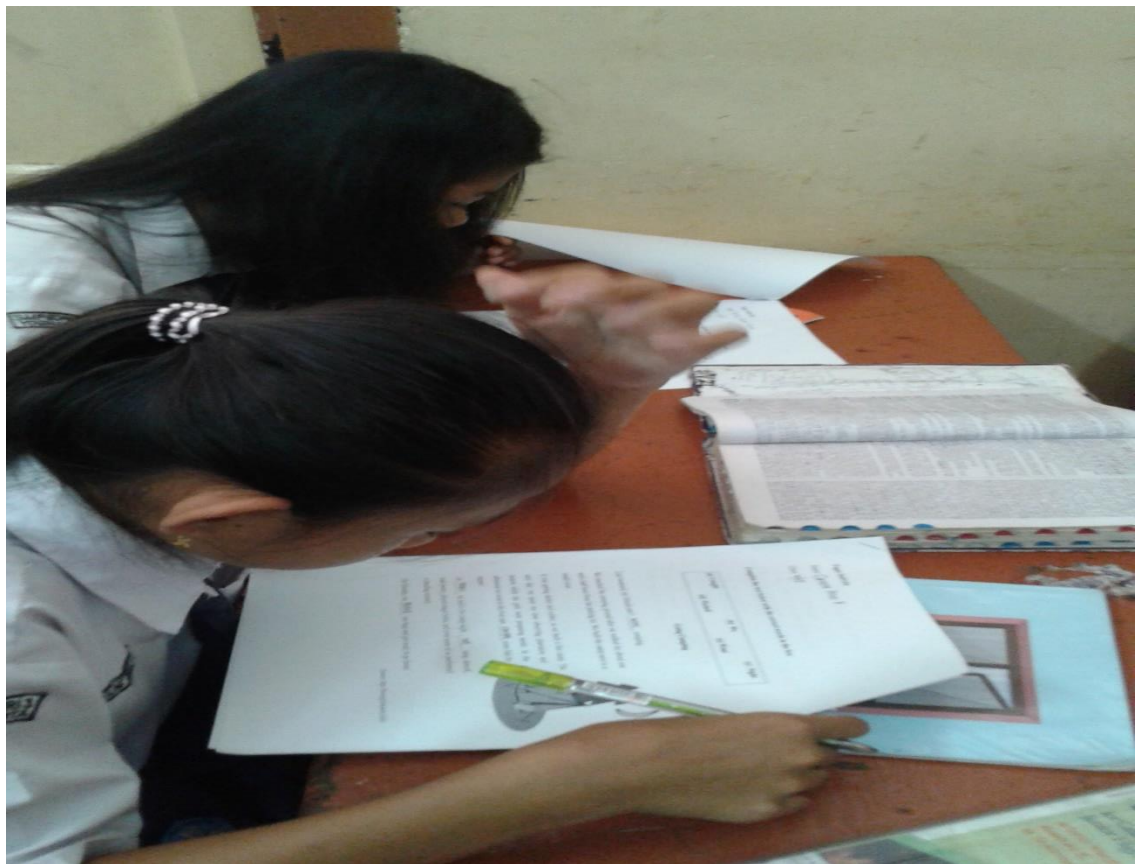




## Appendix 12e. The Control Group (Class 8D)

### Conventional Approach





**APPENDIX 13.**  
**PERMIT LETTERS**





PEMERINTAH DAERAH DAERAH ISTIMEWA YOGYAKARTA  
BADAN KESATUAN BANGSA DAN POLITIK  
Jl. Jenderal Sudirman No 5 Yogyakarta – 55233  
Telepon : (0274) 551136, 551275, Fax (0274) 551137

Yogyakarta, 2 Mei 2017

Kepada Yth. :

Nomor : 074/4499/Kesbangpol/2017  
Perihal : Rekomendasi Penelitian

Walikota Yogyakarta  
Up. Kepala Dinas Penanaman Modal dan  
Perizinan Kota Yogyakarta  
di Yogyakarta

Memperhatikan surat :

Dari : Asisten Direktur I Program Pascasarjana Universitas Negeri  
Yogyakarta  
Nomor : 4440/UN34.17/LT/2017  
Tanggal : 21 April 2017  
Perihal : Izin Penelitian

Setelah mempelajari surat permohonan dan proposal yang diajukan, maka dapat diberikan surat rekomendasi tidak keberatan untuk melaksanakan riset/penelitian dalam rangka penyusunan tesis dengan judul proposal : **"THE EFFECTIVENESS OF SCIENTIFIC APPROACH AND CONTEXTUAL TEACHING AND LEARNING APPROACH IN TEACHING WRITING"** kepada:

Nama : NIDYA INDRILLA  
NIM : 15716251045  
No HP/Identitas : 082281417170/1703124409920001  
Prodi/Jurusan : Pendidikan Bahasa Inggris/ Pendidikan Bahasa Inggris (S2)  
Fakultas : Pascasarjana Universitas Negeri Yogyakarta  
Lokasi Penelitian :  
Waktu Penelitian : 2 Mei 2017 s.d 30 Juni 2017

Sehubungan dengan maksud tersebut, diharapkan agar pihak yang terkait dapat memberikan bantuan / fasilitas yang dibutuhkan.

Kepada yang bersangkutan diwajibkan:

1. Menghormati dan mentaati peraturan dan tata tertib yang berlaku di wilayah riset/penelitian;
2. Tidak dibenarkan melakukan riset/penelitian yang tidak sesuai atau tidak ada kaitannya dengan judul riset/penelitian dimaksud;
3. Menyerahkan hasil riset/penelitian kepada Badan Kesbangpol DIY.
4. Surat rekomendasi ini dapat diperpanjang maksimal 2 (dua) kali dengan menunjukkan surat rekomendasi sebelumnya, paling lambat 7 (tujuh) hari kerja sebelum berakhirnya surat rekomendasi ini.

Rekomendasi Ijin Riset/Penelitian ini dinyatakan tidak berlaku, apabila ternyata pemegang tidak mentaati ketentuan tersebut di atas.

Demikian untuk menjadikan maklum.

KEPALA  
BADAN KESBANGPOL DIY  
  
AGUNG SUPRIYONO, SH  
NIP. 19601026 199203 1 004

Tembusan disampaikan Kepada Yth.:

1. Gubernur DIY (sebagai laporan)
2. Asisten Direktur I Program Pascasarjana Universitas Negeri Yogyakarta.
3. Yang bersangkutan.



PEMERINTAHAN KOTA YOGYAKARTA  
**DINAS PENANAMAN MODAL DAN PERIZINAN**

Jl. Kenari No. 56 Yogyakarta 55165 Telepon 555241, 515865, 562682

Fax (0274) 555241

E-MAIL : [pmperizinan@jogjakota.go.id](mailto:pmperizinan@jogjakota.go.id)

HOTLINE SMS : 081227625000 HOT LINE EMAIL : [upik@jogjakota.go.id](mailto:upik@jogjakota.go.id)

WEBSITE : [www.pmperizinan.jogjakota.go.id](http://www.pmperizinan.jogjakota.go.id)

**SURAT IZIN**

NOMOR : 070/1398

3387/34

Membaca Surat : Dari Surat izin/ Rekomendasi dari Kepala Badan Kesbangpol DIY  
Nomor : 074/4499/Kesbangpol/2017 Tanggal : 2 Mei 2017

Mengingat : 1. Peraturan Gubernur Daerah istimewa Yogyakarta Nomor : 18 Tahun 2009 tentang Pedoman Pelayanan Perizinan, Rekomendasi Pelaksanaan Survei, Penelitian, Pendataan, Pengembangan, Pengkajian dan Studi Lapangan di Daerah Istimewa Yogyakarta;  
2. Peraturan Daerah Kota Yogyakarta Nomor 5 Tahun 2016 tentang Pembentukan dan Susunan Perangkat Daerah Kota Yogyakarta;  
3. Peraturan Walikota Yogyakarta Nomor 29 Tahun 2007 tentang Pemberian Izin Penelitian, Praktek Kerja Lapangan dan Kuliah Kerja Nyata di Wilayah Kota Yogyakarta;  
4. Peraturan Walikota Yogyakarta Nomor 77 Tahun 2016 tentang Susunan Organisasi, Kedudukan, Tugas Fungsi dan Tata Kerja Dinas Penanaman Modal dan Perizinan Kota Yogyakarta;  
5. Peraturan Walikota Yogyakarta Nomor 14 Tahun 2016 tentang Penyelenggaraan Perizinan pada Pemerintah Kota Yogyakarta;

Dijinkan Kepada : Nama : NIDYA INDRILLA  
No. Mhs/ NIM : 15716251045  
Pekerjaan : Mahasiswa PPs - UNY  
Alamat : Jl. Colombo No. 1, Yogyakarta  
Penanggungjawab : Dr. Dyah Setyawati Ciptaningrum, M.Ed  
Keperluan : Melakukan Penelitian dengan judul Proposal : THE EFFECTIVENESS OF SCIENTIFIC APPROACH AND CONTEXTUAL TEACHING AND LEARNING APPROACH IN TEACHING WRITING

Lokasi/Responden : Kota Yogyakarta  
Waktu : 5 Mei 2017 s/d 5 Agustus 2017  
Lampiran : Proposal dan Daftar Pertanyaan  
Dengan Ketentuan : 1. Wajib Memberikan Laporan hasil Penelitian berupa CD kepada Walikota Yogyakarta (Cc. Dinas Penanaman Modal dan Perizinan Kota Yogyakarta)  
2. Wajib Menjaga Tata tertib dan menaati ketentuan-ketentuan yang berlaku setempat  
3. Izin ini tidak disalahgunakan untuk tujuan tertentu yang dapat mengganggu kesetabilan pemerintahan dan hanya diperlukan untuk keperluan ilmiah  
4. Surat izin ini sewaktu-waktu dapat dibatalkan apabila tidak dipenuhinya ketentuan-ketentuan tersebut diatas

Kemudian diharap para Pejabat Pemerintahan setempat dapat memberikan bantuan seperlunya

Tanda Tangan  
Pemegang Izin

NIDYA INDRILLA

Dikeluarkan di : Yogyakarta

Pada Tanggal : 05 Mei 2017

An. Kepala Dinas Penanaman Modal dan Perizinan  
Sekretaris



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Hal : Izin Penelitian

21 April 2017

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Bersama ini kami mohon dengan hormat, kiranya Bapak/Ibu/Saudara berkenan memberikan izin kepada mahasiswa jenjang S-2 Program Pascasarjana Universitas Negeri Yogyakarta:

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untuk melaksanakan kegiatan penelitian dalam rangka penulisan tesis yang dilaksanakan pada:

Waktu : Mei s.d Juni 2017  
Lokasi/Objek :  
Judul Penelitian : The Effectiveness of Scientific Approach and Contextual Teaching and Learning Approach in Teaching Writing  
Pembimbing : Dr. Diah Setyowati Ciptaningrum, M.Ed.

Demikian atas perhatian, bantuan dan izin yang diberikan, kami ucapkan terima kasih

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