THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING RECOUNT TEXT TO THE TENTH GRADE STUDENTS OF VOCATIONAL SCHOOL

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Abstract

This study aims to describe how the implementation of scientific approach influences the score of the students and to describe the techniques or procedures the teacher used in teaching recount texts through scientific approach to improve the tenth grade students' writing. This research used quantitative research and focused on the regression of the teacher that implements the scientific approach and the teacher to improve the students' writing competence in recount texts which were taken from class X accounting 1 of SMKN 1. First, the regression of the variable X toward variable Y was low because R Square of the teacher was 0.306 and R Square of the writer was 0.356. Second, the teacher improves the students with the second time remedial test and *Belajar Ulang* in the next semester. In brief, not only the approach but also the other factors influence the learning process in addition to the teacher who has paid attention to other factors to get a maximum result of the students' activities.

Key words: *Scientific Approach, recount text*

Introduction

The human's life has the variety to pass through the development by them. They learn a lot of varieties to develop their qualities such as education now are changing. In fact, education is the principal thing for the human to increase the quality of knowledge and to ensure the development of the nation in education. Several teachers who do not understand the content of scientific approach are confused because they did not yet understand the role it. For instance, the teacher has the perception to apply the scientific approach with two or three skills in one classroom meeting and the teacher only teaches the students with explanation and tasks. The solution to this problem is to develop the application of the scientific approach in teaching recount text especially in the skill that the students are weak such as in writing skill then the writer can know the influence of the implementation of scientific approach in teaching recount text.

In this paper, the writer focused to study about the implementation of the scientific approach influences the score of the tenth grade students' written in teaching learning activity especially in recount text and the teacher improves the students with scientific approach and also the tenth grade students understand the content of recount text in the writing skill. The writer conducted the study in SMKN 1 Wonosari from April 22, 2017, up to May 13, 2017.

Theoretical Review
Scientific Approach

Based on the Journal by Zaim (2017) stated that "Scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge and

correcting and integrating previous knowledge" (Vo.13, No.2). In addition, the writer shows the differences of approach and method to compare the theory is related or not. First, Brown (2007) stated that "Approach is theoretically well-informed positions and beliefs about the nature of language, the nature of language learning, and the applicability of both to pedagogical settings" (p.16). Second, Brown (2007) stated that "Method is a generalized set of classroom specifications for accomplishing linguistic objectives and method tend to be concerned primarily with teacher and students roles and behaviors and also secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials" (p.16). Based on the definition of the approach and method have the different meaning in learning which is the approach focused to deliver the language and a method put into practice with procedural. In brief, the scientific approach is the basis concept of language and delivers the material with a strong knowledge by the teacher in learning process. So, the Scientific Approach is designed to contribute the ever-growing for the better education by the teacher and the students.

Recount text

Recount is one of the examples of story genres with social function or purpose. Garot and Wighnell (1994) stated that "the social function or purpose of informing or entertaining" (194). This means that recount text tells about something that has happened as to retell events. The recount text begins by telling the reader who was involved, what happened, where this event took place and when it happened. In a recount text, it reconstructs past experience. The step for construction writes recount text:
1. The first, the writer gives background information about who, what, where, and when that it is the part of orientation,
2. A series of paragraph that retell the every events in the order in which they happened that it is part of events,
3. A concluding paragraph that it is re-orientation.

Based on the explanation above it can be stated that recount text deals with series of events that retell about something happened in the past. The language feature of recount text used the simple past as it indicate that the activity or situation began and ended at a particular time in the past. So, it is needed to be taught to tenth grade students of vocational High School because it is one of the requirements in the curriculum 2013.

Method
Research Design

Then, Creswell (2014) stated that "quantitative research is an approach for testing objective theories by examining the relationship among variable" (p.32).
1. Independent Variable (free variable)

According to Creswell (2014) "Independentvariables are those that (probably) cause, influence, or affect out comes that theyarealsocalled treatment,manipulated,antecedent,or predictorvariables" (p.217). The variable of this research in dependent variable is the implementation of scientific approach in teaching recount text (X).
2. Dependent Variable (bound variable)

According to Creswell (2014) "Dependentvariablesare those that depend on the independent variables, they are the outcomesorresultsoftheinfluence in the independent variables" (p.84). The variable of this research independent variable is scoring's students in task recount text with scientific approach activities (Y).

Population and Sample

Mcmillan (1996) stated that "Population is a group of elements or cases, whether individuals, objects, or events, that conforms to specific criteria and to which we intend to generalize the result of the research" (p.85). The writer took population from the Accounting departments consisting of four classes including accounting 1, accounting 2, accounting 3, and accounting 4. According to Mcmillan (1996) "Sample is the group of elements or a single of elements from which is the data are obtained" (p.85). Mcmillan (1996) stated that "Simple random sampling technique provides every member of the population an equal and independent chance to be selected as the sample" (87). The writer took class X accounting 1 among four classes of X accounting.

Research Instruments
1. Validity test

   A test is considered to be a good test if it has validity as stated by Arikunto (2006) stated that "Validity is the measure to indicate the level of validity or originality about the instrument" (p.168). Sugiyono (2011) stated that "Content validity is the measure of instrument as follow the content of material in learning for example by the teacher gives the test based on the material in syllabus. This means that it has the systematic of the test to give the students by the teacher.

2. Reliability test

   The test is considered to be reliable if it shows the consistency in its measurements. Arikunto (2006) stated that "Reliability is the point toward one meaning which is the instrument be able enough believed to use the collect data because the instrument is nicely" (p.178). This means that the instrument has reliable agree with the reality during collect the data.

3. Normality test

   Based on Ghozali (2011) state that "The normality test aims the data to examine in regression model that the residual variable has the normal distribution" (p.160).It means that a test makes to know that the study of data used normal distribution or not.

Data Analysis Technique
1. Regression test

   According to Ghozali (2011) "Regression test is not only measure of the equal standard relationship between variable but also to measure the quality of the data which has the relationship between the variable X influenced the variable Y" (p.96).

2. Interpretation of the regression

According to to Creswell state that "A final step in the data analysis is to present the results in tables or figures and interpret the results from the statistical test and an interpretation in quantitative research means that the researcher draws conclusions from the results for the research questions, hypotheses, and the larger meaning of the results" (p.210).

Findings and Discussion

Findings

The writer calculated the data with a test among the tenth grade studentsof class X accounting 1. Firstly, the validity of the test was not calculated because the writer did not construct the test and she only followed what the teacher did in her learning activities. The writer believed that the teacher considered the content validity because the test followed the material in syllabus and she always followed the book from the government. Then, the writer noted the testscores from 31 students in class X accounting 1.

Secondly, the reliability of the test was not calculated because the writer considered the students' scores in writing recount text as the evaluation of them. This process was the same with the validity test and the writer believed that the teacher used the test reliability because she followed the indicators in the syllabus with scoring rubric. In brief, the writer only took the data from the teacher and she was responsiblefor the test.Thirdly, the writer calculated the normality test with the application of SPSS version 17. The normality test showed whether the data had a normal distribution or not.Based on the output plot graph above the both of graph looked the dots follow and close by the diagonal line then the assumption of them had the model regression were normality because the teacher could the implementation of scientific approach then it influenced the score of the students in writing recount text. In brief, the test scores a normal distribution.

Discussion
The Implementation of Scientific Approach

The first problem of this study focused on the influence of the teacher's implementation of the scientific approach to the tenth grade student scores in writing recount texts.
1. The teacher's implementation of the Scientific Approach
   a. Observing

   The stage of observing that the teacher observed the students before the lesson started. Then, she began the pray together with the students in spiritual. After that, she did not check the attendance list because she only asked who the students did not come in the class. This stage, the teacher was able to do observation and guide the students to observe the important thing about recount text. In brief, she knew the students response about the material in recount text.
   b. Questioning

   The stage of questioning that the teacher gave the code with question to the students. She made the question-answer by one and one of the students as point toward because she tried to ask the students

active in learning process. Then, she discussed with the students about the information of the recount text based on the book. After that, she opened the student participant to ask question as they felt difficulties or argue. In brief, this stage which the teacher gave the freedom for the students to explore their question although they did not good correct grammar.

c. Experimenting

The stage of experimenting that the teacher gave the explanation about recount text. Then, she gave the task for the students by grouping. In the process of it, the students could the pass the task with discuss together when the teacher gave an individual task about biography in recount text, they did not write about it because they learn the biography in the book.After that, the teacher gave the other task for the students. She asked the students to write the memorable trip as the different theme but it was the recount text. In additional, the students wrote the recount text about the memorable trip with generic structure. In brief, the teacher gave the different theme for the students to write the recount text because they felt any difficulties to write the biography.

d. Associating

The stage of associating that the studentsgot the good interaction with the teacher as the active participant of them. Then, the teacher analyzed the task based on the generic structure of recount text with the students. After that, she asked the students to discuss and translate the text of recount text with together. She also gave the explanation again about the grammatical pattern and the identification about the text of recount text. In brief, the teacher could make the conclusion about the student's response in writing recount text.

e. Communicating

The stage of communicating that the teacher concluded the material and the student's response in writing recount text. The teacherchecked the task's students to identification as the process and result in written. Then, the teacher asked the students to retell the story in the class. After that, she asked the student to create again the recount text with the generic structure in recount text. In additional, she gave the students to explore their result of the recount text as opinion or felt any difficulties then the teacher gave the explanation again about it. In brief, the last stage of five stages in scientific approach was an additional stage. It was creating that the students could create the text recount text by individually based on the generic structure. It showed a result of their learning activities.The process of learning activities above that the teacher taught the students with the scientific approach as followed the five stages. She tried to implement the scientific approach in order to herself then the students could know the meaningful of the recount text.

2. The Modal Summary of the Regression by the Teacher and Writer

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.553[a]	.306	.075	4.171	.306	1.324	1	3	.333	2.762

a. Predictors: (Constant), Scientific Approach

b. Dependent Variable: Scores by Teacher

Model Summary[b]

Model	R	R Square	Adjusted R Square	Std. Error of the Estimate	Change Statistics					Durbin-Watson
					R Square Change	F Change	df1	df2	Sig. F Change	
1	.596[a]	.356	.141	3.649	.356	1.656	1	3	.288	2.861

a. Predictors: (Constant), Scientific Approach

b. Dependent Variable: Scores by Writer

The output of model summary above that it showed R Square (coefficients determination) of the teacher was 0.306 or 30.6% and by the writer was 0.356 or 35.6% which the both used the result to know the percentage influence of variable independent toward the change of variable dependent. The result of them that the score of R Square showed the influence of the teacher implementation scientific approach in teaching recount text to tenth grade students in class X accounting 1 in order to the level relationship in medium because it was the interval coefficient 0.20 – 0.399, it was the regression of the influence in the teacher implemented the scientific approach toward the scores students by the teacher and writer was a low influence.The value of the standard fault estimate (S_e) was 4.171 by the teacher and the writer was 3.649. It means that the standard fault estimate was bigger than the standard deviation. In brief, the regression of the variable above had a low influence which was the teacher implemented the scientific approach in teaching recount text.

Conclusion

The writer concluded that the teacher implement's implementation of the scientific approach with five stages was shown by the result of the regression, which was R Square (coefficients determination) of the teacher 0.306 or 30.6% and by the writer was 0.356 or 35.6%. Both used the result to know the percentage influence of variable independent toward the change of variable dependent which is the regression of the influence in the teacher implemented the scientific approach toward the scores students by the teacher and writer were a low

influenced. Then, the result of the teacher improve the tenth-grade students' writing skill through scientific approach in their learning activities which she gives some treatment such as the second time remedial test and the role of the school if the students get a low score in the book rapor, the will follow *BelajarUlang* in the next semester. It is the solution to improve their ability deep the material. So that, the otherfactors of the students' learning success not only influenced by the approach of the teacher but according to Brown (2007), "the factors are specified by the individual students as motivation, attitude, personal practice and study habits." They are the factors influencing the learning process in addition the teacher who paid attention to the other factors to get a maximum result of the student's activities.

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