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THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING WRITING: TEACHER'S TEACHING PERFORMANCE AND CLASSROOM ACTIVITIES

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Abstract

This study aims at finding out how the English teacher trainee of Teacher Profession Education (PPG SM-3T) implemented scientific approach in teaching Writing, her teaching performance and students writing achievement. The descriptive qualitative method was employed in which the subjects of the research were the English teacher trainee of PPG SM-3T and 28 students of X IS 1 MAN Rukoh Banda Aceh. The instruments used were observation, document, interview and video recording. The research was conducted in six meeting hours. The results of the research show that the teacher implemented scientific approach in teaching writing by integrating semantic mapping and TPS (Think Pair Share). The teacher applied thinking step (of TPS) in Observation step and semantic mapping in Questioning step. In Experimenting and Associating steps, the teacher integrated semantic mapping and Pair step (of TPS). And in associating step the teacher implemented Share step (of TPS). The teacher's teaching performance increased from the first observation to the second observation, they were, from 73.44 (Fair) to 90.63 (Very Good). In addition, the students writing achievement increased after they were taught by the teacher who integrated semantic mapping and TPS. In the first meeting, the average score was 70.83 in which 71% of them passed the Minimum Learning Mastery (KKM: 80) while in the second meeting, the average score of students writing was 86.73 in which 88.89 % students reached the Minimum Learning Mastery (KKM: 80). However, of six writing aspects examined three aspects: structure, vocabulary and mechanics still need more serious attention since the students' achievements are not satisfactory yet.

Keywords: *Scientific approach, writing, semantic mapping, TPS (Think Pair Share).*

INTRODUCTION

Teachers Profession Education Program (PPG-SM.3T) is one of educational programs conducted by the institute of Education (LPTK) which aims at preparing professional teachers who have standardized teaching competency as stated in National Education Standard (SNP). This program is set for the alumni of SM3T, voluntary teachers who have got their bachelor degree and taught in some isolated areas in Indonesia for one year. This program is an effort to provide professional future teachers in their field before they are awarded a title "Gr" (professional teacher award/title). Concerning with those aims the teacher trainee must apply 2013 English curriculum in her teaching. The curriculum stresses on the implementation of scientific approach and authentic assessment.

These two things demand the teacher change their teaching paradigm. Based on the regulation of National Education Ministry no 5, year 2014, scientific approach consists of five stages, they are: observation, questioning, experimenting, associating and communicating. In this approach the

teacher is required to apply any types of teaching methods and /or models that focus on the students known as learner centered which can lead students to think critically such as cooperative learning, problem based learning, inquiry based learning, project based learning, and so on (Kemendikbud, 2013, p. 98). Consequently, the teacher must adjust herself to the changes.

There are some important aspects of teaching skills demanded as stated in the guide book of teaching practice of PPG (Kemendikbud, 2014, p. 32), they are: 1) skills in pre-activities which include skill in connecting learning materials with previous lesson and life context, motivating the students, stating the learning objectives and classroom activities, 2) skills in main activities which cover the mastery of learning materials, class management, implementation of scientific approach steps (observing, questioning, experimenting, associating, and communicating), the use of appropriate media, good classroom interaction and, 3) skills in post activities such as materials reinforcement, and reflection.

The implementation of scientific approach in teaching English is challenging since this approach is usually used in science. Therefore, a careful watch on the implementation of this approach is needed, especially in teaching writing. Writing is considered difficult for the students of senior high school. This study aims at finding out how the English teacher trainee of PPG applied scientific approach in teaching writing that covers classroom activities and the teacher's teaching performance, and the students writing achievement. The results of the study will be beneficial for the English teacher and the program of professional teachers (PPG) since it can show the implementation of scientific approach in teaching English, teacher's teaching performance especially in teaching writing in senior high school, its strengths and weaknesses.

METHODS

Descriptive qualitative method is used in this study. The subjects of the research were an English teacher trainee of PPG SM-3T and 28 students of grade X IS 1 MAN Rukoh Banda Aceh. The instruments used were observation sheet, document, interview and video recording. Observation sheet used is set by PPG which is designed based on 2013 curriculum to see the teacher's teaching performance. The observations were done by the writer and another senior English teacher of the school for six meeting hours in October 2015. Document is used to see the lesson plan designed by the teacher and students achievement. In addition, interview and video recording were used. The accuracy of the data was gained through triangulation.

RESULTS AND DISCUSSION

The results of the observations indicate that the teacher implemented scientific approach in teaching writing. The followings are the description of the classroom activities for each meeting.

In the first meeting the teacher started the class by doing pre-activities. The teacher did all the plans designed in the lesson plan: greeted the students, prayed, motivated the students by asking questions and connecting the materials with the real life context, and stated the objectives of learning. Students looked happy and enthusiastic to study. In main activity the teacher followed the steps in scientific approach:

1. *Observing:* the teacher showed a model of the text by using a projector; the title is "My Summer Vacation". All students watched the model of the text seriously, some of them took notes.
2. *Questioning:* the teacher stimulated students to ask questions in order to train them to think critically. Some students asked questions. The teacher did not answer directly but let other students answer. Though the class was active, not many students asked questions. There were 8 students who asked questions briefly. The teacher tried hard to motivate students to ask questions. Referring to the lesson plan designed the teacher tried to apply TPS (cooperative learning). In the first and the second step she applied "thinking" step. In responding to the students' questions and comments the teacher explained the characteristics of recount text. She provided relevant power points in the form of semantic mapping to help students understand a recount text. This technique is good since it helps students activate their minds to think critically.
3. *Experimenting:* in this step the teacher arranged the students in pairs (Pair step of TPS). They were given a task to make a semantic map of what would be written. They discussed what words

to write. They were busy selecting and writing appropriate words on the map. Some students got difficulties so they opened up their dictionary or asked the teacher. However, most of the students could make their own map.

4. *Associating:* the students wrote a recount text based on the map they have prepared. They tried hard to develop their writing. They learned how to arrange words in the map into sentences and wrote a paragraph that contained the structure of the text and the chronological events as the main characteristics of a recount text. Most students were involved in the activity, the teacher moved around the class to facilitate her students in writing. About 3 pairs got difficulties in completing the tasks. The teacher guided them to write.
5. *Communicating/Sharing:* all students were happy to share and display their writing on the board. The students also visited their friends writing and gave comments based on the teacher's guidance. This activity was interesting and fun since they could learn from others' works and communicate their ideas naturally. They also learned how to check their own writing. In this step the teacher applied "share" step of TPS. The teacher involved the students in clarifying their writing. In post activities, the teacher together with the students did the reflection and concluded the lesson they learned. Students were also given a chance to write a simple journal. They wrote their impression about the material and their problems. Most of them wrote that they were happy and they got difficulties in vocabulary and in writing good sentences. Before ending the class the teacher asked students to write a recount text on their own as homework.

In the second meeting, the teacher did pre-activities by greeting the students, praying, motivating students by asking challenging questions to construct their mind concerning the lesson. The teacher also explained the objectives of learning so the students were ready to study. In core activities the teacher did five steps of scientific approach as follows:

1. *Observing:* in this step the teacher asked the students to observe their friend's writing (task/homework). The teacher guided them to check the structure of the text, content, vocabulary and structure. The students did peer assessment. They observed their friend's writing carefully. Some students got difficulties determining the errors. The teacher then helped them.
2. *Questioning:* the teacher asked students to ask their friends about the task if they got problems in observing their friend's writing. Most of students asked questions in this meeting (20 students). They tried to ask questions in English and switched to Bahasa Indonesia when they got difficulties. The teacher then confirmed the results of students' activities and reviewed the characteristics of recount text.
3. *Experimenting:* the teacher arranged the students in pair and asked them to make their own mapping before writing a recount text about their best experience. The teacher guided them through the making of a semantic mapping.
4. *Associating:* based on the mapping they have designed before the students arranged some sentences in a paragraph. Most of students did the tasks happily. Some of them got difficulties and asked their friends or the teacher to solve their problems.
5. *Communicating/Sharing:* to communicate their writing the teacher asked the students to display their writing and explained it to their classmates. All students paid attention seriously and some of them asked questions. The teacher facilitated the discussion and confirmed the materials. In post activities the teacher and students did reflection and concluded the lesson. The teacher also asked students to write a simple journal about their feeling and opinion about the lesson. Most of students felt happy during the class and most of students said they still got difficulties in arranging good sentences but they were already good in understanding the structure of the text.

Referring to the activities explained above, it can be seen that the teacher had applied scientific approach in her teaching (Kemendikbud, 2013, p. 109). As she did in the first and the second meeting, she integrated semantic mapping and TPS (Think Pair Share), one of cooperative teaching

models. Semantic mapping is useful for generating ideas; it helps to relate new knowledge to prior knowledge, develop vocabularies and it will be more powerful when the teacher integrates it with cooperative learning model such as TPS (Sherman, 1999, pp. 234-244). The teacher also did authentic assessment since she gave authentic tasks that related directly to the students' own experience, let students check their friends' writing (peer assessment) and wrote journal (Mueller, 2008, p. 5; O'Malley & Pierce, 1996, pp. 98-162). Those are the characteristics of authentic assessment as stated in 2013 English curriculum (Kemendikbud, 2013, p. 109).

In addition to the result of direct observation, the teacher teaching performance was also assessed. The instrument contains teacher's performance in teaching based on 2013 curriculum that cover skills in pre-activities, main activities, and post activities. There were 16 items to observe in the form of Likert Scale 1-4, with the minimum score of 16 and the maximum score of 64. The result indicates that the teacher teaching performance increased from the first meeting to the second meeting, that is 47 (73.44%) to 58 (90.63%). It means the teacher teaching performance in the first meeting is in "Fair" category and in "very Good" category in the second meeting. The teacher still got problems in some aspects in the first meeting, namely providing challenging questions, class management, guiding students to think critically, and triggering students to ask questions. However, she was competent in relating the lesson to real life context and previous lesson, facilitating students to communicate, providing active classroom interaction and doing reflection. In the second meeting the teacher could solve the problems.

The students active participation were also recorded based on the seven points stated in the observation sheet that covered students participation in asking questions, answering teacher's questions, participating in doing the task, involving in group work, cooperating in the group, helping their friends, and paying attention to the teacher's explanation. In average, the students' active participation was 63.69 % in the first meeting and 82.01% in the second meeting. Of seven points assessed, the students had a serious problem in asking questions. The average score of students writing achievement it the first meeting was 70.83, 71% of them passed the Minimum Learning Mastery (KKM: 80) while in the second meeting, the average score of students writing was 86.73, 88.89 % students reached the Minimum Learning Mastery (KKM: 80). The students still had problems in grammar, vocabulary and mechanics. The figure below shows students writing achievement.

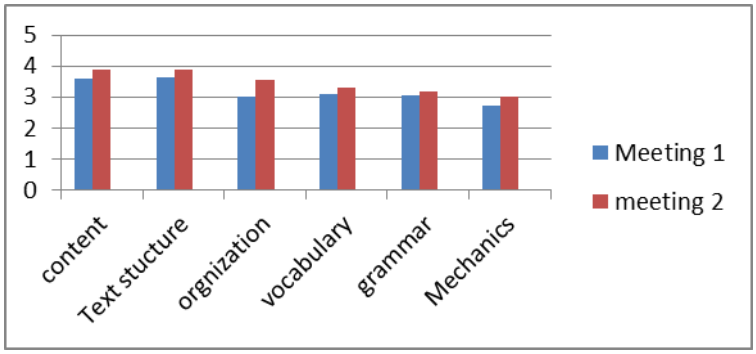

Figure 1. Students' writing achievement.

CONCLUSION

Based on the results of the study it can be concluded that the teacher applied scientific approach in teaching writing by integrating semantic mapping and TPS (Think Pair Share). The teacher applied thinking step (of TPS) in Observation step and semantic mapping in Questioning step. In Experimenting and Associating steps, the teacher integrated semantic mapping and Pair step (of TPS). In communicating step the teacher implemented Share step (of TPS). The teacher's teaching performance increased from the first observation to the second observation, from 73.44 (Fair) to 90.63 (Very Good). The students' participation was 63.69 % in the first meeting and 82.01 % in the second meeting. The average score of students writing achievement in the first meeting was 70.83, 71% of them passed the Minimum Learning Mastery (KKM: 80) while in the second meeting, the average score of students writing was 86.73, 88.89 % students reached the Minimum Learning Mastery (KKM:80) .

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