AN ANALYSIS OF TEACHERS' IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH FOR ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL

RESEARCH PROJECT

Submitted as Partial Fulfillment of the Requirements for the Degree of

***Sarjana Pendidikan* in English Education**

By:

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ENGLISH EDUCATION PROGRAM

TEACHER TRAINING AND EDUCATION FACULTY

PANCASAKTI UNIVERSITY TEGAL

2020

i

APPROVAL

This Research Project entitled **"An Analysis of Teachers' Implementation of Scientific Approach in Teaching English for Eleventh Grade Students of Senior High School"** has been examined and decided acceptable by the Board of Examiner of English Education Program of Teacher Training and Education Faculty, Pancasakti University Tegal on :
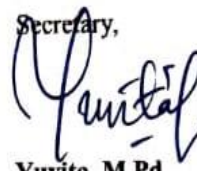
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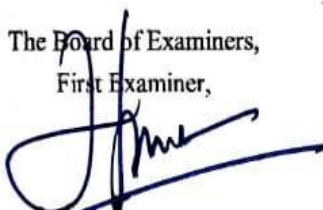Date   : 5ᵗʰ August 2020

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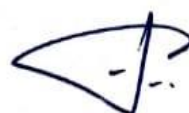Third Examiner/First

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ii

STATEMENT ORIGINALITY

I state that my research project entitled "An Analysis of Teachers' Implementation of Scientific Approach in Teaching English for Eleventh Grade Students of Senior High School" is definitely my own work.

In writing this research project, I do not plagiarism or citation which in consistent which scientific ethic prevailed in the scientific community.

I am completely responsible for the originality of the content of this research project. Other opinion or findings included in this research project are quoted or cited adjusted to the ethical standard.

Tegal, 5th August 2020

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iii

MOTTO AND DEDICATION

If mind is not perfect, then speak less

(Ali bin Abi Thalib)

Allah always put me in around good people and good environment

My success begins from my dreams

Never give up and be your self

(The writer)

Dedications:

With love the research is dedicated to Allah SWT,

➢ My Beloved Parents, Hj. M. Nasori and Hjh. Siti Karomah who always pray for me, always give me support. Thank you for the valuable efforts and contributions in making my success.

➢ My beloved brothers, who always pray for me and give me happiness.

➢ My beloved person, Arum Budiyati S.Tr.Keb., who always pray for me, always give support and spirit.

➢ My beloved Lecturers, Mrs. Yulia Nur Ekawati, M.Pd and Drs. H. Masfuad ES, M.Pd who are always give me advice and support.

➢ My friends in English education program, thanks for the memories and togetherness.

➢ All of My lecturers in English Department of Pancasakti University, Tegal.

PREFACE

Alhamdulillahirabbil'aalamiin. The writer thanks to Allah SWT who always gives me mercies and bleesing, so that the writer has succeeded in accomplishing this thesis. This thesis is submitted in partial fulfillment of requipment for the graduate degree of Education at the Teacher Training and Education Faculty, Pancasakti University Tegal. In composing this thesis, there so many persons who have participated and helped the writer directly and indirectly. Therefore, in this opportunity the writer would like to convey her gratitude to:

1. Prof. Dr. Fakhrudin, M.Pd., as the Rector of Pancasakti University Tegal.
2. Dr. Purwo Susongko, M.Pd., as the Dean of Teacher Training and Education Faculty, Pancasakti University Tegal.
3. Yuvita, M.Pd as the Headmaster of English Department of Pancasakti University Tegal.
4. Yulia Nur Ekawati, M.Pd., as the first advisor who has given the writer advice, correction, patience, and guidance in finishing this thesis.
5. Drs. H. Masfuad ES, M.Pd., as the second advisor who has given the writer advice, correction, patience, and guidance in finishing this thesis.
6. Drs. JCS. Pradjarto, M.Pd., as the first examiner who has examined and corrected that is related to this research.
7. All of lecturers of English Department of Teacher Training and Education Faculty, thank for your patience, motivation, and dedication.
8. Drs. H. Maknun Ardiansah, M.A., as the Headmaster of SMA PGRI 1 Taman Pemalang, who has given the writer an opportunity to do the research in his instution.
9. Agustin Dwi Restuti, S.Pd., as the English Teaher of SMA PGRI 1 Taman Pemalang, who has given support, motivation, and permission.
10. Diana Mulyaningsih, S.Pd., as the English Teaher of SMA PGRI 1 Taman Pemalang, who has given support, motivation, and permission.
11. All people who help the writer in finishing this thesis directly or indirectly.

Finally, the writer expresses special thanks to all my family who supported and motivated the writer in completing this thesis. The writer hopes that this research could give contribution in improving English teaching.

Tegal, 5th August 2020
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ABSTRACT

Hamam, Syaiful. 2020. 1616500050. *"An Analysis of Teachers' Implementation of Scientific Approach in Teaching English for Eleventh Grade Students of Senior High School".* Reasearch Project. Sastra I Program, Faculty of Teacher Training and Education, Pancasakti University Tegal, the First Advisor is Yulia Nur Ekawati, M,Pd and the Second Advisor is Drs. H. Masfuad ES, M.Pd.

Key Words: Scientific Approach, Teaching English.

This study analyzes teachers' implementation of Scientific Approach in teaching English in SMA PGRI I Taman Pemalang. The objectives of this study are: (1) to investigate the implementation of Scientific Approach in teaching English, (2) to find out the difficulties faced by teachers in implementing Scientific Approach in teaching English, (3) to find out how teachers deal with difficulties in implementing Scientific Approach, (4) to find out the benefits of Scientific Approach in teaching English. This research project belongs to descriptive qualitative research. The subject of this research was two English Teachers in SMA PGRI 1 Taman Pemalang.

The results of this study that researcher was interviewed. Stages of Scientific Approach includes: observing, questioning, experimenting, associating, and communicating The results of the research can be concluded that the five stages of the Scientific Approach have been applied by English teachers in SMA PGRI 1 Taman Pemalang.

The results of the study that researcher obtained about difficulties faced by two English teachers (N1 & N2) in implementing of Scientific Approach in teaching English are good but not optimal because sometimes the teachers still uses the conventional method who teachers give more explanation about material to students and they passively involved in teaching English.

The result of this study that researcher obtained about how teachers deal with difficulties in implementing Scientific Approach in teaching English are provide motivation and convince students so that students receive the material well, the teacher tries to find other innovations to make students interested in learning and instruct students to learn the material they will learn in the next meeting.

The results of the study that researcher obtained about the benefits of implementation of Scientific Approach includes teachers can improve students' curiosity, motivate students to study hard, improving students' speaking skills, students are able to think critically, and improving students' participation in classroom.

ABSTRAK

Hamam, Syaiful. 2020. 1616500050. *"Sebuah Analisah Implementasi Guru pada Scientific Approach dalam Pembelajaran Bahasa Inggris Siswa Kelas 11 SMA".* Skripsi. Sarjana Pendidikan, Fakultas Keguruan dan Ilmu Pendidikan, Universitas Pancasakti Tegal, Pembimbing 1 Yulia Nur Ekawati, M,Pd dan Pembimbing 2 Drs. H. Masfuad ES, M.Pd.

Kata Kunci: Scientific Approach, Pembelajaran Bahasa Inggris.

Penelitian ini menganalisis implementasi guru pada Scientific Approach dalam pembelajaran bahasa Inggris di SMA PGRI I Taman Pemalang. Tujuan dari penelitian ini adalah: (1) untuk menyelidiki implementasi Scientific Approach, (2) untuk mengetahui kesulitan yang dihadapi oleh guru dalam mengimplementasi Scientific Approach in teaching English, (3) untuk mengetahui cara guru mengatasi kesulitan dalam mengimplementasi Scientific Approach, (4) untuk mengetahui manfaat dari Scientific Approach pada pembelajaran bahasa Inggris. Penelitian ini merujuk pada penelitian deskriptif qualitative. Subjek pada penelitian ini adalah dua guru bahasa Inggris di SMA PGRI 1 Taman Pemalang.

Hasil dari penelitian ini bahwa peneliti telah mewawancarai dua guru bahasa Inggris. Langkah-langkah pada Scientific Approach diantaranya: observing, questioning, experimenting, associating, dan communicating. Dari lima tahap tersebut, peneliti dapat menyimpulkan bahwa guru bahasa Inggris telah menerapkan di SMA PGRI 1 Taman Pemalang.

Hasil dari penelitian ini bahwa peneliti telah memperoleh kesulitan yang dihadapi oleh guru bahasa Inggris diantaranya: guru menerapkan dengan baik tetapi tidak optimal, terkadang guru masih menggunakan metode lama dimana guru memberikan penjelasan materi kepada siswa dan siswa terlibat pasif dalam proses pembelajaran bahasa Inggris. Hasil dari penelitian ini bahwa peneliti telah memperoleh cara guru mengatasi kesulitan dalam implementasi Scientific Approach diantaranya: memberikan motivasi dan meyakinkan siswa sehingga mereka bisa menerima materi dengan baik, guru mencoba inovasi lain untuk membuat siswa menjadi tertarik dan menginstruksi siswa untuk mempelajari materi yang akan dibahas pada pertemuan selanjutnya. Hasil dari penelitian ini bahwa peneliti telah memperoleh manfaat dari implementasi Scientific Approach diantaranya: guru dapat meningkatkan rasa ingin tahu pada siswa, memotivasi siswa untuk belajar yang giat, meningkatkan kemampuan speaking, siswa dapat berfikir kritis, dan meningkatkan partisipasi siswa di dalam kelas.

TABLE OF CONTENT

LIST OF TABLE

LIST OF APPENDIXES

CHAPTER I

INTRODUCTION

The first chapter discusses and identifies the problems related to this research. The limitation of the problems and objectives of the research are stated as guidelines to conduct this research.

A. Background of the Problems

In education, there are many important components that should be prepared to improve the quality of education in a country. One of the component is the curriculum (Ardika, 2015). The curriculum determines the outcomes of education process. Curriculum implementation strategy that is effective and efficient in teaching learning are indispensable to achieve the educational goals (Sofyan, 2016).

The curriculum is used in the teaching English because English is the international language. English has an important role in all sectors in the world. To develop education in Indonesia, the central government has developed the newest curriculum is the curriculum in 2013 (Ardika, 2015).

Curriculum 2013 is revision of the previous curriculum (KTSP). Curriculum 2013 previously was suspended with existence of Permendikbud No. 60 2014 on December 11th 2014 back to use KTSP. However, Curriculum 2013 was used again by the Director General of Primary and Secondary Education Decree No. 254 / KEP.D / KR / 2017.

Curriculum 2013 is used as attempt to improve the national education quality by applying science and citizanship education is integrated with the religious and moral education. The reason of government develops curriculum 2013 are: to improve the competence, to improve communication skill, to improve critical thinking ability, consider the moral aspects of students (Permendikbud, 2013).

In curriculum 2013, the steps of teaching learning process uses Scientific Approach. Students become the subject of the learning process and the teachers act as facilitator. Scientific Approach focuses on students to be productive, creative, innovative and effective through integrated skill, attitude, and knowledge. Therefore, Scientific Approach is important for teachers to be understood and use in learning process, especially in teaching English (Atmarizon & Zaim, 2016).

Based on Permendikbud Number of 5 2014, Scientific Approach consists of five stages, are: observing, questioning, experimenting, associating and communicating. In Scientific Approach, teachers are required to implement several kinds of teaching methods focuses on students are able to think critically as cooperative learning, problem-based learning, inquiry-based learning (Permendikbud, 2013).

The implementation of Scientific Approach in teaching English becomes challenging because of this approach usually used in science. The Scientific Approach has been applied for elementary and Junior high schools in Indonesia with enactment of curriculum 2013 (Marlena, 2019). As a new approach, there is possibility of Scientific Approach has constraint of implementation in the

classroom. Many of the challenges that are likely to reduce the effectiveness of learning process. Teacher and students have difficulties by using this approach, especially to get students interested in learning English (Lestari, Afrianto, Nababan, 2016).

Lecy (2015) states that teachers are still lacking in understanding the concept of Scientific Approach to the learning process, generally still use conventional learning. They are still use the previous method that they are believe to be able to give good results. They can not easily abandon the previous method because they have mastered it. Thus, the curriculum theory is rarely used in a good manner.

Considering the importance of using Scientific Approach as a new approach in teaching English, the writer is interested to analyze implementation of Scientific Approach in teaching English. The researcher focuses on analysis of teachers' implementation of Scientific Approach in teaching English which is the limitation of the problems are teachers' implementation of Scientific Approach, difficulties that teachers faced in implementing Scientific Approach, how to teachers deal with difficulties implementation of Scientific Approach and benefits of implementation of Scientific Approach in teaching English.

B. Statement of the Problems

Analysis of the implementation of Scientific Approach in teaching English process is the main point in this study. Therefore the research questions in this study are:

1. How do teachers implement Scientific Approach in teaching English?

2. What are difficulties faced by teachers in implementing Scientific Approach in teaching English ?

3. How do teachers deal withdifficulties in implementing Scientific Approach in teaching English ?

4. What are the benefits of Scientific Approach in teaching English ?

C. Conceptual/Operational Definition

Djiwandono (2015) explains that operational definition of operational is defines the variable operationally based on the characteristic that is observed, the researcher allows to observe carefully on an object or phenomenon. Variable is an attribute from an object of research, in which each individual in that group is at variance with other individuals.

Operational definition, the readers are able to understand and have the same perception with the researcher. There are some terms of the title of this study need to be define that is avoid misinterpretation. The operational definition of this study are:

1. Implementation

   In this study, the implementation is defined as an activity to plan and conduct the Scientific Approach in teaching English at school.

2. Scientific Approach

   In this study, Scientific Approach is learning approach that is student-centered, teachers as facilitator and moderator in learning activities which

allow the teachers to improve the learning process. Scientific Approach consists of five stages such as observing, questioning, experimenting, associating and communicating.

3. Teaching Process

In this study, teaching process is the activity of the interaction between teachers and students which is make an ongoing communication educative to improve learning achievement in english subject.

D. Objectives of the Research

The aims of this study are:

1. To investigate the implementation of Scientific Approach inteaching English.

2. To find out the difficulties faced by teachers in implementing Scientific Approach inteaching English.

3. To find out how teachers deal withdifficulties in implementing Scientific Approach in teaching English.

4. To find out the benefits of Scientific Approach in teaching English.

E. Significances of the Research

The results of this research may give theoretical benefits and practical benefits, there are:

1. Theoretical benefits

a. The researcher hopes the results of this study to be able toused as a reference in the application of Scientific Approach in teaching English.

      b.   The results of this study is useful for the interested readers to analyze implementation of Scientific Approach in teaching English.

2.   Practical benefits

      a.   The results of this study are able to used as a manner to develop the knowledge and experience for researcher.

      b.   For the readers of this research can provide information and knowledge on implementation of Scientific Approach in teaching English.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of two parts. The first section refers to review the theoriesrelated to the implementation of the Scientific Approach on previous studies. The second part is related to Scientific Approach in teaching English.

A. Review of the Previous Studies

Some of the thesis was chosen by the writer as example of previous studies. First, the research of (Azizah, Ariwidodo, and Adriana, 2015) entitled "Implementation of Scientific Approach in Teaching English Language Curriculum 2013 SMPN 1 Pamekasan". This study used a qualitative approach (qualitative approach) In this study, researchers described the implementation of Scientific Approach in teaching English in seventh grade curriculum 2013 at SMPN 1 Pamekasan. The result of this research was the implementation of Scientific Approach in English teaching curriculum in 2013 at SMPN 1 Pamekasan in the first year was not optimal. Constraints faced in the implementation of Scientific Approach to the curriculum 2013 that the majority of English teachers of class VII SMPN 1 Pamekasan was obtained difficulties in facilitating students to answer and formulate questions on stage of questioning.

Second, the research of Apriauny, Afrianto, and Nababan (2016) entitled "The Implementation of Scientific Approach in Teaching English in Senior High School Pekanbaru". This study used descriptive qualitative design. This study

used semi-structured interview and observation in a class by took video and teacher's observation list. The result indicated that the Scientific Approach was conducted by English language teacher at the high school Y. There was one teacher who indicated positive attitude, and others said that the Scientific Approach was interesting and useful approach. However, implementation of the Scientific Approach was not maximal, still found the problems that associated with understanding the concept and implementation of the curriculum 2013 in learning process in the classroom.

Third, the research was conducted by Zaim (2017) entitled "Implementing the Scientific Approach to Teach English at Senior High School in Indonesia". This research was descriptive, to describe the application of Scientific Approach to the teaching of English in high school. The Data was collected by using observation and interview sheet. Observation made both directly and indirectly through a video recording device. Researchers took a few notes and fill in the observation sheet based on a rubric was designed specifically based on indicators of Scientific Approach. The results indicated that the Scientific Approach could be applied as a strategy for teaching English as a foreign language at SMA in Indonesia. It was conducted quite well by English teachers. The Scientific Approach was effective to make students actively involved in classroom activities. However, the teachers need to improve the ability of Scientific Approach. The Scientific Approach was effective applied to the students to have the ability to communicate in English orally.

Fourth, the research by (Ardika, 2015) entitled "The implementation of Scientific Approach in teaching English at the first grade of TKJ 1 SMK Muhammadiyah 1 Sukoharjo: Naturalistic Study". This research was qualitative research that used data collection methods namely: observation, interview, and documentation. The results indicated that the Scientific Approach was applied to the first grade class of TKJ 1 SMK Muhammadiyah 1 Sukoharjo. The teacher used discussion and presentation techniques in implementing the Scientific Approach was good and complete so that the students active and interested every activities in learning process in the classroom.

From the previous studies, it shows the implementation Scientific Approach needs more attention. Teachers found some problems in implementing this approach. In this study, moreover, the writer wants to continue the investigation in other school where it is located in Taman. It will discuss implementation of Scientific Approach in detail information such as the choice of teaching model, difficulties that teachers faced, how teachers deal with its difficulties, and the benefits of applying Scientific Approach in teaching English.

B. **Review of Related Theories**

1. **Curriculum 2013**

   a. **Definition of Curriculum 2013**

   Curriculum and education are two things that cannot be separated, since it is the whole of system in a process of education. In Act No. 20 of 2003 on National Education System, it states that the curriculum is a sets of plans and arrangements regarding the objectives, content and learning

materials as well as the method that used as guide the implementation of learning activities to achieve specific educational objectives (Permendikbud, 2013).

Currently, Indonesia uses the curriculum 2013. This curriculum is set to improve the mindset, governance affirmation of the curriculum, deepen and expand the material, learning affirmation, as well as adjust the burden of learning to be appropriate what will achieved (Permendikbud, 2013). Curriculum is a further step of curriculum development based on competencies. It was pioneered in 2004 and 2006(KTSP) which includes attitude competencies, knowledge and integrated skill to response internal and external challenges. The point of curriculum development is finishing mindset, curriculum governance affirmation, deepening and expanding material, learning process affirmation, and learning burden adaptation ensure suitability between what they are wanted and what they are gotten. Curriculum development to be more important in accordance with since progress, technology, art and change society at the local level, national, regional, and future global. It produces internal and external in education (Azizah, Ariwidodo and Adriana, 2015).

Daryanto (2014) in Marlena (2019), states that curriculum 2013 is the educational response toward the needs of society and the language in building the nation. Therefore it is designed to provide opportunities for learners to develop their potential in a please learning environment and in appropriate their ability to have the desired quality.

From the definition of curriculum 2013 has been described above, it can be concluded that the curriculum 2013 is curriculum that can consider the character of education, understanding, and skill, students are required to understand the material, active in discussions and presentations, and have the decency discipline.

As the plan or program, the curriculum is meaningless if it is not implemented in the teaching process. And the implementation is a process refers to the teaching and learning process that can be conducted by using the methodology of teaching and learning domain. Then, the implementation is closely related to the role of the teacher, that teacher's role is very important to achieve the objectives stated in the curriculum itself. And it is an indicator of the success of teachers to conduct task that are able to realize the curriculum to real learning activities and requires variety of professional skills in implementing it (Yuridar, 2015).

The curriculum 2013 is developed based on the following factors (Permendikbud, 2013):

1) Internal challenge

Internal challenge, is related to the state of education is associated with educational demands, which refers to eight (8) National Education Standards that include content standards, process standards, competency standards, the standards of educators and education personnel, standards of facilities and infrastructure, management standards, standardized funding and educational assessment standards. Other internal challenges related

with the development of the Indonesian population seen growth in the productive age population (Permendikbud, 2013).

2) External Challenge

External challenge includes the globalization and the issues related to environmental issues, advances in technology and information, the rise of the creative and cultural industries, and the development of education at the international level (Permendikbud, 2013).

3) Finishing Mindset

Curriculum 2013 is developed by perfecting the pattern of teacher-centered learning becomes learner-centered learning. Learners must have the choices of material studied to have the same competence (Permendikbud, 2013).

4) Curriculum Governance Affirmation

Currently, curriculum has been applied as learning list. Therefore, in curriculum 2013 is conducted to affirm governance includes teacher work procedures that are individually converted into working method that is collaborative, affirmation of school management through affirmation of principal management ability as leader of education (educational leader), and affirmation of infrastructure for the benefit of management and the learning process (Permendikbud, 2013).

5) Material Affirmation

Material affirmation is conducted by deepening and widening of the relevant material for learners(Permendikbud, 2013).

Based on explanation above, it is concluded that curriculum 2013 is able to improve teachers' mindset and students' learning achievement. This curriculum is developed by considering several factors such as: internal factor, external factor, finishing mindset, curriculum governance affirmation and material affirmation.

b. Characteristics of Curriculum 2013

Each curriculum has its characteristics, as well as curriculum 2013 that the government planned. As for the characteristic of curriculum 2013 based on Permendikbud (2013) are:

1) Curriculum 2013 develops the balances among spiritual attitude and social, curiousity, creativity, team work of intellectual ability.

2) The school is a part of society which is give some learning experience planned, where students apply what they have learned at school to exploit the society as learning sources.

3) Curriculum 2013 develops attitude, knowledge and skill as well as applies in variety of situations at school and society.

4) Curriculum 2013 gives quite a long time to develop various attitude, knowledge and skill.

5) Competence is stated in term of main competence which is detailed in the basic competence of the subject.

6) The main competence becomes organizing element. Basic competence and learning process are developed to achieve competence which is stated of main competence.

7) Basic competence is developed based on accumulative principle, reinforced and expand between subjects and education level.

Therefore, it can be concluded that characteristics of curriculum 2013 more emphasize on attitude development, knowledge and students' skill as well as applies in various of situations at school and society. This curriculum aims to be able to create human resources (students) in solving their problems.

The standard competencies in curriculum 2013 changes into balance out of the soft skills and hard skills. It includes the aspects of attitude, knowledge, and competence skills. The students are also forced to be more active and creative because of the material and the process of curriculum standards in 2013 use Scientific Approach. This approach includes observing, questioning, associating, experimenting and communicating as a learning activity. The assessment is then arranged using authentic assessments which measure all aspects of competence are: the attitude, knowledge and skills based on process and outcomes during learning activities (Permendikbud, 2013).

2. **Scientific Approach**

Scientific Approach is a process looking for information in science through experiment. It can be said that this approach can be named as a

technique to investigate, observe, obtain, and also integrate the phenomenon with previous knowledge. In general, this approach is used by scientists in research related to the phenomenon of science or the natural world. It is used by scientists because of the reliability of this approach to get knowledge (Suharyadi (2013).

Ridwan (2015) in Demcy (2018), adds explanation that, Scientific Approach is scientific method relating to the observation necessary to formulate hypotheses, generally based on exposure of experimental observation activities. Other expert Longman (2014) in Zaim (2017), explain that Scientific Approach is the process of finding information, knowledge, and all of which involves testing the idea by doing experiment and making decision based on the result of the analysis.

a. **Learning Characteristics of the Scientific Approach**

Daryanto (2014) explains that learning process by using Scientific Approach has characteristics, as follows:

1) Teaching and learning process based on student centered.

2) It involves the process of scientific skills in developing the concept or principle of the material.

3) It involves potential cognitive process to stimulate the development of students' critical thinking in particular intelligence.

4) It can improve the character of the students.

Kosasih (2014) adds that the characteristic of Scientific Approach includes:

1) Learning materials should be understood with logical standard that correspond the stage of students' knowledge.

2) Interaction in teaching process continually and open objectively that students have the opportunity to give ideas, feelings, attitudes, and experiences but with a responsible attitude.

3) Students should think critically, understand, identify, resolve problems and implement the material.

In line with (Azizah, Ariwidodo, dan Adriana, 2015) the Scientific Approach has seven characteristic, namely:

1) In Scientific Approach, learning material is used based on fact agree with association and be able to explained logically, it is not base on fantasy or estimation.

2) Interaction process between teachers and students that include teachers' explanation and students' response, that is not association deviates, subjective thinking and fantasy.

3) Scientific Approach is to motivate students to think critically, logically, to be able to identify and deal the problems, and to be able to apply the theory in daily activities.

4) Scientific Approach is to motivate students to think hypothetical so that students are able to consider the difference and similarity of learning material.

5) Scientific Approach is to motivate students are able to understand and implement the rational mindset and objective in learning process.

6) Scientific Approach is approach based on concept, theory and empirical fact to be able to responsibility.

7) Objective of learning by Scientific Approach is simply, correct and interest.

Thus, the characteristics of learning Scientific Approach are students' centered learning, students should be more active and it motivates students to think logically and critically. This approach involves students in activities directly and help them associate learning academic with real life contexts they face. It makes students more creative, innovative and issue some ideas in solving problem they face. Scientific learning is able to make learning situation to be more interesting because students are confronted with the material reality and facts that are around them so that, it is able to improve students' motivation to find out more.

b. Learning Objectives of Scientific Approach

Daryanto (2014) states that learning objectives of the Scientific Approach are:

1) Teacher can improve intelligence capabilities, especially high-level thinking skills of students.

2) Teacher is able to build students' ability to solve problems systematically.

3) Teacher is able to create the learningcondition in which students feel learning is necessitating.

4) Students are able to obtain the high learning outcomes.

5) Teacher can trains students to communicate ideas, particularly in writing a scientific article.

6) Teacher can develop the students' character.

As we know that learning by using Scientific Approach will improve students' ability so that they are able to deal with the problems, have awareness that learning is important, to improve communication skill and to build the students' character. By using Scientific Approach is expected will improve students learning achievement, and also English learning achievement.

c. **Principles of Learning in Scientific Approach**

In line with Lazim (2014) principles of Scientific Approach in the learning process are:

1) Student-centered learning.

2) Learning student-self concept.

3) Learning to improve students' thinking skills.

4) Learning to increase the motivation of students and teachers.

5) Giving opportunity for students to practice communication skills.

6) The validation process concepts, laws and principles it is built by the students in their cognitive structure.

Based on the number of 103 2013 in Permendikbud learning principles with Scientific Approach, namely:

1) Student-centered means that students must be active in constructing meaning or understanding of the concepts and principles during the teaching process.

2) It builds"student-self concept" means that students must build concepts based on their own understanding.

3) It gives students the opportunity to assimilate and accommodate concepts and principles.

4) It supports the students' think ability.

5) It improves students' motivation in learning.

6) It gives students the opportunity to practice their communication capabilities.

7) It involves the process of science in developing the concept and principles.

8) It involves the cognitive processes of potential in stimulating intellectual development, especially high-level thinking skills of students (Permendikbud, 2013).

From the explanation above, it is concluded that learning principle of Scientific Approach is students centered learning. Students are demanded to be more active so that students are able to build communication skill and involves potential cognitive process so that intellectual skill will be more increased, specially high level thinking ability.

d. Steps of implementing Scientific Approach

Permendikbud number of 81 2013 states that curriculum 2013 develops two learning process, namely: direct learning process and indirect learning process. Direct learning process is education process where the student develop knowledge, think ability and psychomotor skill through direct interaction on learning sources that planned in syllabus and lesson plan such as learning activities. Indirect learning process in the matter of grade and attitude development. It is different from the knowledge of grade and attitude which is conducted direct learning process by specific material. Attitude development as morality and attitude development process which is conducted by all of material and each activities that happen in the school and society. Therefore, in learning process of curriculum 2013, all of activities that happen during in the classroom and outside the classroom are learning process to develop moral and behavior related on attitude. Both of direct learning as well as indirect learning.

Learning process consists of five main learning experience, namely: observing, questioning, experimenting, associating, and communicating. The fifth main learning can be explained as follows:

1) Observing

The first phase is observing. "Observing" is a deliberate and systematic activities to study the social phenomenon or a real object through the use of the five senses and involve descriptive skills (Nugraha & Suherdi, 2017).

"Observing" consider as a kind of learning that is meaningful. Students are directly involved in learning. In this step, helps the teachers to actualize learning in the classroom. Students can learn based on what they look to build on their knowledge. In this context, students curiosity will take them to the construction of knowledge. Therefore, observing as an important of the teacher's role in directing students to the next phase (Yuridar, 2015).

In accordance with Zaim (2017) there are two main activities that must be conducted to aim on the steps "observing". First, the teachers give the student's opportunity to observe. Observation can be conducted through reading, listening, or looking for an object. Second, teachers facilitate students to make observation and train students to observe the essentials of the object. There are seven steps in observing the process, (1) determine the object to will observed, (2) determine the objectives, (3) determine how to observation, (4) limit the object, (5) make observations carefully, (6) report the results of observations, and (7) understand the results.

In teaching English, the matter that observed is the form of material facts, concepts, and procedures. The material form of facts such as interpersonal or transactional text, custom text, text function, and features of the language in the form of text, video, or audio recording. The material in the form of concepts such as the social function of certain texts and generic structure. Alternative activities in the process of observing such as watching video conversations, watching simple movie, reading the books, newspapers, magazines, brochures, flyers, banners, and posters written in English.

In line with Priyana (2014) at this stage, teachers have several rules, namely:

a) Teacher helps students make a list of items that need to know to get an understanding and the results of the target text.

b) Teacher provides a list of materials that can be selected student.

c) Teacher makes some of the materials of topics.

Thus, observing stage based on explanation above, it is concluded that observing stage, the teacher helps the students to make list item of any material that is not understood yet, then looking for subject that can help students in learning and arrange subject as the material in learning.

2) Questioning

Zaim (2017) states that "questioning" aims to support and inspire students to actively learn and develop questions, improve student skills in

speaking, ask questions, and answer with logical use language systematic, precise and correct. It can supports the students' participation in discussion and debate, develop the ability to think and make conclusions, to build a sense of openness in communicating and receiving ideas, as well as develop the social tolerance in gregarious.

In this "Questioning" activity, the teacher is able to asks the students to submit some questions. Through questions and answers, the students are expected to develop curiosity. The competence is expected in questioning are the creativity, curiosity, ability for students to formulate critical thinking (Demcy, 2018).

Permendikbud (2013) explains the activities are conducted of this phase, are:

a) It provides opportunities for students to do ask-question.

b) It asks the students to formulate questions based on the material identified in observed.

c) It supports the students to propose a temporary answer based on knowledge.

In line with Priyana (2014) the teacher's role in this stage is the teacher helps students and teacher to make questions and teachers give a number of questions then the students are able to begin to ask some questions.

3) Experimenting

Azizah, Ariwidodo, and Adriana, (2015) state that Experimenting is an activity to review the knowledge and skill has already learned. In this process the learners practice to express new things has already learned and try to use the capability in the real world or outside of the classroom.

In line with (Nugraha & Suherdi (2017), in experimenting the students must read another sources or collect more information in several ways such as: experiment, observation, interviews, and read other sources.

To obtain tangible learning outcomes, the students should be able to do experiment. Implementation of experimental method means to develop attitude, skill and knowledge (Daryanto, 2014).

In line with Zaim (2017), in the experiment step it is preparation, work, and follow-up. There are five activities that can be conducted in experimenting, namely: (1) Grouping students into the groups, (2) asking students to discuss, (3) record the discussion process, (4) controlling the learning process to ensure that all learners are actively involved in discussion, and (5) aim the group that need help.

To obtain a real learning result, students should the experiment. implementation of the experimental method are aimed to develop, attitudes, skills and knowledge (Daryanto, 2014).

In accordance with Priyana (2014) in this process, another activities are able to conducted the students try to express the knowledge has already learned and use the language skills in the real world through the internet

activities such as simulations, role plays, presentations, discussions, and playing games. The activities that conducted at this stage are as follows:

a) Students collect the facts, and then they can communicate.

b) Students explore and make an experiment to get vocabularies, structure and other languages to communicate in context.

c) Teacher pay attention, give feedback, or ask for a presentation colleagues to increase the understanding of the text.

d) Students inform statement orally.

e) Students write each statement in students' notes book.

The teacher's roles on this stage are to prepare worksheet and learning sources for the students. Worksheet is needed to help the students explore the subject. Learning sources will help students to collect information to answer of question that their formulated.

4) Associating

Associating is the ability to analyze and relate the information that occurs in the group as well as to find the relationship between the information with other information is related so that they can make conclusion from patterns found (Zaim, 2017).

Associating functions to allow teachers and students actively in learning. The meaning of "Associating" to think logically and systematically that observable empirical facts to conclude the knowledge. Competence is expected to develop honesty, careful, discipline, rules of

obedience, and the ability to apply the process of inductive and deductive thinking (Demcy, 2018).

In line with (Azizah, Ariwidodo, and Adriana,(2015) activity in associating is the process of developing the ability grouping and comparing several ideas and events then put it into fragment of memory. The experiences that have been stored in the memory of the brain relate and interact with the previous experience is available.

5) Communicating

The ability to communicate needs to be owned by the students because of the competence of equal importance is the knowledge, skills and experience. The importance of competence in establishing communication are interpersonal skills, and organizational skills (Ridwan, 2014).

Communicating is the ability to conclude fact that has been observed and tested. There are four activities that can be conducted in communicating of the steps, (1) asking students to read their work in the classroom, (2) asking each group to listen carefully and provide the suggestion related to the work of each group, (3) giving an explanation after the group discussion ended, and (5) developing tasks and give chance to students to show attitude, skill, and understanding of the substance of learning provided (Zaim, 2017).

Communicating in learning activities, as presented in Permendikbud number 81 in 2013 was delivered the result of observations, concluding the results of oral analysis, written, or other such media. Competence is expected of this activity is develop the attitude of honest, thorough, tolerance, an ability to think systematically, to express their opinions briefly and clearly, and to develop good language skills and correct (Untari, 2017).

At this step, the teacher's role to provide the correct information. It can be conducted through dialogue and discussion between teacher and students. Thus, "communicating" step where the students report or provide the results of observing, experimenting and concluding based on the analysis results orally or in writing or in other form to tell others what they have learned by learners (Hosnan, 2014).

Implementation of Scientific Approach in English learning process means, the teachers are forced to apply several kinds of teaching method focuses on students which is able to aims the students to critical thinking such as cooperative learning, problem based learning, inquiry based learning, and etc. There are some learning activities in implementing Scientific Approach based on Permendikbud No. 81A 2013:

Table 2.3 Stages of Scientific Approach to teach and learningactivities.

Aspect Scientific Approach	Learning Activities
Observing	1. Reading 2. listening 3. Viewing or Sensing (without or with tool)
Questioning	1. Asking questions about the information not be understood from what is observed 2. Asking questions to obtain additional information about what is observed 3. Asking questions from the fact 4. Asking questions comes from the concept 5. Asking questions from the hypothesis
Experimenting	1. conducting experiments 2. Reading sources other than books 3. Viewing objects / events 4. Collecting information 5. Interviewing with sources
Associating	1. Finding links between the various information collected 2. Finding patterns of interrelatedness various information collected 3. Making conclusion of the sharing pattern found 4. Giving additional information to add knowledge 5. Finding conclusion to seek solutions from a variety ofdifferent sources 6. Processing the informationto search for solutions from a variety of contradict sources
Communicating	1. Providing the result of observations orally, in writing or other media 2. Providing conclusions based on the analysis of oral, written or other media

It can be concluded that there are five stages of Scientific Approach includes: observing, questioning, experimenting, associating and communicating. Based on 2013 curriculum, those stages must be used in during meeting.

CHAPTER III

RESEARCH METHODOLOGY

The third chapter discusses the research method. It contains the approach and design of the research, subject of the research, role of the research, type of data, data collecting technique, instrument of research, procedures of analyzing data, and technique of reporting data.

A. Approach and Design of the Research

Creswell (2009) explains that research approach is how the research will be designed and conducted. Furthermore, in selecting the correct research approach, there are several aspects that need to be considered. Those several aspects are researcher assumption, research design and method, and also the nature of the research problems. Based on those several aspects of this research have been identified as a qualitative approach. Creswell (2009) explains that in qualitative research, statistic will not use to analyze the data. The researcher analyzes words only.

In line with Hamdi & Baharuddin, (2014) Qualitative research is the research that can explain and analyze the phenomenon and social activity individually or in groups. Qualitative research is inductive. The data will be collected by detail investigation, includes detail description and interviews.

This study uses a descriptive design. It focuses on a particular phenomenon in the school, namely teaching and learning English activities by using

Scientific Approach. Researcher does not provide treatment to the respondent, but researcher will only investigates the implementation of Scientific Approach that will be conducted by English teacher. Therefore, the analysis will deliver descriptively.

B. Subject of the Research

This study is entitled an analysis of teachers' implementation of Scientific Approach in teaching English. Subject of the research is two English teachers in SMA PGRI 1 Taman Pemalang and conducted on April 2020.

C. Role of the Researcher

In this study, role of the researcher is as the research instrument. Researcher becomes an interviewer, investigator, collector and interpreter of data. Researcher interviews two English teachers.

D. Type of Data

Source of data in this study is primary data source and secondary data source. In accordance with Yuridar (2015), the primary data source is data that researcher will take in the process of research related to problems in the study. While the secondary data source is the data source that will be obtained to support the idea of research related to the research problems.

In this study the primary data obtained from the results of interview. The results of these data analyzed and discussed. While secondary data, the researcher is taken from journals and books related to the study.

The data in this study is the implementation of Scientific Approach in teaching English by English teachers. The data that presented in the form of sentence, it is not numeral form.

E. Data Collecting Technique

In this qualitative research, the data is collected through interview technique. The researcher tries to obtain the data collection by interviewing an English teacher about the difficulties of teacher in implementing Scientific Approach, how the teacher deal with the difficulties, and the benefits of implementation of Scientific Approach in teaching English in the classroom.

Sarjan (2017) in Istiqomah (2019) explains that there are three kinds of interview; unstructures, structures and semi structured interview. The unstructured interview means the interviewer doing interview without questions list systematically. Second, the structured interview means the interviewer doing interview by using a set of questions arranged before. Third, the semi structured interview means the interviewer uses a set of questions developed to get specific information. In this study, the researcher uses structured interview.

F.   Instrument of Research

In this study, researcher uses research instrument of interview. The interview is given to two English teachers who implementing Scientific Approach in their teaching. The interview provides sixteen questions and it uses structure interview. It should be answered in detail information.

G.   Procedures of analyzing Data

In this study, the researcher collects the data from English teachers at SMA PGRI 1 Taman Pemalang. It uses qualitative data analysis. Based on Istiqomah (2019) data analysis is the process which the researcher should systematically in organizing data to facilitate the presentation of research results to other people so that will be easier understood. Before analyzing data, the data must be processed so that the data can be changed into information. Ary et al. (2010) states in processing data, there are several steps that should be conducted, namely:

1. Coding

    By using code, all of the data can be collected and the researcher can underline the important of data that correspond to research topic that will be easier to read the data.

2. Reduction

    From the reduction data, the researcher obtains from the results of interviewwith the teacher. The researcher will deduct all of information obtained to focuses on specific problems.

3. Display

Display is the process of showing the data in table form or essays to be more easily understood.

4. Conclusion

From the conclusion of the researcher, it begins to look at the data, check out all the entries with the same code and then categorize the data. Thus, the researcher will obtain the results and conclusions of the study.

H.   Technique of Reporting Data

In this study, researcher explains the result descriptively. In line with Hadeli (2006) in Istiqomah (2019), it states that the description means a systematic and factual explanation. To report data, it provides information starting from delivering the result of data and discussion. From English teachers who implements Scientific Approach in teaching English, the data will be showed in detail starting from how they apply this approach, types of teaching mode they use, their difficulties in implementing this Approach, how they deal with their difficulties and their opinion about the benefits of Scientific Approach in teaching English.

CHAPTER IV

RESEARCH RESULT AND DISCUSSION

This chapter presents the research result and discussion based on data that has been collected and analyzed. The research result includes implementation of Scientific Approach in teaching English, difficulties that teachers faced, how teachers deal with its difficulties, and the benefits of applying Scientific Approach in teaching English.

A. **The Data Description**

In this part it explains the research result about implementation of Scientific Approach at SMA PGRI 1 Taman Pemalang. This data research is conducted on 20 April 2020. There are two English teachers as the subject of this research. Data was obtained from them, then explained by using two codes, they are N1 and N2.

1. **Teacher's Result 1 (N1)**

Data N1 explains about implementation of Scientific Approach in teaching English. Data was obtained by using interview with English teacher. Based on the interview result, she teaches class five at SMA PGRI 1 Taman Pemalang. She has been used curriculum 2013 which is revision of 2018 and she uses lesson plan(RPP) arranged by using Scientific Approach, but her implementation tries to learn by giving examples which appropriated class condition.

She states "to knowing that students have understood the material by looking whether students are able to use material learned based on function, concept and their definition applied in daily activity.

2. Teacher's Result 2 (N2)

Data N2 explains about implementation of Scientific Approach in teaching English. Data was obtained by using interview with English teacher. Based on the interview result, she teaches class seven at SMA PGRI 1 Taman Pemalang. She has been used curriculum 2013 which is revision of 2018 and she uses lesson(RPP) arranged by using Scientifc Approach, but her implementation tries to learn by giving examples which appropriated class condition.

She states "to knowing that student have been understood material by doing question and answer session with students if they can answer correctly, students have been understood material and pay attention the task result and students' test.

B. Research Result

Based on result and interview with English teachers, then researcher can present this research. This research data is found from interview result related to implementation of Scientific Approach in teaching English at SMA PGRI 1 Taman Pemalang. After researcher investigate implementation of Scientific Approach in teaching English, researcher was obtained data. This research result, it could be presented as following:

1. **Implementation of Scientific Approach in teaching English**

   In this part it presents research result of interview related to implementation of Scientific Approach in teaching English at SMA PGRI 1 Taman Pemalang. After researcher interview, researcher found data that presented in description, are:

   a. **Result of N1**

   N1 data obtained from interviews with Agustin Dwi Restuti S.Pd. First data is conducted on 6 March 2020 but the data obtained is not valid yet. Then, the second data the researcher is conducted on 23 June 2020. The interview result explains that method or teaching model that she used when teaches in the classroom is cooperative learning, problem-based learning, and inquiry-based learning. The third of learning model are used to adapt competence that will be achieved. The teaching model was applied each lesson plan arranged. Implementation of teaching model is conducted by looking syllabus, then teaching model by appropriating RPP, such as teaching material about "Descriptive Text" is related to the historical building by using discovery learning, are:

   a. Teacher gives some stimulus picture of historical bulding in the world.

   b. Teacher asks to students the name of historical building in the world.

   c. Teacher asks to students to make group and each group given one picture(Spinx).

   d. One goup is given picture to discussed based on teacher's instruction.

   e. After that, each group presents their discussion result.

Based on interview result the teacher is often use Cooperative-Learning-Method because students are often creative thinking and systematically so that when students are in the society, they will be aware and respond more quickly to solve existing problems. For example, in the material of song, they find some problems such as different meaning verbs but they more creative to appropriate the content of the song, finding theme of the song and they song nicely.

The interview results about implementation of Scientific Approach in teaching English are:

1) Observing

In the observing stage, the activities carried out are Reading, Hearing, Listening, Viewing or Sensing (without or with tools). The teacher guides students in observational activities so as to create a conducive and efficient learning atmosphere. The activities carried out include observing pictures, observing media or learning tools, observing the surrounding environment, listening, reading texts, and seeing using media or learning tools in the form of images and reading texts.

2) Questioning

The activities are carried out of this stage is submit some questions about information which is not understood from what is observed, ask questions to get additional information about what is observed, ask questions that is come from facts. While activities which is submit some questions that come from concepts and hypotheses are not carried out. On this stage teacher gives

opportunity to students to ask questions about material and asking other information which is not understood, in addition teacher stimulates students by giving additional score whether students will ask.

On this stage teacher guides students to ask about material which is not undesrtood. If there are no students ask, teacher tries to motivate so that gives feed back and students to be more active. This stage is conducted such as making question is related what is observed by students and conduct discussion related to the material learned.

3) Experimenting

The activities are carried out of this stage is reading sources other than books, observing the objects or events, conducting of learning activities and teacher sometimes conducts interview.

4) Associating

The activities carried out of this stage are finding links between various information gathered, find patterns of interrelation between various information collected, the conclusion of the pattern found, information is processed to add breadth and depth of knowledge, processing information that collected to find solutions of various sources that have differences, processing information that is collected for finding solutions from various conflicting sources.

In this stage, teacher facilitates students to collect information from sources other than textbooks. Then the information that has been obtained can be discussed with a group of friends and then looking for the conclusion of information.

5). Communicating

This activities are carried out of this stage is giving result observation orally, and giving conclusions based on oral analysis both of written or other media. In this stage students suggest the task result individually and in groups both orally or other written media.

In this stage teacher gives the opportunity to students to display their work both orally or written that conducted individually or in groups. The teacher motivates students so students can display their work well.

b. Result of N2

N2 data obtained from interviews with Diana Mulyaningsih S.Pd. First data is conducted on 2 April 2020 but the data obtained is not valid yet. Then, the second data the researcher conduct on 25 June 2020. The interview result explaines that methods or teaching model which is used when teaching in the class is cooperative learning and inquiry-based learning. This method is applied each lesson plan that has been arranged. The application of this method is carried out by:

▪ Students are given general questions relating to the material generally and related to their experiences. It aims that students have illustration about material that will be delivered. This question will be given classically. Example the teacher gives material about Recount Text, then the teacher explains what is Recount Text, the purpose and objectives of the Recount Text and Generic structure of the Recount Text. If students are still unclear, the teacher gives examples of text from the material then explained.

- Students are instructed to make groups or pairs to answer questions from the material. Examples teacher gives the types of Recount Text such as: Personal Recount Text, Historical Recount Text, and Biographical Recount Text. Of the three types of text, the teacher gives groups 1 up to 3 as well as 4 up to 6. If one of the groups has found the information of the text type, they report the results by writing on a manila paper then posted on the wall or white board and one of the groups standing near the picture and the other groups are looking for information. If they was found by the same result, students are instructed to look for differences so that there is interacting.

- Students are report the result of their discussion or present their dialogue in front of their friends so that the teacher knows the results of the students group.

Based on Diana Mulyaningsih S.Pd teaching model that is often used are:

- Cooperative Learning: Making the teaching and learning process are effective and efficient. There are collaboration with students and they don't only get material from the teacher but also get results from other sources such as: discussions with friends, the internet and from the books they read.

- Contextual Teaching-Learning: teacher uses this teaching model because there is a relationship between the material that they are learn with their daily lives, for example: Recount Text (Personal Recount Text) This type of text discusses personal experiences, activities, holidays etc. Then

teacher gives illustration into their own stories so that there is a relationship between these types of material with their stories.

The interview result about implementation of Scientific Approach in teaching English, are:

1) Observing

The activities are carried out of this stageis Reading, Hearing, Listening, Viewing or Sensing (without or with tools). The teacher guides students in observational activities so as to create a conducive and efficient learning atmosphere. The activities carried out include observing pictures, observing media or learning tools, observing the surrounding environment, listening, reading texts, and seeing using media or learning tools in the form of images and reading texts.

2) Questioning

The activities are carried out of this stage is submit some questions about information which is not understood from what is observed, ask questions to get additional information about what is observed, ask questions that is come from facts. While activities which is submit some questions that come from concepts and hypotheses are not carried out.

On this stage teacher gives opportunity to students to ask questions about material and asking other information which is not understood, in addition teacher stimulates students by giving additional score whether students will ask.

3) Experimenting

The activities are carried out of this stage is reading sources other than books, observing the objects or events, conducting of learning activities and teacher sometimes doesn't conduct interview. On this stage teacher guides students on learning activity.

4) Associating

The activities are carried out of this stage is finding links between various information that is gathered, the conclusion of the pattern, information that is processed to add breadth and depth of knowledge, processing information that is collected to find solutions of various sources that have differences. And this stage finding the pattern is related to various information that is collected is not conducted.

Teacher facilitates students to collect information by using LKS and clipping before learning activities, teacher also facilitates students to get information from other sources. Then, the information that have been collected can be discussed with a group and make conclusion.

5) Communicating

The activities are carried out of this stage is giving result observation orally, and giving conclusions based on oral analysis both of written or other media. In this stage students suggest the task result individually and in groups both orally or written.

Thus, based on N1 and N2, the implementation of Scientific Approach in teaching English could be concluded that five stages of

Scientific Approach, English teacher at SMA PGRI 1 Taman Pemalang have been conducted.

2. The Difficulties Faced by Teacher in Implementing Scientific Approach in Teaching English

This part explains about the difficulties faced by teacher in implementing Scientific Approach in teaching English. Data was obtained by interviewing with two English teachers namely Agustin Dwi Restuti S.Pd and Diana Mulyaningsih S.Pd. It was conducted systematically, which is researcher have prepared a set of questions before interviewing. After the researcher interviewed, the researcher was obtained some data that presented in the description below:

a. Result of N1

Based on the interview result, N1 Explains that teacher uses three methods in teaching English (cooperative learning, problem-based learning, or inquiry-based learning). The third of this methods are used by relating the competencies that will be achieved so that it was easier to be applied. Then the interview result about the difficulties faced by the teacher in implementing Scientific Approach in teaching English in the question section *"Apakah anda pernah merasakan kesulitan dalam proses pembelajaran menggunakan Scientific Approach?"* teacher's answer as follows:

"Di beberapa kelas tertentu iya, karena siswa sendiri belum mau berfikir keras untuk mencoba berfikir logis sesuai yang diminta oleh pemerintah.Kurangnya siswa untuk berfikir lebih keras membuat guru mengalami kesulitan untuk bekerja secara mandiri, kurang dalam menguasai

kosa kata, dan kesulitan dalam mengajak siswa untuk mempresentasikan hasil belajar. Namun, sebagai guru berusaha memanfaatkan penggunaan pendekatan lain agar siswa memahami kompetensi yang seharusnya dicapai"

Based on the results of the answers to these questions, we can know that the difficulty in implementing the scientific approach in the learning process of English is the difficulty in making students active and confident in the learning process, students are still lacking to critical and logical thinking, consequently they are less develop than active students. Thus as a teacher should be try to utilize of using other approach so that students understand the competencies that should be achieved.

Then, on the next question pada *"Kendala apa yang sering anda hadapi dalam proses belajar mengajar"*, teacher's answer:

"Waktu pembelajaran bahasa inggris yang sangat terbatas, Siswa yang kurang disiplin (terlambat, main game,mengantuk),kurang fokus,media pembelajaran kurang tersedia".

Based on the answer result of this questions we can know that the constraints faced is limited English teaching time and sometimes students are coming late, playing games, and get sleepy so they aren't focus on learning. Other constraints are the lack of English teaching media so that the material is less effective to give students.

Based on answers result of the question we can know that the constraints faced is limited English learning time then sometimes students come late, play games, get sleepy so they don't focus on learning. Other constraint is the lack of English learning media so that the material is less effective to give students.

b. Result of N2

In addition to obtain N2 data, researcher interviewed to obtain N2 data. Based on the interview result, N2 explains that the method used to teach in classroom is cooperative learning and inquiry-based learning. The interview result related to the difficulties faced in implementing Scientific Approach in teaching English is in the question section *"Apakah anda pernah merasakan kesulitan dalam proses pembelajaran menggunakan Scientific approach?"* The teacher's answer:

"Ya karena murid terkadang tidak mau untuk berfikir dan tidak fokus dalam mengikuti pembelajaran bahasa inggris. Siswa yang tidak aktif didalam kelas menjadi kurang berkembang, guru juga mengalami kesulitan dalam memotivasi siswa untuk mengajukan pertanyaan dan menjawab pertanyaan dari guru. Namun itu terjadi pada bebrapa siswa saja, sementara siswa yang lain cukup aktif dalam kegiatan pemebelajaran".

Then in the next question *"Kendala apa yang sering anda hadapi dalam proses belajar mengajar"*, the teacher's answers:

"Alokasi waktu yang terbatas dalam proses KBM mata pelajaran bahasa inggris yang hanya 2 x 45 menit dan pemahaman siswa yang masih sangat terbatas".

The interview result of N2 data can know that teaching method used in teaching English is cooperative learning and inquiry-based learning. The difficulty of N2 in teaching process is because students sometimes do not want to think and are not focused in teaching process. The constraint in implementing Scientific Approach in teaching English is the limited time allocation in teaching English process which is only 2 x 45 minutes and students understanding are still very limited.

3. How to Teachers Deal with the Difficulties in Implementing Scientific Approach in Teaching English

This point researcher explains about how to teachers deal with the difficulties in implementing Scientific Approach in teaching English. After the researcher interviewed systematically, the data presented in the description are below:

a. Result of N1

In this point explains the interview result of N1 about how teachers deal with the difficulties faced in implementing Scientific Approach in teaching English. The interview result such as: students aren't want to try logical thinking, English teaching time is limited, students who are undisciplined (late, playing games, sleepy), still not focus, learning media are less available. Thus, these difficulties and constraints need to be resolved in order to achieve the teaching goal that is expected.

The interview result about how to teachers deal with the difficulties faced in implementing Scientific Approach in teaching English at the question *"Strategi/cara apa yang Anda gunakan untuk mengatasi kesulitan dan kendala dalam proses pembelajaran dengan menggunakan Scientific Approach tersebut?"* teacher's answer:

"Memberikan motivasi kepada siswa ketika mereka menerima pembelajaran ini mereka akan bisa mencapai kompetensi, meyakinkan mereka bisa mencapai kompetensi yang harus dicapai, (game) bermain sambil belajar, bercerita tentang motivasi hidup".

Then, at the question point *"Apakah strategi/cara yang Anda gunakan efektif untuk digunakan di kelas?"*, teacher's answer:

"*Alhamdulillah Berhasil*"

Based on the interview result we can know that how to teachers deal with the difficulties in implementing Scientific Approach in teaching English is by giving motivation and convincing students so that students receive the material well and are able to achieve the competence. Teacher also tries to find other innovations to make students interested in learning such as learning while playing, and tell about life motivation. Sometimes to make students are able to more understanding the material, teacher tries to use other approach who are believed teacher can help absorption of the material to students. This method is more effective used to deal with difficulties in implementing Scientific Approach in teaching English.

b. Result of N2

In addition to obtain NI data, researcher interviewed to obtain N2 data about how to teachers deal with the difficulties faced in implementing Scientific Approach in teaching English. The interview result of N1 such as: students aren't want to try logical thinking, English teaching time is limited, students who are undisciplined (late, playing games, sleepy), still not focus. The constraint faced is the limited time allocation in teaching English which is only 2 x 45 minutes and students understanding are still limited. Thus, the

difficulties and constraints need to be resolved in order to achieve the teaching goal that is expected.

The interview result about how to teachers deal with the difficulties faced in implementing Scientific Approach in teaching English at the question point *"Strategi/cara apa yang Anda gunakan untuk mengatasi kesulitan dan kendala dalam proses pembelajaran dengan menggunakan scientific approach tersebut?"*, teacher's anwer:

"Menginstruksikan kepada siswa untuk mempelajari materi yang akan mereka pelajari dipertemuan berikutnya, agar siswa mempunyai gambaran tentang materi tersebut".

Then, at the question point *"Apakah strategi/cara yang Anda gunakan efektif untuk digunakan dikelas?"*, teacher's answer:

"Jika siswa melakukan apa yang diinstruksikan, strategi tersebut efectif. Namun jika para siswa tidak melakukan apa yang diinstruksikan, strategi tersebut kurang efektif".

Based on interview result we can know that how to teacher (N2) deal with difficulties in implementing Scientific Approach in teaching English by instructing students to learn the material that they will learned at the next meeting, so that students have illustration of the material. It is considered effective if students do well.

Thus, based on N1 and N2 data about how to teachers deal with difficulties in implementing Scientific Approach in teaching English we can conclude by giving motivation to students when they receive this learning and they will be able to achieve the competence, ensuring they can achieve competencies that must be achieved, playing while learning (example: making

games), telling about life motivation, and instructing students to learn the material they will learned at the next meeting.

4. The Benefits of Scientific Approach in Teaching English

In this point, researcher explains the benefits that have been obtained of implementation of Scientific Approach in teaching English. To find out the benefits, researcher interviewed with two English teachers by systematic interview, which is researcher has prepared a set of questions before interviewing. After the researcher interviewed, the researcher obtained some data presented in the description is below:

a. Result of N1

The interview result about the benefits that have been obtained from result of implementation of Scientific Approach at the question point *"Menurut anda apakah Scientific Approach bermanfaat dalam proses pembelajaran bahasa inggris di kelas?"*, teacher's answer:

"Pada kelas tertentu scientific approach berhasil diterapkan, tergantung pada kompetensi yang dicapai. Dengan adanya scientific approach dapat meningkatkan rasa ingin tahu siswa, memotivasi siswa untuk lebih giat belajar, dan meningkatkan ketrampilan berbicara siswa".

Then, at the question point *"Evaluasi apa yang dapat anda berikan terkait penggunaan scientific approach dalam proses pembelajaran bahasa inggris?"*, teacher's answer:

"Salah satu keberhasilan implementasi scientific approach sesuai kurikulm 2013 adalah kretivitas guru. Diharapkan guru dapat membangkitkan rasa ingin tahu siswanya dengan menggunakan media seperti gambar, video dll serta menggunakan metode pembelajaran yang bervariasi ".

Based on the interview result we can conclude that the benefits of implementing Scientific Approach in teaching English is it can improve students' curiosity, motivate students to study hard, and improve students' speaking skill.

To obtain a good benefits of implementation of Scientific Approach in teaching English needs an evaluation. Based on the interview result, the evaluation given to the teachers are expected that teachers can improve students' curiosity by using media such as pictures, videos etc. and using various teaching methods.

b. Result of N2

The interview result about the benefits that have been obtained from result of implementation of Scientific Approach at the question point *"Menurut anda apakah Scientific Approach bermanfaat dalam proses pembelajaran bahasa inggris di kelas?"*, teacher's answer:

"Ya. Manfaatnya antara lain mengajak siswa untuk dapat berfikir kritis, membangun sikap terbuka bagi siswa dan, meningkatkan partisipasi siswa dikelas".

Then, at the question point *"Evaluasi apa yang dapat anda berikan terkait penggunaan Scientific Approach dalam proses pembelajaran bahasa inggris?"*, teacher's answer :

"Diharapkan guru dapat memperkaya bahan pembelajaran dan menciptakan situasi belajar yang memungkinkan setiap siswa mampu berpartisipasi dalam kegiatan pembelajaran sehingga penerapan Scientific Approach dapat dilakukan dengan baik".

Based on the interview result, we can conclude that implementation of Scientific Approach in teaching English is can provide benefit such as ask

students to be able to think critically, develop students' attitude, Improve students' participation in classroom. To obtain a good benefits of implementation of Scientific Approach in teaching English needs an evaluation. Based on the interview result, the evaluation needed to conducted for the teacher is expected to be able to deepen learning materials and create learning situations that allow each students are able to participate in learning activities so that implementation of Scientific Approach could be conducted well.

Thus, based on N1 and N2 data can be concluded that the benefits obtained of implementation of the Scientific Approach in teaching English are can improve students 'curiosity, motivate students to study harder, improve students' speaking skils, ask students are be able to think critically, develop students' attiitude, to student participation in classroom.

C. Discussion

In this point, researcher describes the information that has been obtained and discusses the findings of researcher. In the study there are four questions that will be discussed. The first about implementation of Scientific Approach in teaching English, the difficulties faced by the teachers, how to teachers deal with the difficulties, and the benefits of Scientific Approach.

This researcher is conducted at SMA PGRI 1 Taman Pemalang toward two English teachers. Data collection technique is conducted by interviewing. Researcher uses structured interview and uses a set of questions that arranged before. It will be discussed in this point, there are:

1. **Implementation of Scientific Approach in Teaching English**

   a. **Result of N1**

   Based on Kemendikbud 2013 states that there are five stages in implementing Scientific Approach in teaching English such as observing, questioning, experimenting, associating, and communicating.

   The research result of N1 in implementing Scientific Approach in teaching English, there are:

   1) Observing

   At this stage, the activities that conducted are Reading, Hearing, Listening, Viewing or Sensing (without or with tools). The teacher guides students in observational activity so that to create a conducive and efficient learning situation. The activities are carried out includes observing pictures, observing media or learning tools, observing the surrounding area, listening, reading texts, and seeing using media or learning tools in the form of pictures and reading texts. Thus the result of this study are prove that the teacher has been applied observing stage in teaching process. The teacher applies that is appropriate material to be observed by students. In this case, teacher should train students to be serious, patient, and hope teacher leads them to find and distinguish general and specific information.

   According to Azizah, Ariwidodo and Adriana (2015) that in observing activities the teacher guides students and prepares observation guides like the assignment format. This stage is conducted to maximise the five senses of seeing, hearing, reading, and observing.

2) Questioning

The activities that is conducted at this stage are asking questions about information not understood of what is observed, asking questions to get additional information about what is observed, asking questions fact's information. If there are no students ask questions, the teacher tries to motivate students to provide feedback so that students become more active. This activities are conducted such as making questions based on what they observe by students and making discussions related to the material learned. As explained in Permendikbud Number 81A of 2013, the teacher is able to conduct activities to guide in questioning stage, such as giving students the opportunity to ask about the object of observation and so students can give questions related to the object of observation. according to Atmarizon and Zaim (2016), from the teacher's guidance, students will able to give several questions about the material given. Students' questions are about their misconception material or their curiosity to get additional information. In this stage, the teacher should train students to be creative and are able to give critical questions. If teacher is able to extract students to make questions, then the effectiveness of teaching objective can be achieved. Thus, result of this study is in the existence of interaction between teacher and students can give questions based on their perception.

3) Experimenting

The activities at this stage is conducted such as doing experiments, reading sources other than books, observing objects, doing learning activities, and

sometimes doing interview with sources. The result of this study the teacher has been applied the experimenting step in teaching English. According to Sari (2019) that Teacher always provide opportunities to collect information from books, also from the internet. The teacher has facilitated students to try what they have seen. The activity of this this stage is collecting information in the form of trying, discussing, doing experiments, reading sources other than textbooks, collecting data from sources.

4) Associating

The activities of this is conducted such as finding links in various information collected, finding various patterns of interrelation of information collected, conclusions from various patterns found, information processed to improve knowledge, processing information collected to find solutions from various sources there are differences, processing information gathered to find solutions from various conflicting sources. In this stage the teacher facilitates students to collect information from sources other than textbooks. Then the information that has been obtained can be discussed with a group of friends and then make the conclusion of that information. The result of this study that associating stage is successfully applied by the teacher. The teacher can present material based on empirical data, so that students easily understand the material. Based on the study of Atmarizon and Zaim (2016), teachers are required to lead students to understand the material. Students can find other sources related to the material learned. As explained in Permendikbud Number 81A 2013, that associating stage is a learning activity to process

information collected from the results of these observations. In line with Hosnan (2014), the associating stage is a process to analyze data in the form of categories, determining data or category relationships, and the amount of data analysis results. It means that students should think logically based on empirical data. It can be conducted by looking for information from other sources that are relevant to the information previously discussed. as a result, students are get conclusions about the knowledge contained in information.

5) Communicating

The activities of this stage is conducted are giving observation, giving conclusions. These all of orally, written or other media. In this stage the teacher gives students opportunity to display their work both of group or individually. Teacher motivates students so that they are able to display their work well. The result of this study is the teacher has been implemented the communicating stage in teaching English. As the result of Atmarizon and Zaim (2016) that in communicating stage, the teacher motivates students to display their work in front of the class, asking each group to listen well and provide additional input, explaining the students' work based on the material given, providing feedback on students' performance, asking students to make conclusions. After the group discussion is finished, teachers provide assignments and opportunities for students to show attitudes, skills, and understanding of the substance of learning. This also emphasized by Permendikbud of Number 81A of 2013, communicating is an activity to present the results and conclusions of observation based on analysis in

written, orally or other forms. This step requires students are able to present their work in front of the class. Students are required to express their ideas to share with other friends or group.

b. Result of N2

The research result on the implementation of Scientific Approach in teaching English is conducted to teacher Diana Mulyaningsih S.Pd as teacher English. It will discuss in N2 data, there are:

1) Observing

At the observing stage the activities that is conducted are reading, hearing, and listening and Viewing or Sensing (without or with tools). The teacher uses the media contained in the school environment in accordance with the material being taught. The teacher guides students in the observing stage such as listening to listening, seeing learning media such as pictures and reading texts.

At this stage, the teacher guides students in observational activity so that to create a conducive and efficient learning situation. The activities are carried out includes observing pictures, observing media or learning tools, observing the surrounding area, listening, reading texts, and seeing using media or learning tools in the form of pictures and reading texts. The result of this study is the teacher has been implemented observing stage in teaching English. As explained on the study of Sari (2019) that the teacher guides students in observational activity so that to create a conducive and efficient learning situation. The activities are carried out includes observing pictures,

observing media or learning tools, observing the surrounding area, listening, reading texts, and seeing using media or learning tools in the form of pictures and reading texts. Students make observations by observing the media that has been provided by the teacher such as pictures, reading text, listening, based on teacher's explanation. The teacher uses media that is relevant to the material at the school area.

2) Questioning

The activities that is conducted at this stage are asking questions about information not understood of what is observed, asking questions to get additional information about what is observed, asking questions fact's information. But, asking questions come from the concept and hypothesis aren't conducted. At the questioning stage the teacher always gives students opportunity to ask questions about material that is not yet understood or ask other information that students want to know, besides that the teacher stimulates students by giving additional score if students want to ask. The result of this study is that the teacher has been applied the questioning stage in teaching English. According to the study of Azizah, Ariwidodo and Adriana (2015) that the questioning stage requires student participation, the teacher can motivate students to improve their critical thinking skills and curiosity. Sari (2019) that the teacher gives the opportunity to ask students about material that is not yet understood or additional information that students want to ask. Based on the research result of Azizah, Ariwidodo and Adriana (2015) that the questioning stage requires students' participation, the

teacher can motivate students to improve their critical thinking skills and curiosity. Research result based on Sari (2019) that teacher gives opportunity to ask students about material that is not yet understood or additional information that will be asked by students. The teacher stimulates students to ask questions with the feedback or if there are no students who are ask, the teacher stimulates by giving additional score who are students will ask. At this stage is making question that is related what students observed and doing discussion related to the material learned.

3) Experimenting

At the questioning stage the activities that is conducted are reading sources other than books, observing objects, conducting learning activities. There is no activity such as interview. In this stage, teacher guides students during the learning activity. The result of this study is that teacher has been applied the experiment stage well during the teaching process. This is reinforced that the material given by the teacher, it has been guided students to become scientist by exploring their ideas, investigating to develop understanding of phenomenon, and helping students become more involved and interested at the material learned. As the research study of Hosnan (2014) states that experimenting is a method based on scientific to find the data needed, determine the source of data (objects, documents, books, experiments), and collecting data to make students get more information about the material given by teacher. In addition, it expects students to find resources and get some informations. Then students discuss information that contains the

problem by discussing it with the group. They can get it through reading. Students are also expected to observe their environment and connect information with their learning material. Furthermore, in experimenting, students will be trained to be careful, honest, respectful, and respect other opinions and they are able to communicate with others and get more information. Then students discuss information that contains the problem by discussing it with the group.

4) Associating

At the associating stage, the activities that is conducted are finding links between various information collected, conclusion of the various patterns found, add the far-ranging information and development of knowledge, processing information collected to find solutions of various sources that there is difference and sources in conflict. And there is no activity such as finding pattern that related to the several information collected. The facilities used by students in collecting data are using worksheets and clippings that have been made by students before learning activities, the teacher also facilitates students to get information from other sources such as the internet. Then, the information that has been collected is discussed and make conclusion. The result of this study are the teacher has been applied the associating stage in teaching English. In accordance with Sari (2019) at the associating stage that teacher guides students to connect the findings in who are appropriate with the question categories so that it can be made into complete information or conclusion by discussing with group friends.

Students and teachers conduct discussions to summarize information that already obtained by students. The teacher guides students to connect information that has been obtained by students to become complete information or make conclusion from data or information that has been obtained by students by doing question and answer session.

5) Communicating

At the communicating stage, the activities that is conducted are providing verbal observation in writing or other media and providing conclusion based on orally, written or other media analysis. At this stage students express their work both orally and in written which is conducted individually or in groups. The research result of this study is the teacher has been implemented the communicating stage in teaching English. As the research result of Azizah, Ariwidodo and Adriana, (2015) that communicating activities aims to develop the skills to present and present knowledge both orally and written. Its not only the ability to communicate but also the problems and success experienced in teaching process. Based on Sari (2019) that the communicating stage, the teacher gives the opportunity for students to express their work orally or written which are conducted individually or in groups. The teacher always motivates students to be confident to present their work. If students' work is made in groups, then students who are less active in the group that is present work both of the bench or in front of the class. It is intended that all students have a role in the group.

Based on the research result of N1 and N2 related the implementation of scientific approach in teaching English. In this study there are five stages of Scientific Approach, namely observing, questioning, experimenting, associating, and communicating. The research result of this study, it can be seen that the fifth stages of Scientific Approach has been applied by English teachers at SMA PGRI 1 Taman Pemalang.

2. **Difficulties Faced by Teachers in Implementing Scientific Approach in Teaching English**

In this point, researcher will discuss the research result on the difficulties faced by teachers in implementing Scientific Approach in teaching English which is conducted two English teachers, N1 and N2.

The research result of NI is are teacher experiences difficulties in making students active and confident in teaching process, students will not to think critically and logically as a result they become less developed and can make them miss with students' active. Thus as a teacher should try to utilize the use other approach so students understand the competencies that should be achieved. While the constraint that faced in implementing Scientific Approach is the limited time allocation and sometimes students are coming late, playing games, getting sleepy so that they are not focus on learning. Another constraint is the lack of English teaching media so that the material is less effective given to students.

The research result of N2 is teacher experiences difficulties to motivate students to ask questions and answer questions from the teacher. Sometimes

students do not want to think and are not focused in participating in teaching English. Students who are not active in the classroom become less developed. While the constraint in implementing Scientific Approach is the limited time allocation, which is only 2 x 45 minutes and students' understanding are still limited.

The research study based on N1 and N2 based on Sofyan that in implementing Scientific Approach in the process of learning English the teacher has difficulties in asking students to make questions, difficulties in motivating students to work independently, difficulties in asking students to analyze material, and difficulties in motivating students to present the results of their work.

There are several factors that influence the difficulties of teachers in implementing Scientific Approach in teaching English include: lack of students' critical thinking, difficulties in finding answers, students' inability to analyze material, and lack of vocabulary mastery. This happens, the first: students are still influenced by language teaching methods that focus on aspects of the structure and understanding of reading so students still experience difficulties in productive language skills. Second: the previous student's education are still influenced by the teachers who are centered on the method, so that as a result the students' critical thinking are hampered. Third: the environment around the students does not allow them to practice English, thus they are not motivate to practice and become students' passive.

Research result in accordance with Nugraha and Suherdi (2017) that another problem in implementing Scientific Approach in teaching English is the time

allocation planned in lesson plan sometimes cannot be used exactly. Thus, the challenge for teachers are to make learning effectively so that Scientific Approach stage can be conducted.

3. How to Teachers Deal with Difficulties in Implementing Scientific Approach

In this point, researcher will discuss the research result about how teachers deal with difficulties in implementing Scientific Approach in teaching English which is conducted two English teachers namely Agustin Dwi Restuti S.Pd (N1) and Diana Mulyaningsih S.Pd (N2). Data is collected by interview.

The research result of N1 is by providing motivation and convincing students so that students receive the material well and can achieve competence. The teacher also tries to find other innovations to make students interested in learning activity such as making a game in order learning while playing, and tell about life motivation. Sometimes to make students more understand the material, teacher tries to use other approach that teacher believes can help absorb the material to students. This method is effectively used to deal with difficulties in implementing Scientific Approach in teaching English.

The research result of N2 is instruct students to learn the material they will learn in the next meeting, so students have an illustration of the material. This method is considered effective if students do well.

Scientific Approach is a new approach in teaching English, therefore implementation of Scientific Approach to teaching English in the 2013 curriculum

raises several constraint in its implementation. According to Sofyan (2016) that the contraints and difficulties of the teacher are able to deal with various eforts such as improve teachers' understanding of Scientific Approach so that teachers can implement English learning by using Scientific Approach. One of the keys to success that determines the success of the implementation of the 2013 curriculum is the creativity of the teacher, because the teacher is an important factor that becomes big influence, even it is more determine the success of students in learning. Therefore, eforts that can be conducted to deal with the constraints that arise in the implementation of the 2013 Curriculum are from the creativity of the teacher. Teachers are expected to try and develop their curiosity through media such as pictures, realia, video conversations, and give opportunity to think and ask questions related to the material.

The research result of this study is supported by Mulyasa (2013) that implementation of the 2013 Curriculum can be succeed in several things that need to be considered, namely: (1). Using a variety of methods (2). Providing different tasks for each student (3). Classifying students based on their abilities, and adapted to the subjects (4). Modifying and enriching learning materials (5). Contact a specialist, if there are students who have abnormalities (6). Using variety procedures for making assessment and report (7). Understanding that students do not develop at the same celerity (8). Developing a learning situation that allows each student work does of their respective abilities in each lesson, and (9). trying the involvement of students in various learning activities.

4. The Benefits of Scientific Approach in Teaching English

In this point, researcher will discuss the research result about the benefits of Scientific Approach in teaching English is conducted two English teachers, Agustin Dwi Restuti S.Pd (N1) and Diana Mulyaningsih S.Pd (N2). Data is collected by interview.

The research result of N1 is able to improve students' curiosity, motivate students to study hard, and improve students' speaking skills.

To obtain good benefits of implementation of Scientific Approach in teaching English needs there is an evaluation. Based on the interview result, the evaluation given is it is expected that teacher can develop students' curiosity by using media such as pictures, videos and using various teaching methods etc.

The research result of N2 is able to ask students are be able to think critically, develop students' mindset, improve students' participation in the classroom.

To obtain good benefits of implementation of Scientific Approach in teaching English needs there is an evaluation. The evalution that is need to be conducted is teacher is expected be able to develop learning material and create learning situations that allow each students are able to participate in teaching activities so that implementation of Scientific Approach is conducted well.

Based on the research result of N1 data and N2 about the benefits of Scientific Approach in accordance with Ardika, 2015 that Scientific Approach makes the learning process in the classroom more interesting because activities such as observing, questioning, experimenting, associating, and communicating, Scientific Approach make a close relationship between teachers and students

because students become more open and active in the classroom, and Scientific

Approach makes students more easy to understand material from the teachers.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter consists of two points. The first point refers to conclusion of this research. The second point refers to suggestion for the teacher, students and researcher.

A.   Conclusion

This study tries to determine the implementation of Scientific Approach in teaching English in SMA PGRI 1 Taman Pemalang. To achieve this objective, researcher obtained data by interviewing toward two English teachers who are in SMA PGRI 1 Taman Pemalang. Instruments used are interview sheet that consist of several questions for conducting interview. The research results that researcher have been obtained can be concluded as follows:

The teachers have applied five stages of Scientific Approach, They are:

The results of this study that researcher obtained through interviews. Learning activities using Scientific Approach that includes observing, questioning, experimenting, associating, and communicating The results of the research can be concluded that the five stages of the Scientific Approach have been applied by English teachers in SMA PGRI 1 Taman Pemalang.

The results of the study that researcher obtained about difficulties faced by two English teachers (N1 & N2) in implementing of Scientific Approach in teaching English are good but not optimal because sometimes the teachers still uses the conventional method who teachers give more explanation about material to students and they passively involved in teaching English.

The result of this study that researcher obtained about how teachers deal with difficulties in implementing Scientific Approach in teaching English are provide motivation and convince students so that students receive the material well, the teacher tries to find other innovations to make students interested in learning, instruct students to learn the material they will learn in the next meeting, so that students have an illustration of the material.

The results of the study that researcher obtained about the benefits of implementation of Scientific Approach includes teachers are able to improve students' curiosity, motivate students to study hard, improving students' speaking skills, students are able to think critically, and improving students' participation in classroom.

B.   Suggestions

Based on the research result that researcher obtained, researcher have suggestions that related, namely:

1. For teachers

The researcher suggests that teachers are able to:

a. Expanding teachers' perception of Scientific Approach

b. Applying Scientific Approach effectively in teaching English to achieve teaching goals.

c. Before the learning process teachers should prepare lesson plan, methods, strategies, and teaching media so that the teaching process occur well.

d. Improving creativity so that in teaching process students more understanding the material given and the learning process becomes more interesting and exciting.

2. For students

Researcher has a suggestion for students to be more active in teaching English and to improve the ability to be more understanding the learning material that has been learned in teaching process.

3. For the next researcher

The researcher suggests that the next researcher is able to research Scientific Approach by far-ranging discussion, so that the research results are more favorable and can be applied a broad area. There are still more aspects that can be analyzed about Scientific Approach, especially in teaching English.

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APPENDIX 1

List of Interview

DAFTAR PERTANYAAN WAWANCARA

Hari/Tanggal   :

Nama Guru   :

1. Berapa kelas yang anda ajar di SMA PGRI 1 Pemalang?

2. Bagaimana anda mengetahui bahwa kelas yang anda ajar mengerti dan memahami materi ?

3. Kurikulum apa yang saat ini anda gunakan di SMA PGRI 1 Pemalang?

4. Apakah RPP yang anda buat menggunakan pendekatan saintifik sesuai dalam kurikulum 2013?

5. Apakah anda menyesuaikan RPP yang anda buat dalam mengajar di kelas?

6. Metode apa yang anda gunakan saat mengajar di kelas, cooperative learning, problem-based learning, atau inquiry-based learning ?

7. Apakah model pembelajaran tersebut diterapkan di setiap RPP yang anda buat?

8. Bagaimana anda menerapkan model pembelajaran tersebut? Jelaskan!

9. Model pembelajaran apa yang sering anda gunakan? Kenapa?

10. Dalam menerapkan kegiatan/ aktivitas pembelajaran berbasis saintifik, apakah anda menerapkan langkah-langkah berikut? Mohon beri tanda √ pada pilihan (Ya atau Tidak).

Aspek Scientific Approach	Aktivitas Pembelajaran	Options	
		Ya	Tidak
Observing	1. Reading 2. Hearing 3. Listening 4. Viewing or Sensing (without or with tool)		
Questioning	6. Mengajukan pertanyaan tentang informasi tidak dipahami dari apa yang diamati 7. Mengajukan pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati 8. Mengajukan pertanyaan yang berasal dari fakta 9. Mengajukan pertanyaan yang berasal dari konsep 10. Mengajukan pertanyaan yang berasal dari hipotesis		
Experimenting	11. Melakukan eksperimen 12. Membaca sumber selain buku 13. Mengamati benda / peristiwa 14. Aktivitas (aktivitas belajar) 15. Wawancara dengan narasumber		
Associating	16. Menemukan tautan di antara berbagai informasi dikumpulkan 17. Menemukan pola keterkaitan berbagai informasi yang dikumpulkan 18. Kesimpulan dari pola berbagi yang ditemukan 19. Informasi diproses untuk menambah luasnya dan kedalaman pengetahuan 20. Pemrosesan informasi yang dikumpulkan untuk mencari solusi dari berbagai sumber yang terdapat perbedaan 21. Memproses informasi yang dikumpulkan untuk pencarian solusi dari berbagai		

	sumber yang bertentangan		
Communicating	22. Memberikan hasil pengamatan secara lisan, dalam menulis atau media lain 23. Memberikan kesimpulan berdasarkan analisis lisan, tertulis atau media lainnya		

11. Apakah anda pernah merasakan kesulitan dalam proses pembelajaran menggunakan Scientific Approach?

12. Kendala apa yang sering anda hadapi dalam proses belajar mengajar?

13. Strategi/cara apa yang Anda gunakan untuk mengatasi kesulitan dan kendala dalam proses pembelajaran dengan menggunakan SscientificApproach tersebut?

14. Apakah strategi/cara yang Anda gunakan efektif untuk digunakan di kelas?

15. Menurut anda apakah Scientific Approach bermanfaat dalam proses pembelajaran bahasa inggris di kelas?

16. Evaluasi apa yang dapat anda berikan terkait penggunaan Scientific Approach dalam proses pembelajaran bahasa inggris?

APPENDIX 2

Interview Result of Teacher 1

APPENDIX 2: INTERVIEW RESULT OF TEACHER 1 (N1)

HASIL WAWANCARA GURU 1(N1)

Hari/Tanggal   : Selasa, 23 Juni 2020

Nama Guru   : Agustin Dwi Restuti, S.Pd (N1)

1. Berapa kelas yang anda ajar di SMA PGRI 1 Pemalang? *Lima Kelas.*

2. Bagaimana anda mengetahui bahwa kelas yang anda ajar mengerti dan memahami materi ? *Siswa dapat menggunakan materi yang sudah diajarkan sesuai fungsi,konsep dan definisi dan mereka terapkan dalam kehidupan sehari-hari.*

3. Kurikulum apa yang saat ini anda gunakan di SMA PGRI 1 Pemalang? *KURTILAS REVISI 2018.*

4. Apakah RPP yang anda buat menggunakan pendekatan saintifik sesuai dalam kurikulum 2013? *Belum tentu. berusaha mengajar dengan memberikan contoh yang disesuaikan dengan situasi kelas tersebut.*

5. Apakah anda menyesuaikan RPP yang anda buat dalam mengajar di kelas? *Iya.*

6. Metode apa yang anda gunakan saat mengajar di kelas, cooperative learning, problem-based learning, atau inquiry-based learning ? *Ketiga metode pembelajaran tersebut saya gunakan dengan menyesuaikan kompetensi yang akan dicapai kemudian dengan menyesuaikan metode yang tepat untuk diterapkan.*

7. Apakah model pembelajaran tersebut diterapkan di setiap RPP yang anda buat? *Iya.*

8. Bagaimana anda menerapkan model pembelajaran tersebut? Jelaskan!

   Dengan melihat silabus tersedia, saya memilah dan mimemilih model pembelajaran dengan menyesuaikan RPP yang ada, misalnya ketika saya mengajar materi tentang "Descriptive Text" berkaitan dengan tempat/bangunan bersejarah di duniais dengan menerapkan metode pembelajaran Discovery Learning, yaitu:

   - *Guru memberikan stimulus gambar bangunan bersejarah (Descriptive Text).*

   - *Guru menanyakan kepada siswa nama-nama bangunan bersejarah di dunia.*

   - *Guru membagi kelompok, masing-masing grup diberi 1 gambar. Contoh: Menara Eifel, Spinx, Makkah, Borobudur dll.*

   - *Satu grup diberikan 1 gambar untuk didiskusikan bersama sesuai intruksi dari guru.*

   - *Setelah selesai masing-masing kelompok mempresentasikan hasil diskusi mereka dengan gambar yg sudah diberikan.*

9. Model pembelajaran apa yang sering anda gunakan? Kenapa?

   Cooperative Learning. Karena siswa cenderung berfikir kreatif sistematis dan logis sehingga ketika mereka berada di lingkungan masyarakat, mereka akan lebih sadar dan merespon lebih cepat menyelesaikan permasalahan yg ada. Contoh dalam pembelajaran

materi "song" (lagu dalam bahasa inggris) mereka menemukan permasalahan yaitu banyak kosakata bahasa inggris yang artinya berbeda dengan yang ada di kamus, tetapi mereka lebih kreatif dengan menyesuaikan isi dari makna lagu tersebut, mencari tema dan hikmah dari sebuah lagu bahasa inggris kemudian mereka menyanyikan dengan bagus.

10. Dalam menerapkan kegiatan/aktivitas pembelajaran berbasis saintifik, apakah anda menerapkan langkah-langkah berikut? Mohon beri tanda √ pada pilihan (Ya atau Tidak).

Aspek Scientific Approach	Aktivitas Pembelajaran	Options	
		Ya	Tidak
Observing	1. Reading	√	
	2. Hearing	√	
	3. Listening	√	
	4. Viewing or Sensing (without or with tool)	√	
Questioning	5. Mengajukan pertanyaan tentang informasi tidak dipahami dari apa yang diamati	√	
	6. Mengajukan pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati	√	
	7. Mengajukan pertanyaan yang berasal dari fakta	√	
	8. Mengajukan pertanyaan yang berasal dari konsep		√
	9. Mengajukan pertanyaan yang berasal dari hipotesis		√
Experimenting	10. Melakukan eksperimen	√	
	11. Membaca sumber selain buku	√	

		√	
	12. Mengamati benda / peristiwa	√	
	13. Aktivitas (aktivitas belajar)	√	
	14. Wawancara dengan narasumber		√
Associating	15. Menemukan tautan di antara berbagai informasi dikumpulkan	√	
	16. Menemukan pola keterkaitan berbagai informasi yang dikumpulkan	√	
	17. Kesimpulan dari pola berbagi yang ditemukan	√	
	18. Informasi diproses untuk menambah luasnya dan kedalaman pengetahuan	√	
	19. Pemrosesan informasi yang dikumpulkan untuk mencari solusi dari berbagai sumber yang terdapat perbedaan	√	
	20. Memproses informasi yang dikumpulkan untuk pencarian solusi dari berbagai sumber yang bertentangan	√	
Communicating	21. Memberikan hasil pengamatan secara lisan, dalam menulis atau media lain	√	
	22. Memberikan kesimpulan berdasarkan analisis lisan, tertulis atau media lainnya	√	

11. Apakah anda pernah merasakan kesulitan dalam proses pembelajaran menggunakan scientific approach? *Di beberapa kelas tertentu iya, karena siswa sendiri belum mau berpikir keras untuk mencoba berpikir logis sesuai yang diminta oleh pemerintah. Kurangnya siswa untuk berpikir lebih keras membuat guru mengalami keslitan untuk bekerja secara mandiri, kurang dalam menguasai kosa kata, dan kesulitan dalam mengajak siswa untuk mempresentasikan hasil belajar. Namun, sebagai*

guru berusaha memanfaatkan penggunaan pendekatan lain agar siswa memahami kompetensi yang seharusnya dicapai.

12. Kendala apa yang sering anda hadapi dalam proses belajar mengajar? *Waktu pembelajaran bahasa inggris yang sangat terbatas, Siswa yang kurang disiplin (terlambat, main game,mengantuk),kurang fokus,media pembelajaran kurang tersedia.*

13. Strategi/cara apa yang Anda gunakan untuk mengatasi kesulitan dan kendala dalam proses pembelajaran dengan menggunakan scientific approach tersebut? *Memberikan motivasi kepada siswa ketika mereka menerima pembelajaran ini mereka akan bisa mencapai kompetensi,meyakinkan mereka bisa mencapai kompetens yang harus dicapai, (game)bermain sambil belajar, bercerita tentang motivasi hidup.*

14. Apakah strategi/cara yang Anda gunakan efektif untuk digunakan di kelas? *Alhamdulilah berhasil.*

15. Menurut anda apakah scientific approach bermanfaat dalam proses pembelajaran bahasa inggris di kelas? *Pada kelas tertentu scientific approach berhasil diterapkan, tergantung pada kompetensi yang dicapai. Dengan adanya scientific approach dapat meningkatkan rasa ingin tahu siswa, memotivasi siswa untuk lebih giat belajar, dan meningkatkan ketrampilan berbicara siswa.*

16. Evaluasi apa yang dapat anda berikan terkait penggunaan scientific approach dalam proses pembelajaran bahasa inggris?*Salah satu keberhasilan implementasi Scientific Approach sesuai kurikulum 2013*

adalah kreativitas guru. Diharapkan guru dapat membangkitkan rasa ingin tahu siswanya dengan menggunakan media seperti gambar, video dll serta menggunakan metode pembelajaran yang bervariasi.

APPENDIX 3

Interview Result of Teacher 2

APPENDIX 3: INTERVIEW RESULT OF TEACHERS 2(N2)

HASIL WAWANCARA GURU 2 (N2)

Hari/Tanggal   : Kamis, 25 Juni 2020

Name Guru   : Diana Mulyaningsih, S.Pd (N2)

1. Berapa kelas yang anda ajar di SMA PGRI 1 Pemalang?***7***

2. Bagaimana anda mengetahui bahwa kelas yang anda ajar mengerti dan memahami materi ?***Melakukan tanya jawab dengan siswa, jika siswa bisa menjawab dengan benar, berarti siswa sudah memahami materi dan memperhatikan hasil tugas atau tes para siswa.***

3. Kurikulum apa yang saat ini anda gunakan di SMA PGRI 1 Pemalang? ***Kurikulum 2013 Revisi.***

4. Apakah RPP yang anda buat menggunakan pendekatan saintifik sesuai dalam kurikulum 2013? ***Ya.***

5. Apakah anda menggunakan RPP berbasis pendekatan saintifik dalam mengajar di kelas? ***Ya.***

6. Metode atau model pembelajaran apa yang anda gunakan saat mengajar di kelas, cooperative learning, problem-based learning, atau inquiry-based learning? ***Cooperative learning dan inquiry-based learning.***

7. Apakah model pembelajaran tersebut diterapkan di setiap RPP yang anda buat? ***Ya.***

8. Bagaimana anda menerapkan model pembelajaran tersebut? Jelaskan!

a. *Siswa diberi pertaanyaan secara umum yang berkaitan dengan materi yang akan disampaikan dan dikaitkan dengan pengalaman mereka. Bertujuan supaya siswa mempunyai bayangan tentang materi yang akan disampaikan. Pertanyaan tersebut dilontarkan secara klasikal. Contoh guru memberikan materi mengenai Recount Text, kemudian guru menjelaskan apa itu Recount Text, maksud dan dan tujuan dari Recount Text dan Generic structure dari Recount Text tersebut. Apabila siswa masih belum jelas, guru memberikan contoh text dari materi tersebut kemudian dijelaskan.*

b. *Siswa diintruksikan untuk membuat kelompok atau berpasangan untuk menjawab pertanyaan dari materi tersebut. Contoh guru memberikan jenis-jenis dari Recount Text diantaranya: Personal Recount Text, Historical Recount Text, dan Biographical Recount Text. Dari ketiga jenis text tersebut guru memberikan kelompok 1 s.d 3 begitu juga 4 s.d 6. Jika salah satu kelompok sudah menemukan info jenis text tersebut, mereka melaporkan hasil dengan cara menulis dikertas manila kemudian ditempelkan di tembok atau mading dan salah satu kelompok berdiri di dekat gambar tersebut sedangkan kelompok yang lainnya mencari informasi. Jika yang mereka cari hasilnya*

sama, siswa diintruksikan untuk mencari perbedaannya supaya ada interacting.

c. *Siswa melaporkan hasil diskusi mereka/menampilkan dialog mereka di depan teman-temannya supaya guru mengetahui hasil dari kerja kelompok sisswa.*

9. Model pembelajaran apa yang sering anda gunakan? Kenapa?

a. *Cooperative Learning: Membuat proses belajar mengajar menjadi efektif dan efisien. Ada kerjasama antar siswa dan mereka tidak hanya memperoleh hasil materi dari guru akan tetapi memperoleh hasil dari sumber lain seperti: diskusi dengan teman, internet dan dari buku-buku yang mereka baca.*

b. *Contextual Teaching-Learning: Model pembelajaran tersebut saya gunakan karena ada hubungan antara materi yang mereka pelajari dengan kehidupan mereka sehari-hari seperti contoh:*

c. *Recount Text(Personal Recount Text) jenis text tersebut membahas pengalaman pribadi, aktivitas, liburan dll. Kemudian guru membawa fikiran mereaka ke cerita mereka sendiri supaya ada hubungan antara jenis materi tersebut dengan cerita mereka masing-masing.*

10. Dalam menerapkan kegiatan/aktivitas pembelajaran berbasis saintifik, apakah anda menerapkan langkah-langkah berikut? Mohon beri tanda √ pada pilihan (Ya atau Tidak).

Aspek Scientific Approach	Aktivitas Pembelajaran	Options	
		Ya	Tidak
Observing	1. Reading	√	
	2. Hearing	√	
	3. Listening	√	
	4. Viewing or Sensing (without or with tool)	√	
Questioning	5. Mengajukan pertanyaan tentang informasi tidak dipahami dari apa yang diamati	√	
	6. Mengajukan pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati	√	
	7. Mengajukan pertanyaan yang berasal dari fakta	√	
	8. Mengajukan pertanyaan yang berasal dari konsep		√
	9. Mengajukan pertanyaan yang berasal dari hipotesis		√
Experimenting	10. Melakukan eksperimen		√
	11. Membaca sumber selain buku	√	
	12. Mengamati benda / peristiwa	√	
	13. Aktivitas (aktivitas belajar)	√	
	14. Wawancara dengan narasumber		√
Associating	15. Menemukan tautan di antara berbagai informasi dikumpulkan	√	
	16. Menemukan pola keterkaitan berbagai informasi yang dikumpulkan		√
	17. Kesimpulan dari pola berbagi yang ditemukan	√	
	18. Informasi diproses untuk menambah luasnya dan kedalaman pengetahuan	√	
	19. Pemrosesan informasi yang dikumpulkan untuk mencari solusi	√	

	dari berbagai sumber yang terdapat perbedaan 20. Memproses informasi yang dikumpulkan untuk pencarian solusi dari berbagai sumber yang bertentangan	√	
Commnicating	21. Memberikan hasil pengamatan secara lisan, dalam menulis atau media lain 22. Memberikan kesimpulan berdasarkan analisis lisan, tertulis atau media lainnya	√ √	

11. Apakah anda pernah merasakan kesulitan dalam proses pembelajaran menggunakan Scientific Approach? *Ya karena murid terkadang tidak mau untuk berfikir dan tidak fokus dalam mengikuti pembelajaran bahasa inggris. Siswa yang tidak aktif didalam kelas menjadi kurang berkembang, guru juga mengalami kesulitan dalam memotivasi siswa untuk mengajukan pertanyaan dan menjawab pertanyaan dari guru. Namun itu terjadi pada bebrapa siswa saja, sementara siswa yang lain cukup aktif dalam kegiatan pemebelajaran.*

12. Kendala apa yang sering anda hadapi dalam proses belajar mengajar?*Alokasi waktu yang terbatas dalam proses KBM maple bahasa inggris yang hanya 2 x 45 menit dan pemahaman siswa yang masih sangat terbatas*.

13. Strategi/cara apa yang Anda gunakan untuk mengatasi kesulitan dan kendala dalam proses pembelajaran dengan menggunakan Scientific Approach tersebut? *Menginstruksikan kepada siswa untuk mempelajari*

materi yang akan mereka pelajari di pertemuan berikutnya, agar siswa mempunyai gambaran tentang materi tersebut.

14. Apakah strategi/cara yang Anda gunakan efektif untuk digunakan dikelas? *Jika siswa melakukan apa yang diinstruksikan, strategi tersebut efectif. Namun jika para siswa tidak melakukan apa yang diinstruksikan, strategi tersebut kurang efektif.*

15. Menurut anda apakah Scientific Approach bermanfaat dalam proses pembelajaran bahasa inggris di kelas? *Ya. Manfaatnya antara lain mengajak siswa untuk dapat berfikir kritis, membangun sikap terbuka bagi siswa, meningkatkan partisipasi siswa dikelas.*

16. Evaluasi apa yang dapat anda berikan terkait penggunaan Scientific Approach dalam proses pembelajaran bahasa inggris? *Diharapkan guru dapat memperkaya bahan pembelajaran dan menciptakan situasi belajar yang memungkinkan setiap siswa mampu berpartisipasi dalam kegiatan pembelajaran sehingga penerapan scientific approach dapat dilakukan dengan baik.*

APPENDIX 4

Experiment Letter

SURAT–KETERANGAN

Nomor : 09/ / 103.27 / SMA PGRI 1 / HM / 2020

Yang bertanda tangan di bawah ini, Kepala SMA PGRI 1 Taman Pemalang menerangkan dengan sebenarnya bahwa :

N a m a	:	SYAIFUL HAMAM
NPM	:	1616500050
Program Study	:	Pendidikan Bahasa Inggris
Tempat	:	SMA PGRI 1 Taman Pemalang
Judul	:	

" AN ANALYSIS TEACHERS' IMPLEMENTATION OF SCIENTATIFIC APPROACH IN TEACHING ENGLISH FOR ELEVENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL ".

Adalah benar bahwa yang bersangkutan melakukan penelitian dalam penyusunan Skripsi Strata I FKIP UPS Tegal, dari tanggal 6 April s/d 25 Juni 2020 pada Mata Pelajaran Bahasa Inggris.

Demikian Surat Keterangan ini kami buat dengan sesungguhnya untuk dapat dipergunakan sebagaimana mestinya.

Pemalang, 29 Juni 2020
Kepala SMA PGRI 1 Taman Pemalang

Drs. MAKNUN ANDRIANSAH, M.A

Nomor   : OIS PBA FKIP UPS II 2020   Tegal, 14 February 2020
Lampiran   : 1 Lembar
Perihal   : *Permohonan Izin Studi Lapangan (Penelitian)*

Yth. Kepala

SMA PGRI 01 TAMAN PEMALANG

di -

Tempat

Dengan hormat kami mohon kiranya Bapak/Ibu berkenan memberikan izin kepada mahasiswa kami,

Nama	:	Syaiful Hamam
NPM	:	1616500050
Program Studi	:	Pendidikan Bahasa Inggris
Maksud	:	Studi lapangan/observasi awal dalam rangka Penyusunan Skripsi Strata 1 FKIP UPS Tegal.
Judul	:	

"AN ANALYSIS TEACHERS' IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH LEARNING PROCESS"

Pembimbing I   : Yulia Nur Ekawati, M.Pd

          II   : Drs. H. Masfuad ES, M.Pd

Selanjutnya, kami mohon kiranya Bapak/Ibu berkenan memberi bimbingan dan arahan agar mahasiswa kami tersebut dapat menyelesaikan skripsi dan studi dengan baik.

Demikian, atas bantuan dan kerjasamanya, disampaikan terima kasih.

a.n. Dekan,
Wakil Dekan I Bid. Akademik,

Dr. Suriswo, M.Pd.
NIPY 12951631967

Catatan :
Melampirkan Fotocopy Lembar Pengesahan Proposal

YAYASAN PENDIDIKAN PANCASAKTI TEGAL
UNIVERSITAS PANCASAKTI TEGAL
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGDI : PPKN, PBSI, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONSELING,
PEND. EKONOMI., PEND. IPA DAN PPG
SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

BERITA ACARA UJIAN SKRIPSI
No : 290/K/A-2/FKIP/UPS/VIII/2020

Dengan ini Dewan Penguji Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas
Pancasakti Tegal berdasarkan Surat Keputusan Dekan Fakultas Keguruan dan Ilmu
Pendidikan Universitas Pancasakti Tegal Nomor : 290/K/A-2/FKIP/UPS/VIII/2020 tanggal
6 Juli 2020 menyatakan bahwa pada hari Rabu 5 Agustus 2020 pukul 08.00 WIB sampai
dengan selesai telah dilaksanakan Ujian Skripsi Mahasiswa FKIP UPS Tegal:

Nama	: Syaiful Hamam
NPM	: 1616500050
Progdi	: Pendidikan Bahasa Inggris
Judul Skripsi	: An Analysis of Teachers' Implementation of Scientific Approach in Teaching English
Nilai	: Angka 85 Huruf A
Keterangan	: - LULUS

Demikian berita acara ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Tegal, 5 Agustus 2020
Tim Penguji,

1. Ketua
   Nama : Dr. Suriswo, M.Pd
   NIDN : 0616036701
   Pangkat/Golongan : Penata/IIIc
   Jabatan : Lektor

2. Sekretaris
   Nama : Yuvita, M.Pd
   NIDN : 0601077705
   Pangkat/Golongan : Penata Muda Tk. 1/IIIb
   Jabatan : Lektor

3. Penguji I
   Nama : Drs. JCS. Pradjarto, M.Pd
   NIDN : 8840130016
   Pangkat/Golongan : Penata Muda Tk. 1/IIIb
   Jabatan : Lektor Kepala

4. Penguji II/Pembimbing II
   Nama : Drs. H. Masfuad ES, M.Pd
   NIDN : 0630086302
   Pangkat/Golongan : Penata Muda Tk. 1/IIIc
   Jabatan : Lektor

5. Penguji III/Pembimbing I
   Nama : Yulia Nur Ekawati, M.Pd
   NIDN : 0628078402
   Pangkat/Golongan : Penata Muda Tk. 1/IIIc
   Jabatan : Lektor

Mengetahui,
Dekan FKIP,
Wakil Dekan I

Dr. Suriswo, M.Pd
NIDN. 0616036701

YAYASAN PENDIDIKAN PANCASAKTI TEGAL
UNIVERSITAS PANCASAKTI TEGAL
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN
PROGDI : PPKN, PBSI, PBI, PEND. MATEMATIKA, BIMBINGAN DAN KONSELING.
PEND. EKONOMI., PEND. IPA DAN PPG
SEKRETARIAT : JL. HALMAHERA KM. 1 TELP. (0283) 357122 TEGAL

BERITA ACARA BIMBINGAN SKRIPSI

Dengan ini Komisi Pembimbing Skripsi Program Studi Pendidikan Bahasa Inggris Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal, yang terdiri atas :

1. Pembimbing I
   Nama : Yulia Nur Ekawati, M.Pd
   NIDN : 0628078402
   Pangkat/Golongan : Penata Muda Tk. 1/IIIc
   Jabatan : Lektor
2. Pembimbing II
   Nama : Drs. H. Masfuad ES, M.Pd
   NIDN : 0630086302
   Pangkat/Golongan : Penata Muda Tk. 1/IIIc
   Jabatan : Lektor

Menyatakan bahwa mahasiswa berikut ini :
   Nama : Syaiful Hamam
   NPM : 1616500050
   Progdi : **Pendidikan Bahasa Inggris**

Telah Menyelesaikan skripsi dengan judul :
An Analysis of Teachers' Implementation of Scientific Approach in Teaching English

Dan telah menyelesaikan pelaksanaan sebagai berikut :

NO	TAHAPAN	TANGGAL PELAKSANAAN
1	Pengajuan Judul	6 Januari 2020
2	Penulisan Proposal	21Februari 2020
3	Pelaksanaan Penelitian	20 April 2020
4	Pengumpulan Data	20 April- 25 Juni 2020
5	Analisis Data	27 Juli 2020
6	Penyusunan Laporan Skripsi	4 Juli 2020

Skripsi tersebut telah dipertahankan di hadapan Dewan Penguji Skripsi Fakultas Keguruan dan Ilmu Pendidikan Universitas Pancasakti Tegal pada hari Raabu, 5 Agustus 2020.

Demikian Berita Acara Bimbingan Skripsi ini dibuat untuk diketahui dan dipergunakan sebagaimana mestinya.

Pembimbing I

Tegal, 5 Agustus 2020
Pembimbing II

Yulia Nur Ekawati, M.Pd
NIDN. 0628078402

Drs. H. Masfuad ES, M.Pd
NIDN. 0630086302

Mengetahui,
a.n Dekan FKIP,
Wakil Dekan I

Dr. Suriswo. M.Pd
NIDN. 0616036701

APPENDIX 5

Documentation of the Research

APPENDIX 5: DOCUMENTATION OF THE RESEARCH

DOKUMENTASI PENELITIAN

Dokumentasi penelitian dengan guru 1(N1) Selasa 23 Juni 2020

Dokumentasi penelitian dengan guru 2(N2) kamis 25 Juni 2020

Hasil Screenshot WhatsApp Wawancara dengan guru 1 (N1)

6 Maret 2020
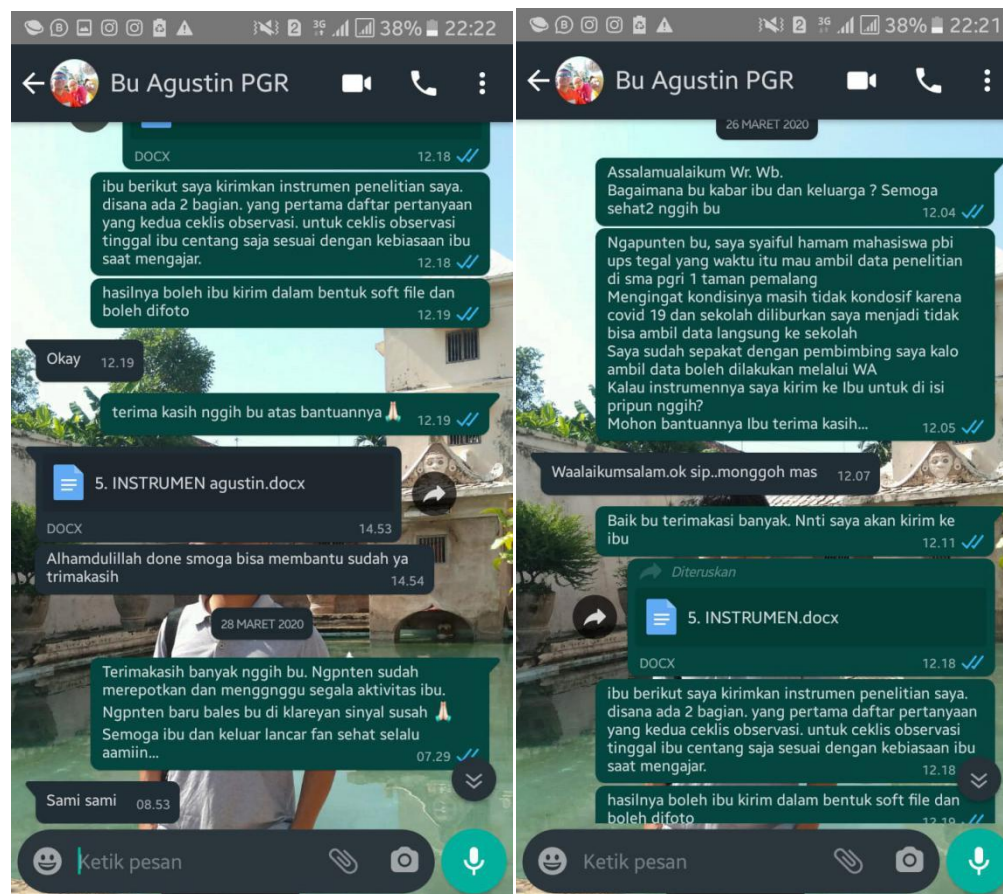
Hasil Screenshot WhatsApp Wawancara dengan guru 2 (N2)

2 April 2020

Screenshot 1 (22:24) - Bu Diana PGRI

Bagaimana bu kabar ibu dan keluarga ? Semoga sehat2 nggih bu — 19.43

Ngapunten bu, saya syaiful hamam mahasiswa pbi ups tegal yang waktu itu mau ambil data penelitian di sma pgri 1 taman pemalang
Mengingat kondisinya masih tidak kondosif karena covid 19 dan sekolah diliburkan saya menjadi tidak bisa ambil data langsung ke sekolah
Saya sudah sepakat dengan pembimbing saya kalo ambil data boleh dilakukan melalui WA
Kalau instrumennya saya kirim ke Ibu untuk di isi pripun nggih?
Mohon bantuannya Ibu terima kasih... — 19.43

Iya mas...gpp...insyaAllah...nanti sy usahakan u/ mengisinya... — 20.08

Di waktu yg ibu senggang aja ndakpapa bu. Mohon maaf merepotkan nggih 🙏 — 20.11

Iya...gpp...
It's okay... — 20.12

📄 5. INSTRUMEN.docx
3 halaman • DOCX — 20.13

Anda
📄 5. INSTRUMEN.docx (3 halaman)

Ok mrs. Thanks.
Ini
Pertanyaan wawancara dan ceklist observasinya mrs.

Screenshot 2 (22:25) - Bu Diana PGRI

Disitu ada aktivitas pmbljran yg namanya "READING". Itu ibu kan di diberi tanda centang pd option YA. — 16.53

Brrti untuk aktivitas yg lain ibu tdk menerapkan didlm kelas ? — 16.53

Kalau ndak melakukan jg ndakpapa bu. Saya hanya mengobservasi, seperti apakah proses aktivitas pmbljran ibu di dalam kelas ketika mengajar. Seperti itu yg saya mksud bu — 16.54

Oalah... maaf mz...td sy ga teliti liatnya...
Kirain 1 kolom 1 ceklist...
Ntr sy perbaiki lagi. — 16.55

Centangane 1 smua dari tahap observing sd communicating. — 16.56

Bu Diana PGRI
Centangane 1 smua dari tahap observing sd communicating.

Iyaa bu 🙏 — 16.57

Brrti ibu hanya memberi tanda ceklis di option YA/ TIDAK pd aktivitas pmlbjran di dalam kelas — 16.58

📄 5. INSTRUMEN.docx
DOCX — 17.15

Baik bu ini data saya terima nggih bu. Semoga bisa saya gunakan dengan baik. Aamiin.. Terimakasih bu.. — 17.25

Screenshot 3 (22:26) - Bu Diana PGRI

5. Iya
6. Iya
7. a. Siswa diberi
Pertanyaan secara umum yg berkaitan dg materi yg akan disampaikan dan dikaitkan dg pengalaman mereka. Bertujuan agar siswa mempunyai bayangan tentang materi yang akan disampaikan. Pertanyaan tersebut dilontarkan scr klasikal.
b. Siswa diinstruksikan utk membuat kelompok atau berpasangan utk menjawab pertanyaan dari materi sebuah teks/membuat dialog dari materi-materi yg melibatkan ungkapan-ungkapan tertentu.
c. Siswa melaporkan hasil diskusi mereka/ menampilkan dialog mereka. — 11.13

8. Cooperative learning, contextual teaching-learning,
Sometimes,,, jigsaw. — 11.19

Bu Diana PGRI
8. Cooperative learning, contextual teaching-learning,
Sometimes,,, jigsaw.

Mohon maaf bu, yg ini bisa diberi alasan/penjelasan kenapa ibu menggunakan metode ini? 🙏 — 11.30

Anda
Mohon maaf bu, yg ini bisa diberi alasan/penjelasan kenapa ibu menggunakan metode ini? 🙏

Karena cooperative learning mampu melatih para siswa utk bekerja sama dalam menyelesaikan tugas. — 11.35

Contextual teaching-learning dapat mengetahui sejauh mana peserta didik memahami materi yang

Screenshot 1

Contextual teaching-learning dapat mengetahui sejauh mana peserta didik memahami materi yang diberikan karena akan ada bbrp pertanyaan disela-sela pemberian materi.
11.36

Jigsaw melatih para siswa memperoleh konsep yg berbeda di kelompok lain dan mampu menyimpulkannya.
11.37

Baik bu terimakasih banyak. Saya gunakan data yg sudah diperoleh dari ibu dgn baik dan bermanfaat
11.44 ✓✓

Aamiin 11.44 ✓✓

Moho maaf bu sudah merepotkan ibu 🙏 11.44 ✓✓

Anda
Baik bu terimakasih banyak. Saya gunakan data yg sudah diperoleh dari ibu dgn baik dan bermanfaat

Iya...sama-sama... 11.45

Anda
Moho maaf bu sudah merepotkan ibu 🙏

Gpp...insyaAllah ga merepotkan...
Sy bisanya merespon kalo ada wkt luang...
Kebetulan saat ini lg luang... 11.46

Bu Diana PGRI
Gpp...insyaAllah ga merepotkan...
Sy bisanya merespon kalo ada wkt luang...
Kebetulan saat ini lg luang...

Alhamdulillah njih bu...

Ketik pesan

Screenshot 2

Jadi gini bu, kemaren instrumen saya direvisi sama dosbing saya. Dan dosbing saya yg intinya menambahkan 3 pertanyaan dari wawancara yg dibuat oleh disbing saya bu
09.57 ✓✓

5. Apakah anda menggunakan RPP berbasis pendekatan saintifik yang anda buat dalam mengajar di kelas?
6. Apakah model pembelajaran tersebut diterapkan di setiap RPP yang anda buat?
7. Bagaimana anda menerapkan model pembelajaran tersebut? Jelaskan!
8. Model pembelajaran apa yang sering anda gunakan? Kenapa?
09.59 ✓✓

Anda
Jadi gini bu, kemaren instrumen saya direvisi sama dosbing saya. Dan dosbing saya yg intinya menambahkan 3 pertanyaan dari wawancara yg di...

Mohon maaf bu. Ada 4 09.59 ✓✓

Ibu bisa jawab disini(via WA). Biar saya saja yg copy past ke leptop.
Terimakasih bu 🙏 10.01 ✓✓

5. Iya
6. Iya
7. a. Siswa diberi
Pertanyaan secara umum yg berkaitan dg materi yg akan disampaikan dan dikaitkan dg pengalaman mereka. Bertujuan agar siswa mempunyai bayangan tentang materi yang akan disampaikan. Pertanyaan tersebut dilontarkan scr klasikal.
b. Siswa diinstruksikan utk membuat kelompok atau berpasangan utk menjawab pertanyaan dari materi sebuah teks/membuat dialog dari materi-materi yg melibatkan ungkapan-ungkapan tertentu

Ketik pesan

Screenshot 3

Aamiin...aamiin...ya robbal'alamiin....
Maaf jika pengirimannya telat ya... 17.28

Ndakpapa bu asli. Doakan saja nggih bu wlwpun negara dlm kondisi sprti ini, semoga saya bisa wisuda september. Aamiin..
17.35 ✓✓

Aamiin...aamiin...ya robbal'alamiin... insyaAllah...
17.42

21 APRIL 2020

Assalamualaikum Wr. Wb.
Mohon maaf mengnggu waktunya ibu. Ibu saya hendak meminta bantuan ibu lagi apakah ibu berkenan ?
Terimaksih bu 🙏
Wassalamualaikum Wr. Wb.
08.20 ✓✓

Anda
Assalamualaikum Wr. Wb.
Mohon maaf mengnggu waktunya ibu. Ibu saya hendak meminta bantuan ibu lagi apakah ibu berk...

Wa'alaikum salam wr.wb.
Bantuan apa lagi mas Hamam??? 09.11

Jadi gini bu, kemaren instrumen saya direvisi sama dosbing saya. Dan dosbing saya yg intinya menambahkan 3 pertanyaan dari wawancara yg dibuat oleh disbing saya bu
09.57 ✓✓

5. Apakah anda menggunakan RPP berbasis pendekatan saintifik yang anda buat dalam mengaj di kelas?

Ketik pesan