

**“THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN
TEACHING ENGLISH AT THE SECOND GRADE STUDENTS
OFSMP N 1 JUWIRING AT THE ACADEMIC YEAR
2018/2019”**

THESIS

Submitted as a Partial Requirements for Writing the Thesis



By:

Sholihin Widadi

143221143

**ENGLISH LANGUAGE EDUCATION
CULTURES AND LANGUAGE FACULTY
THE STATE ISLAMICINSTITUTE OFSURAKARTA**

2020

ADVISOR SHEET

Subject : thesis of Sholihin Widadi

SRN : 14.32.2.2.143

To :

The Dean of Cultures and Languages Faculty

IAIN Surakarta

In Surakarta

Assalamu'alaikum Wr.Wb.

After reading thoroughly and giving necessary advice, herewith, as the advisor, we state that the thesis of

Name : Sholihin Widadi

SRN : 14.32.2.2.143

Title : "THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AT THE SECOND GRADE STUDENTS OF SMP N 1 JUWIRING AT THE ACADEMIC YEAR 2018/2019"

Has already fulfilled the requirements to be present before The Board of Examiners (*Munaqosyah*) to gain Undergraduate Degree in English Education Department.

Surakarta, October 15th 2020

Advisor,



Dra. Hj. Woro Retnaningsih, M.Pd

19681017 199303 2 002

RATIFICATION

This is to certify the Undergraduate Degree entitled "The Implementation of Scientific Approach in Teaching English at the Second Grade Students of SMP N 1 Juwiring Klaten at the Academic Year 2018/2019" by Sholihin Widadi has been approved by the board of Thesis Examiners as the requirements for degree of Undergraduate in English Education Department of Cultures and Languages Faculty, The State Islamic Institute of Surakarta.

Chairman : Fithriyah Nurul Hidayati, M. Pd.
NIP. 19820725 200912 2 006



(.....)

Secretary : Dr. Hj. Woro Retnaningsih, M. Pd.
NIP. 19770316 200912 2 002



(.....)

Main Examiner : Dr. Imroatus Solikhah, M. Pd.
NIP. 19681017 199303 2 002

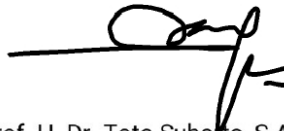


(.....)

Surakarta, 16 November 2020

Approved by

The Dean of Cultures and Languages Faculty



Prof. H. Dr. Toto Suharto, S.Ag., M.Ag.
NIP. 19710403 199803 1 005

DEDICATION

After finishing this thesis, I want to dedicate this thesis to:

1. Allah SWT who always blesses me and gives me guidance and fluency in finishing this thesis
2. My parents, and my sister who always pray for my success and always give motivation to me in accomplishing this thesis
3. My beloved advisor, Dr. Hj. Woro Retnaningsih, M. Pd. who always guided and gave me unforgettable knowledge
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MOTTO

“Allah akan mengangkat derajat orang-orang yang beriman dan orang-orang yang
berilmu di antara kamu sekalian”

- Q.S Al-Mujadilah: 11 -

“Ilmu adalah yang memberikan manfaat, bukan yang sekadar hanya dihafal.”

- Imam Syafi'i -

“Never give up on what you really want to do. The person with big dream is more
powerful than the one with all facts.”

- Albert Einstein -

“Education is the most powerful weapon which you can use to change the world.”

- Nelson Mandela -

PRONOUNCEMENT

Name : Sholihin Widadi
SRN : 14.32.2.1.143
Study Program : English Education
Faculty : Cultures and Languages Faculty

I hereby sincerely state that the thesis titled “The Implementation of Scientific Approach in Teaching English at The Second Grade Students of SMP N 1 Juwiring at The Academic Year of 2018/2019” is my real masterpiece. The thing out of my masterpiece in this thesis was sighed by citation and referred in bibliography.

If this thesis is later proven plagiarism, i will be willing to take the academic sanction I the from of repealing my thesis and academic degree.

Surakarta, 16 November 2020

The Reseacher



Solihin Widadi

14.32.2.1.143

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The researcher realizes that this thesis is still far from being perfect. The researcher hopes that this thesis is useful for the researcher in particular and the readers in general.

Surakarta, November 16th 2020

The researcher



Sholihin Widadi
SRN 14.32.2.1.143

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ABSTRACT

Sholihin Widadi, (143221143), “Implementation of Scientific Approach in English Teaching at Grade 2 Students of SMP N 1 Juwiring at The Academic Year of 2018/2019”, Undergraduated Thesis, English, Cultures and Language Education Faculty.

Advisor : Dr. Hj. Woro Retnaningsih, M. Pd.

Key words : Implementation, Scientific Approach

The problem statements of this research are: (1) to identify the procedures used by teachers in applying Scientific Approach for English teaching based on the 2013 Curriculum for grade 2 students of SMP N 1 Juwiring Klaten; (2) to describe the difficulties faced by the teachers in applying Scientific Approach for English teaching based on the 2013 Curriculum for grade 2 students of SMP N 1 Juwiring Klaten; and (3) to describe the strategies used by teachers to solve the difficulties in applying Scientific Approach in English teaching based on the 2013 Curriculum for grade 2 students of SMP N 1 Juwiring Klaten.

This research is a descriptive qualitative. This research is conducted in SMP N 1 Juwiring Klaten. The researcher focus on scientific approach in English teaching descriptive text for material of zookeeper. Subject of the research are grade 2 students and two English Teacher. The researcher used data collection method consisted of observation, interview and documentation. The researcher held two in-class observations. To check validity, there used data triangulation.

Research findings are (1) All teacher had implement learning using the Scientific Approach which includes activities to observe, ask, collect information, associate, and communicate. However, the implementation of these activities has not been optimal, because Teachers have not been able to develop scientific activities effectively because the students have not been fully understand to learn using scientific methods. (2) The difficulties faced by all teachers in implementing Scientific Approach are the students' lack of critical thinking and passiveness, the students difficulty in finding the answer of the problem, the students could not analyze the material, and the students lack in vocabulary mastery. (3) Strategies used by teachers to solve the difficulties in applying Scientific Approach are motivate the students to be more active in learning, providing some stimulates example related to the material, providing the comparisons of the recent material with the previous materials, and translate the difficult words found by the students.

CHAPTER I

INTRODUCTION

This chapter will explain several points, namely background of the study, identification of the problems, limitation of the problem, research problem, the objective of the study, benefits of the study, and the definition of key terms.

A. Background of the Study

Language is more than a means of communication. It is used all over the world. The language also plays an important role in the development of a person personality, because communication is the one which drives our lives. Richard (1985: 153) states “language is the system of human communication by means of a structure arrangement of sound (or they written representation) to the from large units”, by learning language, we can communicate with many people all over the world. Hordvanced (1995: 662) said that language is the most important means of communication. It has many roles such as to communicate with the others, to make relationship, to give information, to express our felling etc. It seems impossible for people to interact with others in their daily life without language because language can express people’s felling, willing, opinion etc. (Chaer and Agustina, 1995: 19). Language is the key of communication in the spoken and written from, so language will help us to transfer and share our aims easily.

English as one subject taught in school or institution, it is hoped that the quality of Indonesian education will improve (Fauziati, 2009: 61). It is the importance of English, the English teacher should have an interesting method

in teaching English, so it can make student more easily to comprehend the materials.

The teacher should be creative in using the method to help the student to understand English learning. Brown (2000: 7) states that teaching means guiding and facilitating learning, enabling the learner to learn, setting the conditions of learning. It means that teaching can make learner easy to learn because there are guides, facilitator and also learning is constructed by teaching styles, approaches, methods and classroom techniques which influence the teaching learning process very much. Mulyasa (2006: 100) explains that teaching is an interaction process done by student and the environment in order that the human/student behavior changes to be better. Method is treaded at the level of design in which the role of the teacher's learners and instructional materials are specified. This method are theoretically related to an approach and is organizationally determined by a design (Fauziati, 2009: 15).

Teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand (Brown, 1990: 10). A good method must be support by the appropriate approach. One of the approaches in teaching is scientific approach. Daryanto (2014: 51) defines scientific approach as an approach to teach the students when they are conditioned for being active to make a concept, idea or principle by certain steps including observing, formulating the problem, formulating hypothesis, collecting the data analyzing the data, drawing the conclusion, and networking the concept about the principle which is found.

The Ministry of Education and Culture No. 103/2014 explains that scientific approach consists of several steps for all subjects. They are observing, questioning, gathering the information, associating and communicating (Permendikbud, 2014). Those actives are expected to shape the student who are capable in any kind of communication base on their knowledge that they have at school. Usman said that (cited in Hidayanti, 2003) Implementation in activity, action or mechanism of a system. It is not just about the activity, but it talks about planed activity and to reach the goal of it. However, realize the important of active students in learning activity, Indonesian government decided the Curriculum of 2013 (K13) using scientific approach as main propose of every school in Indonesia.

Since 2016, SMP N 1 Juwiring is one of the Junior High School in Klaten which has been applying K13 as the curriculum and scientific approach learning process especially in teaching English. Result of interview with teacher English, they are said that were some problems implemented scientific approach as follow (1) they did not always apply all of components of approach in teaching English because some teaching materials were less relevant if they were implemented by using scientific approach, (2) the teachers still had difficulties to involve every activity of scientific approach in teaching, (3) the teachers had difficulty in designing lesson plan covering all components of scientific approach activities in detail.

All of the problems appeared from the teachers because they were still in the process of learning how to use this approach effectively. Although they

had tried to use scientific approach as good as possible but they realized that there were still many weaknesses in implementing it.

There were studies about scientific approach as the related previous studies. Daryanto (2014) defines that scientific approach is effective in Indonesian teachers. The scientific approach has benefit and drawback for Indonesian teachers (Mulyasa, 2006). Then Fauziyati (2009) that describes the scientific approach with the related method in teaching English.

Based on the explanation above the researcher conduct the researcher with the title **“The Implementation of Scientific Approach in Teaching English at The Second Grade Students of SMP N 1 Juwiring Academic Year 2018/2019”**

B. Identification of the Problem

Based on the back ground of the study above, it can be identification of problem such as:

1. The implementation of the scientific approach has not been carried out maximally because in the learning process the teacher still uses the lecture method, although sometimes it also uses the method of discussion and question and answer.
2. The students cannot be active as the order of the teacher, so the teacher is still confused with the procedure of scientific approach and the integrated method.
3. The teachers had difficulty in designing lesson plan covering all components of scientific approach activities in detail.

C. Limitation of the Problem

This study focuses on the implementation of scientific approach especially teaching method in the SMP N 1 Juwiring Klaten. The subjects of this research are second grade students at SMP N 1 Juwiring Klaten in 2018/2019 academic year.

D. Problem Formulation

Based on the research background above, the researcher has three problems that will be discussed in this research:

1. What are the procedures used by the teachers in applying Scientific Approach in English teaching based on the Curriculum 2013 at the eight class of SMP N 1 Juwiring Klaten?
2. What are the difficulties faced by the teachers in applying Scientific Approach in English teaching based on the Curriculum 2013 at the eight class of SMP N 1 Juwiring Klaten?
3. How do the teachers solve the difficulties in applying Scientific Approach in English teaching based on the Curriculum 2013 at the eight class of SMP N 1 Juwiring Klaten?

E. The Objective of the Study

The objectives of this research are as followed:

1. Identifying the procedures used by the teachers in applying Scientific Approach in English teaching based on the Curriculum 2013 at the eight class of SMP N 1 Juwiring Klaten;

2. Describing the difficulties faced by the teachers in applying Scientific Approach in English teaching based on the Curriculum 2013 at the eight class of SMP N 1 Juwiring Klaten; and
3. Describing the strategies used by teachers to solve the difficulties in applying Scientific Approach in English teaching based on the Curriculum 2013 at the eight class of SMP N 1 Juwiring Klaten.

F. The Benefit of Study

The results of this study were expected to give both theoretical and practical benefit as follows:

1. Theoretical
 - a. The researcher hopes that the result of this research can be used as the reference in the English teaching by a scientific approach to the eight grade student.
 - b. The result of this research will be useful to the reader who is interested in analyzing English teaching to the eight grade students.
2. Practically
 - a. For the researcher

The result of this research can be used as one of the ways to develop the researcher's knowledge and experience.
 - b. For the reader

The reader will get more information and knowledge of applying English teaching by using a scientific approach.

G. Definition of Key Terms

1. Scientific approach

According Nurdyansyah (2015: 49) explains that scientific approach consists of several steps for all subjects. They are observing, questioning, gathering the information, associating and communicating. Daryanto (2014: 51) defines scientific approach as an approach to teach the students when they are conditioned for being active to make a concept, idea or principle by certain steps including observing, formulating the problem, formulating hypothesis, collecting the data analyzing the data, drawing the conclusion, and networking the concept about the principle which is found.

2. Curriculum 2013 (K13)

Curriculum 2013 defines the appropriate Graduates' Competency Standards, which are the criteria regarding the qualifications of graduates' capabilities that include attitudes, knowledge, and skills (Sani, 2015: 45). So, the researcher used the theories of Teaching English using a scientific approach in curriculum 2013. The key terms used as the easy ways of searching the main point of the research.

CHAPTER II

REVIEW ON RELATED LITERATURE

In this chapter, the researcher explains about theoretical description, previous study and theoretical framework.

A. Theoretical Description

1. Curriculum 2013

a. Definition of Curriculum

The curriculum is one of the tools to achieve goals education, as well as a guideline in implementation learning at all types and levels of education.

Etymologically “curriculum” comes from Greek language, namely “curir” that the meaning is runner and “curere” that has meaning raced placed. Furthermore in France, the term of curriculum come from word “curier” that the meaning was to run. Curriculum means a distance that must be passed by a runner from start line up to the finish line to get medal or prized. In education, this distance is transformed into a program lessons that students must take during a certain period of time (Arifin, 2011: 3)

Thomas and Berlin (2014: 3) in dictionary of Education he said that

“Curriculum is a general overall plan of the content or specific studies of the school should offer the student by way qualifying him for graduation or certification or for entrance into a professional or a vocational”

In Indonesia, definition of curriculum found in paragraph 1 verse 19 Law No. 20/2003 about National Education System.

Curriculum is a set of plans and arrangements about the purpose, content, teaching material and method used to guide the implementation of learning activities to achieve specific educational goal.

From the various definitions of curriculum that has been described above, it can be concluded that the definition of the curriculum is a device that used as a reference in developing a learning process that contains students' activities to achieve a specific learning objectives and purpose of education in general.

b. The Functional of Curriculum

Basically, curriculum serves as a guide or reference. For teacher, the curriculum serves as guide in implementing the learning process. For headmaster and supervisors, curriculum serves as a guideline in conducting supervision or oversight.

For parent, the curriculum serves as a guide in guiding their children learn at home. For society, the curriculum serves as a guide to provide assistance to the educational process in schools. As for student, the curriculum serves as a study guide.

According to Ruhimat (2011: 9-10) the functions of the curriculum are:

1) Adjustment function

Adjustment function implies that the curriculum as an educational tool to be able to direct student to have well-adjusted is able to adapt themselves to the environment, both physical

environment and social environment. The neighborhood itself is constantly changing and dynamic. Therefore, student must have the ability to adapt to changes in their environment.

2) Integration function

Integration function implies that the curriculums as an educational tool to be able to produce individuals who are interact. The students are basically integral part of the community. Therefore, student should have a personality that is needed to be able to live and integrate with the community.

3) Differential function

Differentiation function implies that the curriculum as an educational tool to be able to provide services to the individual differences of student. Each student has a difference, both physical and psychological aspects that should be cherishes and well served.

4) Preparation function

Preparation function implies that the curriculum as an educational tool to be able to prepare students to continue their studies to the next education level. In addition, the curriculum is also expected to prepare, students to be able to live in the community if for some reasons, cannot continue their education.

5) Selection Function

The selection function implies that the curriculum as an educational tool to be able to provide the opportunity for studentto

choose programs of study in accordance with their ability and interest. The selection function is closely related to the function of differentiation, because the recognition of the existence of individual differences in student means also gave the opportunity for the student to choose what suits your interests and abilities. To realize two function, the curriculum needs to be arranged in a more board and flexible.

6) Diagnostic function

Diagnostic function implies that the curriculum as an educational tool to be able to help and guide the students to be able to understand and accept the strength (potency) and its weaknesses. If student are able to understand the strengths and weaknesses that in her, it is expected that student can develop the potential of its strength or improve their weaknesses.

c. Definition Curriculum 2013

Definition Curriculum 2013 according regulations of the minister of education and culture No. 37/2018 is

Curriculum 2013 is improves mindset, strengthens governance curriculum, deepens, and expands the material, reinforces learning, and adjusts learning load in order to insure capability between what is desirable to want produced (Permendikbud, 2018: 81).

Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is

one of the government's efforts to resolve the various problems being faced by the world of education today. The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.

In pedagogical, education curriculum is designed to give learners the opportunity to develop students' potential in a fun learning environment and in accordance with his ability to have the desired quality of the community and nation. In juridical, the curriculum is a public policy that is based on the philosophical foundation of the nation and judicial decisions in the field of education.

The implementation of curriculum 2013 is based on competency and character based curriculum that give the student with various attitudes ability agree with period and technology expansion (Mulyasa, 2014: 6). The implementation of curriculum in SD/MI, SMP/MTs, SMA/MA, and SMK/MAK using the guidelines listed in the curriculum implementation Permendikbud No.81/2013 which includes:

- 1) Guideline for the Management of Education Unit Level Curriculum.
- 2) Guidelines for Development of Local Content.
- 3) Guidelines for Extracurricular Activities.
- 4) General Guidelines for Learning.
- 5) Guidelines for Curriculum Evaluation.

d. Characteristics of the Curriculum 2013

The Curriculum 2013 has some characteristics as stated in the Minister of Education and Culture Decree No. 24/2016. It is stated that the objective of the Curriculum 2013 is to prepare Indonesian people to be devout, productive, creative, innovative, affective, and capable of contributing in social life, national, and world (Kemendikbud, 2016). To reach the objectives, the designed Curriculum 2013 has several characteristics as mentioned the Minister of Education and Culture Decree No. 59/2014.

First, it develops the balance between spiritual aspects, social attitude, knowledge, and skills. Second, school is a part of society that gives planned learning experience. The students apply what they learn at schools to society and use the society as a source of learning. Third, the Curriculum 2013 provides sufficient time to develop students' attitude, knowledge, and skills. Fourth, it develop the competence that is stated in core competence and broke it down into basic competence of each instruction. Fifth, it develop the core competence to become organized elements of basic competences, all of which and learning process are developed to reach core competence. Sixth, basic competence is developed based on accumulative principle, reinforce, and enrich the subjects of education level (Kemendikbud, 2014).

The change aspects of the Curriculum 2013 are increasing and balancing soft and hard skills on graduate competency standard which includes attitude, knowledge, and skill competence. The students are also forced to be more active and creative because the material and the process standard of the Curriculum 2013 use Scientific Approach. This approach includes observing, questioning, associating, experimenting, and communicating as learning activities. The learning evaluation also changes. The previous assessment uses test by

measuring knowledge competence based on the result. In the Curriculum 2013, the assessment uses authentic assessment which measures all aspects of competences, namely attitude, knowledge, and skill based on the process and the result during the learning activities (Kemendikbud, 2016).

2. Scientific Approach

a. Definition of Scientific Approach

Scientific is something that is related to science. This word is derived from the word “science”. Scientific approach means method by using science rules. Therefore, scientists who use this approach for their research should use the rules of science. It is also stated in the Online Longman Dictionary (Suharyadi, 2013: 37) that scientific approach is a process in finding out information in science by testing ideas through experimenting and making decisions based on the result. It can be said that this approach can be called as a technique in investigating, observing, gaining, and also integrating the phenomena by previous knowledge.

Generally, this approach is used by scientists in doing a research related to the phenomena of science or natural world. It is used by scientists because of the reliability of this approach for obtaining knowledge. Aryet *al* (2002: 426) mentions that scientific approach is used for observing the phenomena and has used it to explain, predict, and control the physical phenomena.

b. Procedure Applying Scientific Approach

Ministry of Education and Culture (2013) elaborates that Scientific Approach in the teaching and learning process includes observing, questioning, experimenting or exploring, associating, and communicating and creating for all the subjects. For a certain subject, material, and situation, probably the scientific approach cannot be applied procedurally. The first step of Scientific Approach is observing. Mc. Lelland (2006: 2) says that observing is the first scientific method involving the observation of a phenomenon, event, or problem. Based on this definition, activities conducted in this step are observing and identifying a certain object by using the five senses. Minister of Education and Culture's Decree No 81A /2013 on the curriculum implementation states that in this step the students are able to read, listen, pay attention, or see object (Kemendikbud, 2013a).

The second step of Scientific Approach is questioning. According to Minister of Education and Culture Decree No 81A/2013 on the curriculum implementation, questioning is done by raising any questions related to the information found in observation to gain additional information (Kemendikbud, 2013a). In accordance to this statement, Fauziati (2014: 158) states there are three activities carried out in this step. First, teacher provides opportunity to students to conduct a question-answer. Second, teacher asks students to formulate questions based on their knowledge. Third, teacher encourages students to propose temporary answer based on their knowledge. This

step aims to develop the students' creativity, curiosity, and critical thinking.

The next step is experimenting or exploring. Based on McLelland (2006: 2), an experiment is designed to prove or disprove the hypothesis that has been established by researcher. Meanwhile, an experiment in the Curriculum 2013 is conducted by the students to gain an authentic learning result. As stated in the Minister of Education and Culture Decree No 81A/2013 on the curriculum implementation, the aims of experimenting step are to develop the students' skill in implementing their knowledge, gaining information, building learning habit, and understanding long life learning (Kemendikbud, 2013a). In this step, the role of teacher based on Fauziati (2014: 154) is providing worksheet and learning resource for the students.

The fourth step of Scientific Approach is associating. The definition of associating according to Fauziati (2014: 155) is a process of thinking logically and systematically about empirical facts which are observable to draw a conclusion. Associating in learning activities are activities to process the information gained to obtain the conclusion. Minister of Education and Culture's Decree No 81A/2013 on the curriculum implementation states that the students are forced to improve their understanding from learning material, paying attention to the teachers' explanation, reading books, or doing any activities to strengthen the students' understanding (Kemendikbud, 2013a).

According to Fauziati (2014: 156), the teacher role is to help the students to see pattern, to answer question, and to draw conclusion. It means that the teacher is a facilitator for the students to strengthen their understanding in gaining information

The last step of Scientific Approach is communicating. Minister of Education and Culture Decree No 81A/2013 on the curriculum Implementation states the students are able to present the result of the products, make a conclusion based on the results of the analysis orally, written, or other media in this step (Kemendikbud, 2013).

The activity that can be conducted by the students in communicating step is presenting their works. Fauziati (2014: 157) mentions that the students are expected to develop their honesty, carefulness, tolerance, ability to think systematically and to express ideas clearly as well as to improve their communicative skills. The teacher has role to give feedback, correction, and enrich the students' knowledge. Priyana (2014: 292) says feedback and correction are the teacher's response to the students' construct of new knowledge.

Based on the above explanation, learning process by using Scientific Approach can be done in a variety of learning activities. The Curriculum 2013 promotes Scientific Approach as the basic approach. As stated by Minister of Education and Culture Decree No. 22/2016, to strengthen the Scientific Approach, integrated thematic (thematic between the subjects) and thematic (thematic in each

subjects) need to apply discovery learning or inquiry learning (Kemendikbud, 2016a). Furthermore, Project-based learning is used to foster the students' ability to produce contextual work, both in individual and group. The same decree also explains the selection of those approaches which is based on the characteristics of the competence, the subject, and the level of education.

c. The Difficulties in Implementing Scientific Approach

According to Gleiser, Kozameh and Morechi (1992: 179), the difficulty is the so-called measurement problem which still has no really satisfactory solution. Sandu and Ali (2015: 40), problem is the gap between expectations with reality, between the needs that are available, between what should be and what is. The difficulty is problem or conditions that displaying obstacle characteristic in activity for getting the goal and need a good effort to solve the difficulties.

The learning process can be done with various approaches, including scientific approach. Musfiqoh and Nurdyansyah (2015: 64), in implementing scientific approach, the teacher can start the three main steps, namely: opening, main activity, and closing.

The first is opening; the students are directed to understand the learning objectives and materials to be explained. It is used to make the students want to know the material. The second is the main activity where the learning experience for the students. In this step, the teacher needs long time to doing the scientific learning. In the lesson plan, the teacher should arrange systematic learning activity which is related to the scientific steps.

In implementing scientific approach, the teacher should implement and understand five steps of scientific approach, which consist of observing, questioning, experimenting, associating and communicating. The steps should do in sequential order. The implementation of 2013 curriculum, as already said above, carried through scientific approach. Five of these aspects should really look at the implementation of learning in the field:

- 1) Observing; Observation gives priority to meaningful learning. The observing method is very useful to understanding the object that is observed. This method has the certain characteristic like providing the factual object. From observation, the students will find the fact that there has the relationship between the object that is analyzed and the material of the lesson that is used by the teacher.
- 2) Questioning; In 2013 curriculum, questioning activity is hoped from the students. The question comes from careful observation. As students observe the natural world and they give question from the object that is not understood by the students to get the additional information. Questioning beginning with what, why, how, and when are very important in focusing an investigation, and they often lead to a hypothesis. To direct the students conveys question the teacher should give the opportunity for them.
- 3) Exploring; to get the real or authentic learning, learners have to do experiments, read the other source, and observe the activities, interview with the informant. The application of experimental

methods is intended to develop various learning objectives, the attitudes, skill, and knowledge.

- 4) Associating; the term “associating” in the learning process through scientific approach in 2013 curriculum tends to show that the teacher and students are active subjects. The term emphasizes on the students who should be more active than the teacher. Associating is such logic and systematic thinking of the empiric fact in which can be observed for concluding knowledge.
- 5) Communicating; collaborative learning is more than learning techniques which are implemented in the classroom. It’s essential as an interaction of human life that by putting such a corporation as an interaction structure which is stacked proportionally and intentionally to facilitate collective exertion for attaining the certain purpose. In this stage, the role of teacher tends to be a directive or learning manager, whereas, students are demanded to be more active (Kemendikbud, 31: 2014).

The third is closing; the students are directed to validate the result and material that has been learned. It can be concluded that the difficulty in implementing scientific approach is the condition and problem which is faced by the teachers to apply five steps of scientific approach such as observing, questioning, experimenting, associating and communication.

d. Solve the Difficulties in Applying Scientific Approach

Brown (2000: 7) stated that teaching is guiding and facilitating learning, and enabling the learner to learn, setting the condition for learning. In teaching, the teacher is asked to facilitating and guiding the learners to achieve skill or qualification. Teaching is helping someone about how to do something, guiding instruction and providing knowledge. The teacher is not only as the facilitator and guide in learning but also as the capacitor to make learners acquire the language. The approach, method, and techniques that are used in classroom depend on the teacher's understanding of what teaching is. Language teaching is concerning to English or foreign language teaching, it is any activity in facilitating and guiding the learning by another person of a language which is not his or her native language to be able to speak and understand the native language or English.

Teaching cannot be separated from learning. Brown (2000: 7) stated that learning is the process of acquiring or getting knowledge of a subject or skill by studying experience and instruction. He classifies learning into some components as follow:

1) Learning is acquisition or "getting" 2) Learning is retention of information or skill 3) Retention implies storage systems, memory, and cognitive organization 4) Learning involves active, conscious focus on and acting upon events outside the organism 5) Learning is relatively permanent but subject to forgetting 6) Learning is involved some form of practice, perhaps reinforced practice 7) Learning is change in behavior.

According to Kimle and Garnezy in (Brown, 2000: 7), learning is relatively permanent change in behavior tendency and is

the result of reinforced practice. While UU 20 (2013), learning is process interaction between the learners, teacher, and sources of learning in a learning environment. Learning contains process changing information and interaction between learner and educator to get knowledge and to create the attitude. The interaction should run well in order to achieve the optimal goal. It can be concluded the learning is process interaction between the learner and the educator to get, change or acquire the knowledge and information through experience or instruction. From definitions above, Language learning is the process where the learners acquire or get the knowledge of the foreign language or English language by studying experience or instruction.

According to Rustam in (Sholeh, 2013: 118), the learning process is the process which contains interaction activity between teacher-students and communication that happens in the educative situation to achieve the goal of learning. In the learning process, teacher and students are two components that cannot be separated. They do the activity to achieve the educational goal. Language learning process is the process interaction between teacher and students to get, to change or acquire knowledge and information 47 which the interaction happens in the educative situation to gain the goals.

Permendikbud 103 (2014), the teacher implements the scientific approach that should be in accordance with the

characteristics of the learner and the subject of the lesson, approach in 2013 curriculum that is scientific approach. The teacher facilitates the learners to do the process of observing, questioning, exploring or exploring, associating and communicating. In teaching and learning process, the teacher should develop the method or strategies that are adapted with learners, the subject of lesson and steps of scientific approach such as observing, questioning, exploring or experimenting, associating and communicating.

According Widyastono (2014: 193), learning activities need principle; focus on the learner, Develop the students' creativity, Create the challenging and fun condition, contain value, ethics, aesthetics, logic, and provide the various learning experience through implementing some learning strategies and methods which is fun, effective, efficiency, contextual and meaningful.

B. Previous Related Studies

This chapter contains some previous studies which have similar characteristic with my research. The similarity can be in the subject of study, variable, and also the type of research. Some previous related studies purposely to give the comparison of research. It can be used as the reference and also the guideline. Here are three previous related studies:

First research is "*Implementasi Pendekatan Sainifik dalam Kurikulum 2013 pada Siswa Kelas II SDN Prembulan Pandowan, Galur, Kulon Progo by Ika Budhi Utami*". This research portrayed the implementation of scientific approach as one of 2013 curriculum characteristic in one school. The process

of designing the lesson plan, instruction process, assessment process, and overcoming the handicap of implementation 2103 curriculum are the main focus of this study. The using of qualitative research and implemented scientific approach also strengthens the similarity with my research. Although there are some similar characteristics with my research, however, the place, time, and variable of research that is English language subject differentiate between this research with my research.

Second research comes from Nita Noviawati who has written The “*The Implementation of 2013 Curriculum in English Teaching Learning at MAN 1 Pekalongan*”. This research talk’s about implementation of teaching and learning activities, including constraints and actions related to teaching and learning activities at MAN 1 Pekalongan. The method used in this study is a case study on English teaching-learning by using 2013 curriculum at MAN 1 Pekalongan. The source of data obtained by 1) Teaching-learning process by using 2013 curriculum; 2) The information involving the teacher and the students; 3) The documentation related to the implementation of 2013 curriculum. The results of this research can be concluded that many obstacles in the implementation of 2013 curriculum, such as the limited time on English teaching and learning activities, the facilities and infrastructure, and the assessment. It using of qualitative research and implemented scientific approach strengthens similarity with my research. Although there are some similar characteristics with my research, however the place, time, and variable of research differentiate between this research with my research.

The last research is *Understanding the 2013 Curriculum of English Teaching through the Teachers' and Policymakers' Perspectives* which was written by Djuwairiah Ahmad. This research contains the analysis of the changes from SBC school-based curriculum into 2013 curriculum in ELT in Makassar. Teachers' perspective in the implementation of 2013 curriculum in ELT was also discussed as the similarity with my research. Almost the same as second research above, this research isn't completed by specific analysis to the process of designing lesson plan, instruction process, assessment process, and overcoming the challenges of 2013 curriculum implementation.

Table 2.1
The Differentiation of this research from the Previous Study

No	Name and Title	Different
1	Implementasi saintifik dalam Kurikulum 2013 Pada Siswa Kelas II SDN Prenbulan, Pandowan, Galur, Kulon Progo by Ika Budhi Utami.	Setting : the different with this research, is in the setting that this research will be done in SMPN 1 Juwiring.
2	Understanding the 2013 Curriculum of English Teaching through the Teachers' and Policymakers' Perspective by Djuwairiah Ahmad.	Issue : the different with this research, is in the issue that this research take the issue of descriptive text
3	The Implementation of 2013 Curriculum in English Teaching Learning at MAN 1 Pekalongan by Nita Noviawati	Design : the different with this research is This study also discusses the obstacles and efforts of teachers in overcoming obstacles to the implementation of the scientific approach in the 2013 curriculum

The differential of this research can be seen by the table above but the researcher will focus on The Implementation of Scientific Approach in Teaching English at The Second Grade Students of SMP N 1 Juwiring at The Academic Year 2018/2019.

CHAPTER III

RESEARCH METHODOLOGY

In this research, the researcher took a certain procedure covering seven components. They are type of research design, research setting, subject of research, data and source data, technique of collecting data, technique of analyzing data, and the trustworthiness of the data.

A. Research Design

In this research, the researcher uses descriptive design with the qualitative approach. The researcher chooses the design because the purpose of the study is to describe study carefully, and explain a social phenomenon and individual perspective; the data is in form of word and sentences to draw the conclusion. This research is used to describe the implementation of scientific approach in teaching English at eight grade of SMP N 1 Juwiring Klaten and to know the difficulties and solutions that are faced by the English teacher. Another reason of using qualitative research is the phenomenon that is observed based on natural situation related to the classroom at SMP N 1 Juwiring Klaten which the scientific approach is implemented.

B. Setting of the Study

1. Place

It is important to the researcher to know, to determine the research, and to limit the place in conducting the research to make the research easier. In this study, the researcher will carry out at SMP N 1 Juwiring, Klaten, Jawa Tengah.

2. Time

The research conduct for about 4month, started on April2019 until Juni 2019.

Table 3.1. Time Schedule of the Research

ACTIVITIES	Apr	Mei	Jun	Jul
Observation				
Proposal				
Licensing research				
Data collection				
Data analysis				

C. Subject of Research

Research subject is the informant or the people whom will be explored to provide the information or data related to the research (Cresswell, 2009). Related to the design of study that referred to case study research and based on qualitative approach, actually the term of sampling was not used because the members of the universe to be sampled are not known a priori. Same as sampling term, population was also not used in qualitative research, however it used social situation that involved actor, places, and activity.

However, researcher already decided the research subject based on the research need. The research subjects in this research were teachers, headmaster and the head of curriculum. Researcher specified English teachers in seventh class of SMP N 1 Juwiring. The head of curriculum was the one who takes responsibility towards curriculum design in that school and

headmaster of the school as the man in charge who has the policy in the school.

The eight grade English teachers were the main subject to be studied in order to be more focus on this research objective that to analyze and observe to their perspectives in 2013 curriculum implementation in English language teaching. The perspective included the process of designing lesson plan, instruction process, assessment process and overcoming the challenges of 2013 curriculum implementation in ELT. There are two teachers in the eighth grade of English education in SMP N 1 Juwiring. Those are *T1 as Retno Kunwidayanti, S.Pd.* she handles four class (8a, 8b, 8c, 8d) and *T2 as Indah Budi Rahayu, S.Pd.* She handles four class (8e, 8f, 8g, 8h). Moreover, the researcher choose all teacher (Mrs. Indah, and Mrs. Retno) as the main informant of this research as the result of simple random sampling and class 8c and 8g as the sample from the purposive sampling using the teachers' request.

D. Technique of Collection Data

There are some techniques to collect the data in qualitative research; they are interview, observation, and documentation. In this research, the researcher should do observation to collect the data; the researcher observes English teaching learning process to know how the implementation of scientific approach in English teaching. The data is gotten in the form word, action and document. The researcher also interviews to get information from the English teachers. The researcher also collects the document such as lesson plan and syllabus. The data were collected through:

1. Observation

Observation is one of the techniques to collect the data in qualitative research while according to Mettews and Ross in (Haris Herdiansyah, 2013:130) states that observation is the process to observe the subject of the study with their environment; the researcher recodes and photographs the subject that is observed. It is a technique in qualitative research used to get information with doing the observation to record and photograph the subject of the study about how the teacher and student used the language, how the behavior of the teacher and student, how the process of language teaching learning. In this technique, the researcher just saw or heard about the certain situation without following all activities. The researcher used non-participative observation to collect the data. To get the data, the researcher used both recording and note-taking. The recording contained teaching learning activities. The researcher had observed the twelfth grade of SMP N 1 Juwiring Klaten. The researcher conducted this observation twice it was on Wednesday, February 19th 2020 and February 26th 2020.

2. Interview

According to Syamsudin and Damianti (2006: 94) state that interview is the conversation which has the purpose. It means that the conversation has the purposes to get information about what happens such as events, activities, organizations, and people etc. It can be used as the strategy to collect the primary data. Interview has the function to get the answer about the problem that cannot be gotten from the observation. In

this research, the researcher used unstructured interview to collecting more information. The researcher did the interview with Indah Budi Rahayu, S.Pd and Retno Kunwidayanti, S.Pd as the English teachers at eight grade about the difficulties and solutions in implementation of scientific approach. The question is about the implementation of scientific approach in teaching English at eight grade of SMP N 1 Juwiring Klaten.

3. Documentation

The technique was used by the researcher to complete the data from observation and interview. The researcher collected the data such as syllabus and lesson plan. The document could be in form photograph, written materials, letters, artistic work, programs records and etc. According to Emzir (2012: 61), the researchers of qualitative can use various documents to answer the directed question. The document could add comprehension and information to do research. The documentation of this research includes; lesson plan, syllabus, and handbook.

E. The Trustworthiness of Data

The researcher should prove that the finding is accurate and trustworthy from the process of collecting and analyzing the data. Silverman (2005: 210), validity is another word for truth while Creswell (2013), state validity is one of the strengths of qualitative research, and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account. The checking of validity is very important to know the finding is accurate or not. The researcher determines the accuracy or credibility of the findings through

triangulation.

Emzir (2012:82), Triangulation is the process of strengthening the evidence from the different individuals (headmaster, a student), kinds of data (field note of observation, interview) in description and themes of qualitative research. The finding will be more credible when information or data is gotten from many different sources, situations, and people. Bungin (2007: 264) explains that triangulation has identified several types includes; (1) investigator triangulation (2) methodological triangulation (3) theory triangulation and (4) triangulation of data source.

Creswell (2012:167) states triangulation data is data will be collected through multiple sources to include interviews, observations, document analysis while Patton in (Moleong, 2014: 330) states that triangulation of data source can be achieved through comparing the data that is gotten from observation and interview. Bungin (2017: 264), investigator triangulation is the use of other people to check the study.

According to Patton in (Moleong, 2014: 330), Method triangulation is the comparing and checking to return the belief degree of the result of the research using some technique of the collecting the data. Theory triangulation is the fact cannot be examined with one or more theory. In this research, the researcher used method triangulation to check the validity; the researcher used some techniques of collecting the data to collect the data such as observation, interview, and documentation. The data is in form recording, field note, the script of interview and document such as syllabus and lesson plan.

F. The Technique of Analyzing data

In this research, researcher would like to describe, explain, understand, and interpret the objects or event to which researcher's data refers. Therefore, data analysis in every research was absolutely important to elicit the real and structural information base on research question. Data analysis is a process of resolving data into its constituent components, to reveal its characteristic elements and structure (Muhammad, 2011: 222).

In more detail step, researcher also conducted some steps in analyzing the data obtained. Relating to the interview data, researcher listened to the recording of interview, transcribed into transcription, read the transcription, drew the main points, and put it into general trend or theme. Almost the same as interview data, in observation data, researcher classified the data collected into general trend and theme based on the research question. For documentation data, researcher could directly put the data into the general trend or theme.

However, it was the general steps in analyzing the data based on what Matthew and Huberman in (into Sugiyono, 2013: 247) stated. There are several steps in this process; they are collecting data, data reduction, data display, and conclusion drawing and verification. Here is the further explanation about the steps.

1. Collecting Data

In this step, researcher obtains the data through those three instruments above that are observation, interview, and document. In this case, researcher put that instrument in right sequence.

The first was doing observation to the school, the class, and school facility. The next was performing interview to headmaster of school, curriculum head, and English teacher. The following step was taking information through checking any available document relates to the research. The next final step was doing observation to the teaching process in the class including assessment process.

The data collected could be in form of audio, document, and text. Audio data was obtained usually through interview process. Document and text data are usually collected through observation and document analysis process. Those data were still raw data that meaningless unless certain treatment was given to them. In general data analysis was the process to make the raw data meaningful or to draw some results from the data after proper treatment. The refore, to obtain meaningful and useful research data it needed more step.

2. Data Reduction

Here was the next step after collecting the data. This step was absolutely needed in this research, because it was kind of process of selecting, focusing, simplifying, abstracting, and transforming the data appear in written-up field notes or transcription. In this process, it began with studying the entire available collected data from many sources that are through observation, interview, and documentation. After being read, and studied, then the next step was doing data reduction. Data reduction related to selecting process, focusing, simplifying, abstracting, and transforming the raw data. Data reduction was conducted during the

research, and even before the data collected. In this case, researcher should be able to recognize the data needed related to the research.

3. Data Display

After data reduction process, the next step in qualitative data analysis was data display. It was kind of process that displaying the group of information which enable researcher to draw the conclusion. Generally, the form of data display in qualitative research was narrative text which tells complete and detail research finding. However, descriptive text was also usually used in displaying the research finding in case study.

In addition, the purpose of data display was to enable reader understand about the research. Therefore, to assist reader understand the data, data display can be supported by drawing picture, chart, and table. These three supporting way were effective way to streng then descriptive data and facilitate reader to understand the research finding.

4. Conclusion Drawing and Verification

After the data reduced and displayed, here was the final step of qualitative data analysis that was drawing conclusion or doing verification. Conclusion drawing conducted since researcher seeks the meaning of collected data. Drawing conclusion can't be done once; it needed more than once drawing. However, through data verification, conclusion drawing process can be done and accurately elicited.

CHAPTER IV

RESEARCH FINDINGS AND DISCUSSION

In this chapter, the writer presents the research finding and the discussion as the answer to the problem stated in the first chapter. This chapter consists of three sections. It is based on the problem statements in the first chapter: (1) Procedure in English teaching; (2) the difficulties on implementing Scientific Approach; and (3) the solutions to overcome the problem on implementing Scientific Approach.

A. Research Findings

Research findings show the information found during interview with teachers and observation of teaching learning process. The information presented is used to answer the problem statements.

1. The procedures used by the teachers on applying Scientific Approach used in English teaching based on the Curriculum 2013

To find out the procedures used by teachers on applying Scientific Approach, the researcher get observation. The observation also supported by documents namely lesson plan. The observation was done in four times with two different teachers who teach in the same grade but in the different class. In observation, researcher came into the class taught by T1 and T2 and then the researcher wrote down every steps on teaching learning process zookeeper theme. All teachers have conducted the steps of Scientific Approach which are: Observing, Questioning, Experimenting, Associating, and Communicating. The results of observation are described follows:

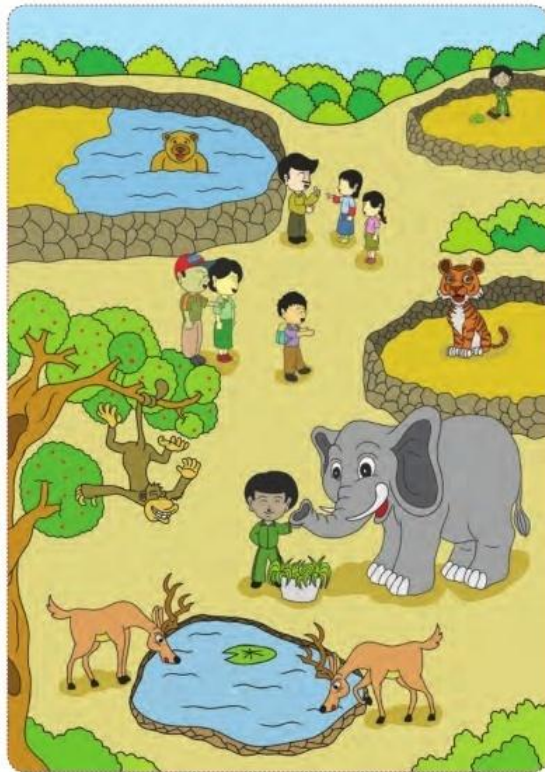
a. Opening

The teacher prepares students in learning in the class, the teacher invites students to pray before start learning, and the teacher check students absences. Then the teacher motivates students by showing a picture about zookeeper, after that asking the picture to the students. Teacher provides the information about competencies and learning objectives to be achieved.

b. Observing

In the step of observing, all teachers implemented it well. In observing, all teachers almost do the similar procedure on implementing Scientific Approach. All teachers gave the examples of related materials, then gave the keyword to the students about the material they are going to learn. The procedures were explained in the following result of observation.

Based on the field note observation. T1 asked students to observed pictures on English book pages 88. It can be seen from the observation report:



.....Then teacher asked some students to described the animals in the zoo, one by one in each illustrated text. (Observation, Wednesday; 15 May 2019)

The students wrote the described text and tried to observe what does the picture.

T2 based on the field note observation did the observing step by asked five students to observed picture pages 91-92. T2 asked the students to say about tell what the zookeepers do as their routines. It can be seen on the following observation report:



He feeds the animals every day.



She prepares foods and drinks for the animals every morning.



They clean the animal's cages every morning.



They wash the animals everyday.



She takes care of sick animals regularly.



He regularly repairs the animals cages.

.....Then teacher asked rewrite routine activities in good sentences on a piece of paper. (Observation, Wednesday; 22 May 2019)

The implementation of the scientific approach at the step of observation by T1 and T2 showed by giving student the picture as a media and instruct them to do the activity related to the picture. Although both of teachers had different activities the scientific approach applied in order to get the purpose of the lesson.

c. Questioning

All teachers have done the questioning steps by their own ways. After observing step, T1 continued to the questioning step. Her strategy can be seen on the following observation report:

Teacher gave opportunity to the students to make some questions related with the material. It seems that there were no students who give questions to the teacher. They kept silent when teacher asked the students to make some questions... (Observation, Wednesday; 15 May 2019)

T2 conducted *Questioning* step by giving opportunity to her students to arrange questions related to the material. The *Questioning* step of T2 is shown on the following report:

Teacher gave opportunity to the students to give some questions related to descriptive text zookeeper about routine activity. But by the teacher's guidance, the students questioned, among others, about that occurs in the image, a new vocabulary, from the text "zoo keepers do as their routines". (Observation, Wednesday; 15 May 2019)

The scientific approach implemented on questioning step by giving student opportunity to make question. Both of T1 and T2 did the same way as described above.

d. Experimenting

T1 conducted *Experimenting* step by dividing the students into groups. Each group consists of 4-5 students. Each group had to find out table to analyze the information about descriptive text. During the group discussion, T1 gave explanation to students who need information. It can be seen on the observation of T1 classroom activity:

Then teacher divided students into group. Each group consists of 4 to 5 students. Each group was given a piece of paper from teacher which was containing descriptive text about zookeeper and each group should find out table to analyze the information about descriptive text. (Observation, Wednesday; 15 May 2019)

On Field Note Observation it can be seen that T2 conducted *Experimenting* step by asking make some group. Then T2 gave a piece of paper for each group. The paper contained to make rewrite routine activities in good sentences. T2 walk around the classroom to see the students work and also to help students when they need explanation about the material. The activity can be seen on the following field note:

Teacher asked students to make some groups. Each group consists of 4 to 5 students. Teacher gave some pieces of paper. Those papers contained to make rewrite routine activities in good sentences for each groups. In this stage, students confused about what they have to do. Then teacher stimulated them by giving some questions related with the material. During the discussion session, teacher walked around to give assessment of students work and also to give explanation for the students who need some helps. (Observation, Wednesday; 15 May 2019).

From the experimenting step the both of teacher used group management in order to get information about the student.

T1 and T2 also gave assesment of each student work. In this step the teacher implemented scientific approach completely, it means there were media, explanation, grouping, and assesment.

e. Associating

On *Associating*. T1 asked the students to work in group to analyze of descriptive text based on text structure, linguistic element and topic that had been decided by teacher. After that, they had to make their work's conclusion.

The step can he explained on the following observation report:

The next task was still work on group. Each group should analyze all text structure, linguistic element and topic of descriptive text decided by teacher (Observation, Wednesday; 22 May 2019).

T2 asked students to make actions / events carried out / occur routinely based on the results of the previous discussion. It is shown on the following:

Go to the next session, teacher asked the students, who still work in group, to analyze the routine activity on descriptive text. Most of students were silent because they didn't know how to analyze routine activity into text structure, linguistic element and topic. Then teacher stimulated them by giving the comparisons. The recent material compared with the previous materials. Then students understood the way to analyze, and the discussion be continued.
(Observation, 22 May 2019).

From the description above we know that scientific approach shown by same ways in associating step. Both of T1 and T2 still used group and instruct the student to analyze their work.

f. Communicating

T1 conducted *Communicating* step by asking students to present their result or discussion in front of class. During the presentation. T1 and other students may give suggestion and questions to the group that makes presentation. The field note of the observation is the following:

After the discussion stage, each group should present their work in front of their friends in English. (Observation, Wednesday; 22 May 2019).

T2 asked the students to present their group discussion's result in front of class. The presenters must answer all questions given by other groups members. This step is explained on the following:

After students finish the discussion, teacher asked the students to present their work's results. They had to present it in English. (Observation, Wednesday; 22 May 2019).

The communicating step implemented scientific approach by asking student to present their result of discussion. The presentation is one of way of

communication in class as scientific approach studies . T1 and T2 used as one of the way to teach in class.

The conclusion of procedure by the teacher on applying curriculum 2013 are displayed as follow :

- 1) T1 and T2 applying scientific approach.
- 2) There were a little bit difference between T1 and T2 on the activity of applying scientific approach.
- 3) The procedure of the teacher used appropriate with the lesson plan and implemented scientific approach.

Based on the conclusion above, the researcher found that T1 and T2 applied the scientific approach. Although, researcher also found there are differences of activity belong procedure of scientific approach. And teachers can apply scientific approach in sequentially in teaching learning English.

g. Closing

Students with the guidance of the teacher conclude the material that has been learned. Then students provide feedback by asking questions.

Teacher conveys information about upcoming lessons.

2. The difficulties faced by the teachers on applying Scientific Approach used in English teaching based on the Curriculum 2013

Researcher conducted interview and observation to find out the difficulties faced by teachers on applying Scientific Approach used in English teaching based on the Curriculum 2013. Here, difficulties mean all the

difficulties faced by teachers on applying 5 steps of Scientific Approach: Observing, Questioning, Experimenting, Associating, and Communicating.

The interviews were conducted for two teachers before observation of teaching learning process. The researcher conducted unstructured interviews to gain information about teachers; difficulties on implementing Scientific Approach. On the interview report, the researcher concerned on the related question to get the data about the teachers' difficulties on implementing Scientific Approach.

The observations were conducted for two different teachers. On observation, researcher conducted overt observation. In overt observation, researchers tell to the data source, that he was doing some research. So, the data sources understand the researcher's activity from the beginning to the end of the research activity (Sugiono, 2014: 228).

Based on interviews and observations, it was found that the teachers find the same difficulty in applying Scientific Approach. The difficulties on applying on Scientific Approach are: the students' lack of critical thinking; the students difficulty in finding the answer of the problem; the students can't analyze the material; and the students' lack of vocabulary mastery. The results of interviews and observations was explained on the follows.

a. Observing

T1 on interview, stated that on Observing, she got no difficulties. It is stated on the following interview report:

Pada tahap Observing dalam pembelajaran pendekatan scientific kurikulum 2013, Saya merasa tidak ada kesulitan karena dalam observing ini, saya menyampaikan dengan cara apapun, siswa mulai tertarik pembelajaran dengan pendekatan scientific ini untuk mengikuti

pelajaran Bahasa Inggris. (Interview, Wednesday; 15 May 2019).

Similar with T1, T2 had no difficulty on applying Observing step. T2 stated in the interview that:

Dalam melaksanakan tahap Observing ini, saya kira tidak ada masalah. Maksudnya yaitu tidak ada yang membuat saya kesulitan dalam menyampaikan materi pada langkah ini. (Interview, Wednesday; 15 May 2019).

The implementation of the scientific approach at the difficulties in teaching by T1 and T2 showed that both of them had no difficulties in observing students..

b. Questioning

In this step. T1 got difficulty because her students had less activeness to make questions. The students became passive on this step. Whereas, the successful teaching learning process based on the students activeness. The statement is supported by the following interview excerpts:

...memasuki tahap questioning ini peserta didik mulai tidak aktif untuk mengajukan pertanyaan, sehingga akan muncul kesulitan siswa untuk aktif berpikir atau berfikir kritis. Ini terjadi karena peserta didik masih terbiasa dengan pengajaran lama yaitu konvensional yang hanya tergantung pada guru. (Interview, Wednesday; 15 May 2019).

In the observation of T1's teaching learning process, it was found the students are less active in asking questions. They should be motivated by T1 to be more active in asking questions. The situation depicted in the following observation report:

Teacher gave opportunity to the students to make some questions related with the material. It seems there were no students who give questions to the teacher. They kept silent when teacher asked the students to make some questions about the related material. (Observation, Wednesday; 15 May 2019).

The difficulty was found by T2 in Questioning step. The students often don't have activeness on this step. Whereas, in this step students should be active to arrange questions in order that the next step will be successful. It was revealed in the interview. T2 said that:

Masuk pada tahap Questioning, sangat sulit mengajak siswa untuk lebih aktif seharusnya pada tahap ini siswa yang lebih aktif dari pada gurunya. Tapi dalam kenyataan jauh lebih banyak siswa yang pasif dari pada yang aktif dan siswa sangat susah untuk mencoba bertanya. Selain itu ketika saya meminta siswa untuk mengajukan pertanyaan. Hampir semua siswa terdiam tanpa berusaha membuat pertanyaan yang berhubungan dengan materi yang dibahas. Padahal keaktifan siswa akan menentukan keberhasilan dalam KBM pada pembelajaran dengan pendekatan scientific. Oleh karena itu siswa seharusnya lebih aktif berperan dalam KBM, bukan guru yang lebih aktif, saya melihat siswa masih mengandalkan guru sebagai sumber belajar. (Interview, Wednesday; 15 May 2019).

T2 difficulty also is shown in the following teaching learning process observation:

Teacher gave opportunity to the students to give some questions related to descriptive text about zookeeper, but there are no students who give questions. Once more, teacher asked the students to make some questions. he students kept silent.(Observation, Wednesday; 15 May 2019).

The scientific approach implemented on questioning both of T1 and T2 had same difficulties with the student who activeless and affraid to ask.

c. Experimenting

In Experimenting, T1's students felt confused to get information as much as possible as possible relating to the material they are discussing. They hoped teacher can explain as much as possible anything related to the material. This is evident in the following interview excerpt:

Tahap experimenting saya berusaha untuk mendorong siswa untuk mandiri dalam berpikir, mendorong untuk berusaha mengumpulkan informasi terkait dengan materi yang sedang dibahas, namun lagi-lagi siswa masih malas-malesan dalam mengumpulkan informasi dan meminta kepada saya untuk menjelaskan sebanyak-banyaknya materi yang dibahas agar mereka paham. (Interview, Wednesday; 15 May 2019).

It is also be shown on observation. In teaching learning process of T1 based on the observation, it was indicated that in Experimenting, the students confuse when the must find out the information related with the material in experimenting. It is attached in the report the following observations:

Students were looked confused when they should find the information contained in the piece of paper that has been shared by teacher. Some of them asked the teacher to explain clearly the meaning of the tasks, but teacher refused it.(Observation, Wednesday; 15 May 2019).

T2 got difficulty on Experimenting step because his students, actually, had to work in group to find out the material as much as possible, but they were confuse, T2 stated it on the interview:

Kesulitan pada tahap experimenting muncul dari siswa itu sendiri mas, karena pada tahap ini seharusnya siswa secara berkelompok mengumpulkan informasi sebanyak-banyaknya dari diskusi yang dilakukan, akan tetapi masih banyak siswa yang seolah-olah berharap bahwa saya harus memberikan permisalan dan contoh dalam mengumpulkan informasi, ini kan seharusnya tugas mereka dalam mencari informai. (Interview, Wednesday; 15 May 2019)

In the observation report, the above situation can be seen as follow:

Then teacher asked the students to work in group to decide the form of each statement that must be changed into descriptive text. The students didn't know how to do the task. Students asked the teacher to explain about the form of descriptive text clearly, but the teacher refused it.(Observation, Wednesday; 15 May 2019).

From the experimenting step the both of T1 and T2 had different difficulties. T1 felt that the students lazy to discuss.T2 had difficulties with the students only wait the explanation.

d. Associating

In Associating, the difficulty of T1 was the students can't analyze the material given by T1. They didn't know what should they do to analyze and then to make a conclusion based on their discussion. In the interview, it was revealed by T1 as follows:

Pada tahap Associating ini, mayoritas siswa belum mampu menganalisa sesuatu untuk mengumpulkan informasi, masih banyak siswa yang bingung harus memulai dari mana untuk menganalisa suatu materi, meskipun kami sudah memberikan lembar kerja siswa. (Interview, Wednesday; 22 May 2019)

T1's statement about the difficulty in Associating was supported by the findings in the following observations report:

Students were looked confused when they should find the information contained in worksheet paper that has been shared by teacher. Some of student asked the teacher to give example to fill it and another student asked the teacher to explain clearly the meaning of the tasks, but teacher refused it.(Observation, Wednesday; 22 May 2019).

In Associating, T2 found difficulty because her students didn't know the way to analyze the material to get a conclusion based on the discussion. The statement was mentioned on the following interview report:

Kesulitan pada tahap Associating ini yaitu ketika siswa berusaha untuk menyimpulkan hasil diskusi, secara berkelompok seharusnya siswa dapat menganalisa suatu materi kemudian dibahas bersama-sama untuk disimpulkan. Akan tetapi mereka bingung cara menarik kesimpulan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan kejadian yang dilakukan secara rutin. (Interview, Wednesday; 22 May 2019).

In the observation report, the difficulty of T3 also is stated as follow:

Each group had to analyze the descriptive text based on the routine activities, Students cannot get summaries about social functions, text structure and linguistic elements from phrase routine activity. Then they asked teacher to give clear explanation to analyze the tasks.(Observation, Wednesday; 22 May 2019).

From the description above we know that difficulties in associating step. Both of T1 and T2 still had same difficulties that the students difficult to analyze.

e. Communicating

In Communicating, students have to present their discussion result in English. Here, T1's students got difficulty to make presentation because they cannot speak English well caused by their less of vocabulary mastery and some students not confident. It is stated on the interview as the following:

Pada tahap terakhir dalam pembelajaran dengan pendekatan scientific yaitu tahap communicating, masalah yang muncul yaitu ketika perwakilan siswa dari kelompok membawakan hasil presentasi hasil kerja mereka, masih kesulitan dalam mempresentasikan dalam bahasa inggris dengan baik dan bahkan karena dalam presentasi tidak percaya diri sebagian kelompok enggan maju untuk mempresentasikannya. (Interview, Wednesday; 22 May 2019).

The students' reluctant on presented the discussion result in English caused by the less of students' English vocabulary, T2 stated that:

Saat tahap communicating sebagian besar siswa belum mampu presentasi hasil diskusi dengan Bahasa Inggris yang baik. Hal ini dimungkinkan karena sebagian siswa memiliki kosa kata terbatas, sehingga mereka belum mampu presentasi dengan bahasa Inggris secara keseluruhan. (Interview, Wednesday; 22 May 2019).

The communicating step implemented scientific approach by asking student to present their result of discussion. Then T1 and T2 had same difficulties on their students who lack ability for present their result.

The conclusion of difficulties by the teacher on applying Scientific Approach used in English teaching based on the Curriculum 2013 are

displayed as follow :

- a. T1 and T2 had difficulties on applying scientific approach.
- b. There were some difficulties faced by two teacher when the steps going to association, experimenting and communication
- c. Although there were some difficulties the teacher realize and try to solve the problem

In first step in used scientific approach the teacher did not found any problem, but in the next step in scientific approach T1 and T2 found some problem in applying scientific approach. But in teaching learning process teacher and student found solution in teaching learning used scientific approach.

3. The Strategies Used by Teachers to Solve The Difficulties in Applying Scientific Approach in English Teaching Based on the Curriculum 2013

Based on the interviews and observation, it can be concluded that the teachers have the similar solutions to overcome the difficulties during applying Scientific Approach. The solutions are explained below.

a. Questioning

The solved difficulty on questioning step, T1 gave motivation to the students in order that they will be more active. T1 emphasized them the importance of English. T1 told the students that the successful of teaching learning process is depend on the students, not only depend on T1. The statement was evident by the following interview:

Solusi atau strategi yang saya lakukan pada tahap Questioning

mengenai siswa yang pasif dan tidak mampu berfikir kritis, yaitu dengan cara menekankan kepada siswa pentingnya belajar Bahasa Inggris dengan baik, khususnya dalam memperkaya vocabulary sehingga mereka mampu berbahasa Inggris dengan baik dan mampu menyerap ilmu yang sedang dibahas. Saya juga menyampaikan bahwa berhasil tidaknya dalam suatu KBM tidak hanya tergantung pada guru saja namun siswa juga. (Interview, Wednesday; 15 May 2019).

T1's effort also is found on the observation report below:

Finally, the teacher motivated the students about the important of learning English. Teacher said that they were smart, but they didn't develop their mind yet. Then, one by one the students make some questions about descriptive text about zookeeper. (Observation, Wednesday; 15 May 2019).

While the students didn't have the activeness to make a question, T2 motivated the students to be more active. T2 said that if the students are active on teaching learning process, they will get many materials. It was stated on the interview report follow:

Pada tahap questioning ini, bagi siswa yang masih pasif saya tekankan kepada mereka untuk selalu meningkatkan dan mengasah kemampuan berbahasa Inggris. Saya selalu memotivasi mereka untuk berani tampil berbahasa Inggris meskipun masih belum baik. Saya juga berpesan jangan pernah malu untuk menyampaikan apapun yang ada dalam pikiran terkait dengan materi yang sedang dibahas. Saya juga menyampaikan bahwa peran guru hanyalah sebagai fasilitator untuk mereka belajar mereka dapatkan juga akan semakin sedikit. Dan ketika siswa aktif dalam KBM maka materi yang akan mereka dapatkan juga akan semakin banyak. (Interview, Wednesday; 15 May 2019).

It also is found on the observation of T2's teaching learning process as follow:

Teacher asked the students to not to be shy on giving questions. Teachers assured that essentially all students understand English, but they're embarrassed. (Observation, Wednesday; 15 May 2019).

Both of T1 and T2 had same method to solve the difficulties with giving

students motivation and explanation.

b. Experimenting

The solution that used by T1 in experimenting step was by given the students some stimulating sample related with the material they discuss. The students can find out information about the material they learn. It was stated by T1 on the following interview report:

Solusi permasalahan pada experimenting step, saya berikan pancingan berupa contoh yang berkaitan dengan materi yang mereka bahas. Pancingan tersebut membuat mereka mampu mengumpulkan informasi berkaitan dengan pokok-pokok dari materi yang sedang di bahas. (Interview, Wednesday; 15 May 2019).

Beside from the interview, the T1's strategies also be found on the observation as follow:

Then teacher give some example as the stimulation to the students in order they can find out the information related to the material. (Observation, Wednesday; 15 May 2019).

T2 solved the problem on experimenting by giving the students the example related to the material in order to students can find much information related to the material they discussed. T2 on the interview:

Sewaktu berdiskusi pada tahap Experimenting ini, saya memberikan contoh berkaitan dengan materi yang mereka bahas. Contoh tersebut bertujuan untuk menggiring mereka menemukan informasi sebanyak mungkin berkaitan dengan materi yang sedang dibahas. (Interview, Wednesday; 22 May 2019).

On observation of T2's teaching learning process, the strategy' was drawn as follow:

Then teacher stimulated them by giving some example related with the material. During the discussion session, teacher walked around to give assessment of students' work and also to give explanation for the students who need some helps. (Observation, Wednesday; 15

May 2019).

From the experimenting step the both of T1 and T2 had different method to solve difficulties. T1 gave students interesting enticement to the topic. T2 gave students example relate to the topic.

c. Associating

T1 solved the problem in the step of Associating by giving comparison of the common material to the previous materials in order that the students can analyze and then make conclusion for their discussion. T1 stated on interview:

Pemecahan masalah pada tahap Associating ini, saya memberikan perbandingan- perbandingan berkaitan dengan materi yang mereka bahas dengan materi-materi sebelumnya dengan tujuan agar mereka mampu menganalisa kemudian menarik kesimpulan dari apa yang mereka bahas (Interview, Wednesday; 22 May 2019).

The effort of T1 to solve the problem was conducted on teaching learning process. As found in the observation:

Then teacher helped the in by giving some comparison to the recent material to the previous material they have learn. Then students began to analyze the material and make conclusion.(Observation, Wednesday; 22 May 2019).

T2's strategy on Associating was by asking students to compare the previous material with the recent material, for example, structure text.

It was told byT2 in the interview:

Tahap Associating ini mereka saya minta berdiskusi ketika mereka bingung, saya memberikan perbandingan beberapa struktur teks yang berkaitan dengan materi yang mereka bahas, sehingga mereka mampu membuat analisa kemudian menyimpulkan hasil diskusi. (Interview, Wednesday; 22 May 2019)

Based on the observation report, it was stated that T2 performed the step as she said in the interview. The observation report was as follow:

Then teacher stimulated them by giving the comparisons. The recent material compared with the previous materials. Then students understood the way to analyze, and the discussion be continued. (Observation, Wednesday; 22 May 2019).

From the description above we know that difficulties in associating solve by same ways. Both of T1 and T2 gave the students comparison of material so students understand easily.

d. Communicating

On Communicating, to solve the problem, T1 help the students by giving them the correct words or sentences while they speak the wrong words. By the strategy, the students' presentation can run better. It was stated on the interview:

Tahap communicating ini, saya membantu mereka dengan memberikan koreksi ketika mereka salah dalam mengucapkan Bahasa Inggris dengan tujuan agar apa yang mereka presentasikan bisa dipahami oleh siswa lainnya. (Interview, Wednesday; 22 May 2019).

In observation, T1's effort was described as follows:

Most of them can't speak English well. They often stop their presentation because there were some words that they didn't know the meaning in English. Teacher helped them by translating what are the students' difficult words(Observation, Wednesday; 22 May 2019).

T2 solved the problem on Communicating by translate the students' missing word or sentences in older that the students' presentation can be conveyed. As found on the interview:

Penyelesain masalah yang muncul dalam communicating saya atasi

dengan membantu menerjemahkan kata-kata yang mereka tidak biasa terjemahkan sehingga maksud presentasi mereka bisa tersampaikan pada siswa lainnya. (Interview, Wednesday; 22 May 2019).

In the observation, the situation above was described as follows:

Teacher helped the presenters by translating the words that couldn't be translated into English by students. Finally, the presentation could run properly. (Observation, Wednesday; 22 May 2019)

T1 had strategies giving correction on the students presentation then T2 give help in order to translate the vocabulary that help the students.

The conclusion of solving problem difficulties by the teacher on applying Scientific Approach used in English teaching based on the Curriculum 2013 are displayed as follow :

- a. T1 and T2 had problem solving strategies of the difficulties on applying scientific approach.
- b. Although there were some difficulties the teacher realize and try to solve the problem.
- c. T1 and T2 had their own way to solve the problem.

Based on researcher finding above researcher found that the teacher can practice step in scientific approach in process teaching learning in the class. The teacher can use step scientific approach in the teaching class. The teacher can use step of scientific approach step by step, but the teacher can organize. In order to make easier to analyze the researcher make table of finding collection point as follows:

Table 4.1
Finding Collection Result and Conclusion

Finding collection result and conclusion			
Steps	Procedure of applying scientific approach	Difficulties of applying scientific approach	Strategies of solving difficulties on applying scientific approach
Observation	The implementation of the scientific approach at the step of observation by T1 and T2 showed by giving student the picture as a media and instruct them to do the activity related to the picture.	-	-
Questioning	The scientific approach implemented on questioning step by giving student opportunity to make question. Both of T1 and T2 did the same way as described above.	The scientific approach implemented on questioning both of T1 and T2 had same difficulties with the student who is inactive and afraid to ask.	Both of T1 and T2 had same method to solve the difficulties with giving students motivation and explanation.
Experimenting	From the experimenting step the both of teacher used group management in order to get information about the student.	From the experimenting step the both of T1 and T2 had different difficulties. T1 felt that the students were lazy to discuss. T2 had difficulties with the students only waiting the explanation.	From the experimenting step the both of T1 and T2 had different methods to solve difficulties. T1 gave students interesting encouragement to the topic. T2 gave students examples related to the topic.
Communicating	The communicating step implemented scientific approach by asking student to present their result of discussion. The presentation is one of ways of communication in class as scientific	The communicating step implemented scientific approach by asking student to present their result of discussion. Then T1 and T2 had same difficulties on	T1 had strategies giving correction on the students' presentation then T2 gave help in order to translate the vocabulary that helped the students.

	approach studies . T1 and T2 used as one of the way to teach in class.	their students who lack ability for present their result.	
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The problem of teacher used scientific approach is, the teacher can not manage of the class. The teacher habit in teaching use scientific approach. The teacher usually student can used scientific approach in the teaching learning English. The teacher get used to student can use scientific approach method in teaching English.

B. Discussion

The researcher used the part of discussion to analyzed the finding using the theories that is used and compared by the previous studies also. The researcher used the result of analysis as the answer for the problem statement on chapter I. Here the discussion.

1. The implementation of procedures used by the teachers in applying scientific approach in english teaching based on the curriculum 2013 at the eight class of SMP N 1 Juwiring Klaten. The researcher used some theories to analyze the procedure of the 2013 curriculum and divide into three process. Here the discussions:

a. Preparation steps, the main theories that used in preparation is from permendikbud 2018:81A

“The implementation of curriculum 2013 is based on competency and character based curriculum that give the student with various attitudes ability agree with period and technology expansion.”

Then the researcher found the theacher also used the guidelines of curriculum in SD/MI, SMP/MTs, SMA/MA, and SMK/MAK using the guidelines listed in the curriculum implementation Permendikbud No.81/2013 which include:

- Guideline for the Management of Education Unit Level Curriculum.
- Guidelines for Development of Local Content.
- Guidelines for Extracurricular Activities.
- General Guidelines for Learning.
- Guidelines for Curriculum Evaluation.

The findings found that both of the teacher T1 & T2 practiced the guidelines by prepared the lesson plan and hand book well.

- b. Then from the process steps, the researcher used the theories from Ministry of Education and Culture (2013):

“Scientific Approach in the teaching and learning process includes observing, questioning, experimenting or exploring, associating, and communicating and creating for all the subjects.”

The result of findings found that the both of teachers used the same procedures scientific approach but have a few different in practice here the resume using table of the T1 & T2 for easy to understand.

The scientific approach process	The implementation of the teacher T1 & T2
Observing	The implementation of the scientific approach at the step of observation by T1 and T2 showed by giving student the picture as a media and instruct them to did the activity related to the picture. Although both of teacher had different activity the scientific approach applied in order to get the purpose of the lesson.
Questioning	The scientific approach implemented on questioning step by giving student opportunity to make question. Both of T1 and T2 did the same way as described above.

The scientific approach process	The implementation of the teacher T1 & T2
Experimenting	T1 and T2 also gave assesment of each student work. In this step the teacher implemented scientific approach completely, it means there were media, explanation, grouping, and assesment.
Associating	Scientific approach shown by same ways in assosiating step. Both of T1 and T2 still used group and instruct the student to analyze their work.
Communicating	The comunicating step implemented scientific appraoach by asking student to present their result of discussion. The presentation is one of way of comunication in class as scientific approach studies . T1 and T2 used as one of the way to teach in class.

2. The difficulties faced by the teacher in applying scientific approach in english teaching based on the curriculum 2013 at the eight class of SMP N 1 Juwiring Klaten.

The researcher used the result of interview and the theories from Gleiser, Kozameh and morechi (1992: 179):

“the difficulty is the so-called measurement problem which still has no really satisfactory solution.”

From the theories above the researcher found the difficulties of the theacher in every steps of scientific approach. The researcher resumed by the table to easy in understanding. Here the tabel:

The scientific approach process	The difficulties faced by the teacher T1 & T2
Observing	The implementation of the scientific approach at the difficulties in teaching by T1 and T2 showed that both of them had no difficulties in observing students..
Questioning	The scientific approach implemented on questioning both of T1 and T2 had same difficulties with the student who activeless and affraid to ask.
Experimenting	From the experimenting step the both of T1 and T2 had different difficulties. T1 felt that the students lazy to disscuss.T2 had difficulties with the students only waitt the explanation.
Associating	From the description above we know that difficulties in assosiating step. Both of T1 and T2 still had same difficulties that the students difficult to analyze.
Communicating	The comunicating step implemented scientific approaach by asking student to present their result of discussion. Then T1 and T2 had same difficulties on their students who lack ability for present their result.

It can be seen from the table above that the difficulties faced by the both of teacher sometimes same but also in the one of process could be different depend on the class and the students.

3. The problem solving of the teacher that faced the difficulties of the applying scientific approach.

The researcher analyzed used the theories from Brown (2000: 7):

“Learning is the process of acquiring or getting knowledge of a subject or skill by studying experience and instruction. He classifies learning into some components as follow: 1) Learning is acquisition or “getting” 2) Learning is retention of information or skill 3) Retention implies storage systems, memory, and cognitive organization 4) Learning involves active, conscious focus on and acting upon events outside the organism 5) Learning is relatively permanent but subject to forgetting 6) Learning is involved some form of practice, perhaps reinforced practice 7) Learning is change in behavior.”

The researcher also used the findings by interview the T1 & T2 and compared as the result of analysis. The result found:

- a. Both of T1 and T2 had same method to solve the difficulties with giving students motivation and explanation in questioning process
- b. T1 gave students interesting enticement to the topic. T2 gave students example relate to the topic as the solving of the experimenting process.
- c. Both of T1 and T2 gave the students comparison of material so students understand easily in associating process.
- d. T1 had strategies giving correction on the students presentation then T2 give help in order to translate the vocabulary that help the students.

The last from the discussion the researcher focused on the comprehensive detail of implementation using scientific approach that different from the some of previous studies that could be seen on the chapter II.

CHAPTER V

CONCLUSION, IMPLICATION, AND SUGGESTION

Based on the researcher presents the conclusion of the research and suggestion for developing the implementation in this research, the scientific approach in teaching at the eight class of SMP N 1 Juwiring Klaten.

A. Conclusion

From the research findings, the writer draws some conclusion as follows:

1. The teacher has carried out learning using the Scientific Approach which includes activities to observe, ask, collect information, associate, and communicate. However, the implementation of these activities has not been optimal, because Teachers have not been able to develop scientific activities effectively while students have not fully understood learning using scientific methods.
2. The difficulties faced by teachers in implementing Scientific Approach are the students' lack of critical thinking and passive, the students difficulty in finding the answer of the problem, the students can't analyze the material, and the students lack of vocabulary mastery.
3. Strategies used by teachers to solve the difficulties in applying Scientific Approach are motivate the students to be more active in learning, give some stimulates example related to the material, give the comparisons of the recent material with the previous materials, and translate the difficult words found by the students.

B. Recommendations

In relation to the conclusions above, the researcher would like to give several suggestions to the English teacher, school administrators, and future researchers. The result of this study can be used as a reference for the teacher in implementing the Curriculum 2013 especially in English subject at junior high school level.

1. English Teachers

The teachers need to improve and evaluate her knowledge practices about implementation of Scientific Approach in the Curriculum 2013. The teacher should read more the theory of Scientific Approach phases activities cause they only gave individual project in Experimenting phase. The teacher also needs to dig up the information about media; about the way to take learning resources so that way not consists monotonous in learning process.

2. Next Researchers

The next researchers are suggested to conducting the preliminary research such as informal interview with the teachers and the students as well as the triangulation method are highly recommended for gaining the data.

3. For school administrators

The result can be used as evaluation of Curriculum 2013, so the researcher suggested that they can consider the strengths and weaknesses of the implementation English instruction based on Curriculum 2013 at junior high school, is it possibly to use or not in order to develop the Curriculum 2013 implementation.

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APPENDICES

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)****(GURU 1)**

Satuan Pendidikan : SMP Negeri 1 Juwiring

Mata Pelajaran : Bahasa Inggris

Kelas/Smester : VIII

Tema : My Uncle is a zookeeper (Chapter VII)

Sub Bab : to communicate states and events that happen routinely or as general truths, in order to appreciate the nature, to show our pride in something, or to give good and bad samples

Alokasi Waktu : 2 Pertemuan (4JP)

A. Kompetensi Inti

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*)
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkaitkeadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya
2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Metode Pembelajaran

Metode : Saintifik

E. Sumber Belajar.

- Buku Teks wajib
- Contoh teks tertulis
- Sumber dari internet:
- www.dailyenglish.com
- http://americanenglish.state.gov/files/ae/resource_files
- <http://learnenglish.britishcouncil.org/en/>

F. Media Pembelajaran.

1. Presentasi Powerpoint
2. LCD Proyektor

G. Langkah – langkah Kegiatan Pembelajaran.

Pertemuan 1

1. Pendahuluan (15 Menit)

- a. Guru mempersiapkan peserta didik dalam pembelajaran, berdoa, absensi.
- b. Guru memotivasi peserta didik dengan menunjukkan gambar kemudian menanyakan gambar tersebut kepada peserta didik.
- c. Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.

2. Kegiatan Inti (50)

Mengamati

- Siswa mengamati gambar yang terdapat pada buku halaman 88.
- Siswa disuruh mendeskripsikan hewan di kebun binatang satu per satu

Menanya

- Guru memberikan kesempatan kepada siswa untuk membuat beberapa pertanyaan yang berhubungan dengan materi.

Mengeksplorasi

- Guru membagi siswa menjadi beberapa kelompok, masing-masing kelompok terdiri dari 4-5 siswa.
- Setiap kelompok harus mencari tabel untuk menganalisis informasi tentang teks deskriptif pada gambar.

- Guru memberikan penjelasan pada siswa yang membutuhkan informasi saat diskusi kelompok

Pertemuan 2

Mengasosiasi

- Siswa mengidentifikasi ciri-ciri, kegiatan, ataupun makanan serta karakteristik setiap hewan yang terdapat pada setiap teks bergambar pada halaman 88 untuk melengkapi tugas pada halaman 89 – 90 *when english rings bell*
- Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyatakan dan mempresentasikan di depan kelas dengan bahasa Inggris

3. Penutup.

- Peserta didik dengan bimbingan guru menyimpulkan materi yang telah dipelajari
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru memberikan refleksi hasil diskusi kelompok

RENCANA PELAKSANAAN PEMBELAJARAN**(RPP)****(GURU 2)**

Satuan Pendidikan : SMP Negeri 1 Juwiring

Mata Pelajaran : Bahasa Inggris

Kelas/Smester : VIII

Tema : My Uncle is a zookeeper (Chapter VII)

Sub Bab : to communicate states and events that happen routinely or as general truths, in order to appreciate the nature, to show our pride in something, or to give good and bad samples

Alokasi Waktu : 2 Pertemuan (4JP)

A. Kompetensi Inti

- KI.1 Menghargai dan menghayati ajaran agama yang dianutnya.
- KI.2 Menghargai dan menghayati perilaku jujur, disiplin, tanggungjawab, peduli (toleransi, gotong royong), santun, percaya diri, dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya
- KI.3 Memahami dan menerapkan pengetahuan (faktual, konseptual, dan prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
- KI.4 Mengolah, menyaji, dan menalar dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi, dan membuat) dan ranah abstrak

(menulis, membaca, menghitung, menggambar, dan mengarang) sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

- 1.1 Mensyukuri kesempatan dapat mempelajari bahasa Inggris sebagai bahasa pengantar komunikasi Internasional yang diwujudkan dalam semangat belajar
- 2.1 Menunjukkan perilaku santun dan peduli dalam melaksanakan komunikasi interpersonal dengan guru dan teman
- 3.7 Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait keadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya. (Perhatikan unsur kebahasaan *simple present tense*)
- 4.7 Menyusun teks interaksi transaksional lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan memberi dan meminta informasi terkaitkeadaan/tindakan/kegiatan/ kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks dan unsur kebahasaan yang benar dan sesuai konteks

C. Tujuan Pembelajaran

Setelah selesai pembelajaran peserta didik dapat :

1. Menerapkan struktur teks dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum, sesuai dengan konteks penggunaannya
2. Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan / terjadi secara rutin atau merupakan kebenaran umum, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.

D. Metode Pembelajaran

Metode : Saintifik

E. Sumber Belajar.

- Buku Teks wajib
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- www.dailyenglish.com
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F. Media Pembelajaran.

1. Presentasi Powerpoint
2. LCD Proyektor

G. Langkah – langkah Kegiatan Pembelajaran.

Pertemuan 1

1. Pendahuluan (15 Menit)

- a. Guru mempersiapkan peserta didik dalam pembelajaran, berdoa, absensi.
- b. Guru memotivasi peserta didik dengan menunjukkan gambar kemudian menanyakan gambar tersebut kepada peserta didik.
- c. Guru memberi informasi tentang kompetensi dan tujuan pembelajaran yang akan dicapai.

2. Kegiatan Inti (50)

Mengamati

- Siswa mengamati gambar yang terdapat pada buku halaman 91-92, siswa mengamati struktur kalimat, unsur kebahasaan yang terdapat pada setiap teks bergambar.
- Siswa mendengarkan/membaca berbagai contoh kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum sesuai dengan konteksnya serta responnya.
- Dengan bimbingan dan arahan guru, siswa mengidentifikasi ciri-ciri kalimat/ungkapan yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum. (fungsi sosial, struktur teks, dan unsur bahasa)

Menanya

- Guru memberikan kesempatan kepada siswa untuk membuat beberapa pertanyaan yang berhubungan dengan materi.

Mengeksplorasi

- Guru membagi siswa menjadi beberapa kelompok, masing-masing kelompok terdiri dari 4-5 siswa.
- Siswa membaca kalimat-kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin
- Siswa membuat kalimat yang menyatakan dan menanyakan tindakan/kejadian yang dilakukan/terjadi secara rutin

Pertemuan 2**Mengasosiasi**

- Siswa mengidentifikasi kegiatan yang dilakukan tukang kebun binatang hewan yang terdapat pada setiap teks bergambar pada halaman 91-92
- Siswa menanyakan balikan (feedback) dari guru dan teman tentang setiap yang dia sampaikan dalam kerja kelompok.

Mengomunikasikan

- Siswa menyatakan dan mempresentasikan di depan kelas dengan bahasa Inggris

3. Penutup.

- Peserta didik dengan bimbingan guru menyimpulkan materi yang telah dipelajari
- Peserta didik memberikan umpan balik dengan mengajukan pertanyaan.
- Guru memberikan refleksi hasil diskusi kelompok

FIELD NOTE ON THE INTERVIEW

The Day/Date : Wednesday / 15 May 2019 dan 22 May 2019

Activity : Interviewing the English Teacher

Location : SMP N 1 Juwiring Klaten

Informan : Retno Kunwidayanti, S.Pd.

S : Selamat pagi, buk. Maaf ganggu waktunya. saya kesini berniat untuk wawancara dengan ibu perihal skripsi saya mengenai implementasi pendekatan saintifik K13 pada belajaran Bahasa Inggris?

I : Pagi juga, mas...gak ganggu kok...oh mengenai K13 ya?

S : Menurut ibu, gimana tanggapan para siswa mengenai pelajaran bahasa Inggris?

I : Ya, sebagian besar anak-anak menganggap bahasa Inggris itu agak sulit, meski anggapan mereka bahasa Inggris itu penting tapi mereka tampaknya kesulitan untuk terampil dalam berbahasa Inggris.

S : menurut ibu bagaimana kurikulum terbaru (K13) ini pada mata pelajaran bahasa Inggris ?

I : Selama ini kurikulum itu memiliki segi plus dan minusnya, kalo dalam mengajar menggunakan kurikulum yang ada, pastinya jam pelajaran untuk mengajar di sekolah tidak mencukupi, saat ini hanya materi-materi tertentu yang kami praktekan pada K13 ini. Tetapi tidak terlalu jauh menyimpang

dari RPP hanya mungkin ada beberapa langkah-langkah yang musti harus kami lewati urutannya karena memang kondisi dan situasi anak itu harus kami sesuaikan dan proses pembelajaran itu kami tetap pada indikator yang ingin dicapai walaupun langkah-langkah tidak urut tapi tujuan pembelajaran tetap tercapai

- S : Bagaimana menurut ibu mengenai pendekatan saintifik yang diterapkan di Kurikulum 2013 saat ini?
- I : Untuk pendekatan Scientific Approach itu sebenarnya memang sangat ideal untuk K13 hanya mungkin guru di kelas kita masih membutuhkan waktu mematangkan materi. Yang jelas dari setiap langkah guru yang sekarang mengampu K13 itu sudah berusaha untuk tetap memberi yang terbaik. K13 ini mengajak guru-guru untuk berinovasi dan mencari sumber pembelajaran yang *up to date*
- S : Apakah ada kendala dalam menggunakan pendekatan saintifik ini bu?
- I : Pendekatan saintifik ini setiap kelas memiliki tingkat kesulitan yang berbeda-beda karena tingkat kemampuan anak kita ini berbeda-beda. Sebenarnya kesulitan itu masih bisa kita atasi hanya mungkin waktu untuk pembelajaran harus lebih lama karena ada kendala pada anak yaitu minimnya *vocabulary*.
- S : Apa kelebihan pendekatan saintifik ini bu pada mata pelajaran bahasa Inggris

- I : Kelebihan pendekatan saintifik ini banyak mas, anak lebih fokus karena dia tertarik dengan media yang kita sudah siapkan contohnya gambar-gambar yang menarik atau teks yang menarik, mereka juga sangat antusias untuk maju kedepan kelas, selain itu juga bisa mengembangkan kreatifitas sesuai dengan imajinasinya, karena pendekatan ini mengharuskan siswa untuk aktif mas. Jika mereka aktif kegiatan belajar mengajar akan sangat menyenangkan dan mudah mereka pahami karena pendekatan ini belajar berdasarkan dengan fakta-fakta yang ada di sekitar dan itu mempermudah siswa untuk mengingat dan memahami materi yang kami sampaikan.
- S : Kalo kekurangan menggunakan pendekatan saintifik ini apa ya bu?
- I : kekurangan dalam pendekatan saintifik ini siswa dituntut aktif jadi kadang-kadang malah gaduh dan kalo kerja kelompok itu membutuhkan waktu yang lama karna menyatukan pendapat yang berbeda dan jeleknya beberapa siswa yang kurang aktif mereka tidak menyumbangkan ide jadi kesulitan, pendekatan ini tidak bisa diterapkan semuanya karena mengimplementasikan 5M membutuhkan waktu yang tidak sedikit jadi kadang-kadang kita lewati.
- S : Apakah ibu memiliki kendala dalam menjalankan pendekatan saintifik ini, bisa dijelaskan masing-masing tahap ibu?
- I : Kalo kendala itu pasti ada mas, masing-masing tahap berbeda-beda, pada tahap observing, biasanya *tidak ada masalah*. Maksudnya yaitu tidak ada yang membuat saya kesulitan dalam menyampaikan materi pada langkah

ini, kemudian memasuki tahap questioning ini pesertadidik mulai tidak aktif untuk mengajukan pertanyaan, sehingga akan muncul kesulitan siswa untuk aktif berpikir atau berfikir kritis. Ini terjadi karena peserta didik masih terbiasa dengan pengajaran lama yaitu konvensional yang hanya tergantung pada guru. Selanjutnya Tahap experimenting saya berusaha untuk mendorong siswa untuk mandiri dalam berpikir, mendorong untuk berusaha mengumpulkan informasi terkait dengan materi yang sedang dibahas, namun lagi-lagi siswa masih malas-malesan dalam mengumpulkan informasi dan meminta kepada saya untuk menjelaskan sebanyak-banyaknya materi yang dibahas agar mereka paham. Pada tahap Associating ini, mayoritas siswa belum mampu menganalisa sesuatu untuk mengumpulkan informasi, masih banyak siswa yang bingung harus memulai dari mana untuk menganalisa suatu materi, meskipun kami sudah memberikan lembar kerja siswa. tahap communicating, masalah yang muncul yaitu ketika perwakilan siswa dari kelompok membawakan hasil presentasi hasil kerja mereka, masih kesulitan dalam mempresentasikan dalam bahasa inggris dengan baik dan bahkan karena dalam presentasi tidak percaya diri sebagian kelompok enggan maju untuk mempresentasikannya.

S : Bagaimana ibu memecahkan permasalahan yang timbul ?

I : Strategi dalam memecahkan masalah tersebut, Solusi atau strategi yang saya lakukan pada tahap Questioning mengenai siswa yang pasif dan tidak mampu berfikir kritis, yaitu dengan cara menekankan kepada siswa

pentingnya belajar bahasa Inggris dengan baik, khususnya dalam memperkaya vocabulary sehingga mereka mampu berbahasa Inggris dengan baik dan mampu menyerap ilmu yang sedang dibahas. Saya juga menyampaikan bahwa berhasil tidaknya dalam suatu KBM tidak hanya tergantung pada guru saja namun siswa juga. Pada tahap questioning ini, bagi siswa yang masih pasif saya tekankan kepada mereka untuk selalu meningkatkan dan mengasah kemampuan berbahasa Inggris. Saya selalu memotivasi mereka untuk berani tampil berbahasa Inggris meskipun masih belum baik. Saya juga berpesan jangan pernah malu untuk menyampaikan apapun yang ada dalam pikiran terkait dengan materi yang sedang dibahas. Saya juga menyampaikan bahwa peran guru hanyalah sebagai fasilitator untuk mereka belajar mereka dapatkan juga akan semakin sedikit. Dan ketika siswa aktif dalam KBM maka materi yang akan mereka dapatkan juga akan semakin banyak. Solusi permasalahan pada experimenting step, saya beri mereka pancingan berupa contoh yang berkaitan dengan materi yang mereka bahas. Pancingan tersebut membuat mereka mampu mengumpulkan informasi berkaitan dengan pokok-pokok dari materi yang sedang di bahas. Pemecahan masalah pada tahap Associating ini, saya memberikan perbandingan- perbandingan berkaitan dengan materi yang mereka bahas dengan materi-materi sebelumnya dengan tujuan agar mereka mampu menganalisa kemudian menarik kesimpulan dari apa yang mereka bahas. Tahap communicating ini, saya membantu mereka dengan memberikan koreksi ketika mereka salah dalam

mengucapkan Bahasa Inggris dengan tujuan agar apa yang mereka presentasikan bisa dipahami oleh siswa lainnya.

FIELD NOTE ON THE INTERVIEW

The Day/Date : Wednesday / 15 May 2019 dan 22 May 2019

Activity : Interviewing the English Teacher

Location : SMP N 1 Juwiring Klaten

Informan : Indah Budi Rahayu, S.Pd

S : Selamat pagi, buk. Maaf ganggu waktunya. saya kesini berniat untuk wawancara dengan ibu perihal skripsi saya mengenai implementasi pendekatan saintifik K13 pada belajaran Bahasa Inggris?

I : Pagi juga, mas...njih mas ada yang bisa dibantu...

S : Menurut ibu, gimana tanggapan para siswa mengenai pelajaran bahasa Inggris?

I : Bahasa inggris bagi anak-anak di SMP N 1 Juwiring terkadang membuat tertarik tapi juga lebih banyak bosannya, soale masih banyak anak-anak yang belum memahami makna dari mapel tersebut.

S : Menurut ibu bagaimana kurikulum terbaru (K13) ini pada mata pelajaran bahasa Inggris ?

I : Semua kurikulum memiliki kelebihan dan kekurangan, hanya saja saya sebagai guru bagaimana mampu mengimplementasikan kepada anak-anak sehingga penyampaian materi mudah dipahami dan anak-anak tidak bosan.

Terkadang K13 ini tidak saya jalankan sesuai dengan RPPnya, hanya materi-materi tertentu saja, karena mengejar waktu

- S : Bagaimana menurut ibu mengenai pendekatan saintifik yang diterapkan di Kurikulum 2013 saat ini?
- I : Untuk pendekatan saintifik ini sebenarnya bagus untuk meningkatkan cara berpikir anak-anak, hanya saja untuk K13 hanya mungkin guru di kelas kita masih membutuhkan waktu mematangkan materi. Yang jelas dari setiap langkah guru yang sekarang mengampu K13 itu sudah berusaha untuk tetap memberi yang terbaik. K13 ini mengajak guru-guru untuk berinovasi dan mencari sumber pembelajaran yang *up to date*
- S : Apakah ada kendala dalam menggunakan pendekatan saintifik ini bu?
- I : Pendekatan saintifik ini setiap kelas memiliki tingkat kesulitan yang berbeda-beda karena tingkat kemampuan anak kita ini berbeda-beda. Sebenarnya kesulitan itu masih bisa kita atasi hanya mungkin waktu untuk pembelajaran harus lebih lama karena ada kendala pada anak yaitu minimnya *vocabulary*.
- S : Apa kelebihan pendekatan saintifik ini bu pada mata pelajaran bahasa Inggris
- I : Kelebihan pendekatan saintifik ini banyak mas, diantaranya meningkatkan keterampilan dan proses kognitif anak-anak, menimbulkan rasa senang, melibatkan akal nya dan motivasi sendiri, memperkuat konsep diri karena memperoleh kepercayaan bekerjasama dengan yang lainnya, mendorong

anak-anak berpikir dan bekerja atas inisiatif sendiri, situasi proses belajar menjadi lebih terangsang, kemungkinan siswa belajar dengan memanfaatkan berbagai jenis sumber belajar.

- S : Kalo kekurangan menggunakan pendekatan saintifik ini apa ya bu?
- I : Bagi siswa yang kurang pandai, akan mengalami kesulitan berpikir sehingga akan menimbulkan frustrasi, membutuhkan waktu yang lama untuk membantu mereka menemukan teori atau pemecahan masalah lainnya.
- S : Apakah ibu memiliki kendala dalam menjalankan pendekatan saintifik ini, bisa dijelaskan masing-masing tahap ibu?
- I : Kendala pasti ada mas, masing-masing tahap berbeda-beda, pada tahap observing, biasanya *tidak ada masalah*. Masuk pada tahap Questioning, sangat sulit mengajak siswa untuk lebih aktif seharusnya pada tahap ini siswa yang lebih aktif dari pada gurunya. Tapi dalam kenyataan jauh lebih banyak siswa yang pasif dari pada yang aktif dan siswa sangat susah untuk mencoba bertanya. Selain itu ketika saya meminta siswa untuk mengajukan pertanyaan. Hampir semua siswa terdiam tanpa berusaha membuat pertanyaan yang berhubungan dengan materi yang dibahas. Padahal keaktifan siswa akan menentukan keberhasilan dalam KBM pada pembelajaran dengan pendekatan scientific. Oleh karena itu siswa seharusnya lebih aktif berperan dalam KBM, bukan guru yang lebih aktif, saya melihat siswa masih mengandalkan guru sebagai sumber belajar. Kesulitan pada tahap experimenting muncul dari siswa itu sendiri mas,

karena pada tahap ini seharusnya siswa secara berkelompok mengumpulkan informasi sebanyak-banyaknya dari diskusi yang dilakukan, akan tetapi masih banyak siswa yang seolah-olah berharap bahwasaya harus memberikan permisalan dan contoh dalam mengumpulkan informasi, inikan seharusnya tugas mereka dalam mencari informasi. Kesulitan pada tahap Associating ini yaitu ketika siswa berusaha untuk menyimpulkan hasil diskusi, secara berkelompok seharusnya siswa dapat menganalisa suatu materi kemudian dibahas bersama-sama untuk disimpulkan. Akan tetapi mereka bingung cara menarik kesimpulan tentang fungsi sosial, struktur teks dan unsur kebahasaan dari ungkapan menyatakan dan menanyakan kejadian yang dilakukan secara rutin. Saat tahap communicating sebagian besar siswa belum mampu presentasi hasil diskusi dengan Bahasa Inggris yang baik. Hal ini dimungkinkan karena sebagian siswa memiliki kosa kata terbatas, sehingga mereka belum mampu presentasi dengan bahasa Inggris secara keseluruhan

S : Bagaimana ibu memecahkan permasalahan yang timbul ?

I : Pada tahap questioning ini, bagi siswa yang masih pasif saya tekankan kepada mereka untuk selalu meningkatkan dan mengasah kemampuan berbahasa Inggris. Saya selalu memotivasi mereka untuk berani tampil berbahasa Inggris meskipun masih belum baik. Saya juga berpesan jangan pernah malu untuk menyampaikan apapun yang ada dalam pikiran terkait dengan materi yang sedang dibahas. Saya juga menyampaikan bahwa

peran guru hanyalah sebagai fasilitator untuk mereka belajar mereka dapatkan juga akan semakin sedikit. Dan ketika siswa aktif dalam KBM maka materi yang akan mereka dapatkan juga akan semakin banyak. Sewaktu berdiskusi pada tahap Experimenting ini, saya memberikan contoh berkaitan dengan materi yang mereka bahas. Contoh tersebut bertujuan untuk menggiring mereka menemukan informasi sebanyak mungkin berkaitan dengan materi yang sedang dibahas. Tahap Associating ini mereka saya minta berdiskusi ketika mereka bingung, saya memberikan perbandingan beberapa struktur teks yang berkaitan dengan materi yang mereka bahas, sehingga mereka mampu membuat analisa kemudian menyimpulkan hasil diskusi. Penyelesaian masalah yang muncul dalam communicating saya atasi dengan membantu menerjemahkan kata-kata yang mereka tidak biasa terjemahkan sehingga maksud presentasi mereka bisa tersampaikan pada siswa lainnya.

FIELD NOTE OBSERVATION

Date : Wednesday, 15 May 2019

Place : Class of 8c

Teacher : Retno Kunwidayanti, S.Pd.

Meeting : 1

This is first meeting in the English subject the class of 8 c for the descriptive text topic. The teacher opened the class and prays by greeting "Assalamu'alaikum warrahmatullahi wabarakaatuh". After that, as usual the teacher checked the students attendance by calling the name of students. The students were looked enthusiastic at the early of the class.

In the next activity, the teacher asked the students to make group that consist of four to five students for each group. The teacher wanted to make class more interesting to the students with it. After the students have group, they listened what the teacher told about. The teacher generally reviewed about the basic competence that the students must understood.

The teacher asked students to observed pictures on English book pages 88. The teacher explained the topic of descriptive text. Teacher gave opportunity to the students to make some questions related with the material. It seems that there were no students who give questions to the teacher. They kept silent when teacher asked the students to make some questions. She asked each group was given a piece of paper from teacher which was containing descriptive text about

zookeeper and each group should find out table to analyze the information about descriptive text. The time was up. The teacher closed the meeting by greeting.

FIELD NOTE OBSERVATION

Date : Wednesday, 22 May 2019

Place : Class of 8c

Teacher : Retno Kunwidayanti, S.Pd.

Meeting : 2

This is the second meeting in the English subject in the class of 8c for the descriptive text topic. The teacher opened the class and prays by greeting “Assalamu’alaikum warrahmatullahi wabarakaatuh”. After that, as usual the teacher checked the students attendance by calling the name of students. The students were looked enthusiastic at the early of the class.

The teacher asked students to make a group again. She is continued lesson competence previously. She asked the students to work in group to analyze of descriptive text based on text structure, linguistic element and topic that had been decided by teacher. She asked students to present their result or discussion in front of class. During the presentation, she and other students may give suggestion and questions to the group that makes presentation. Students with the guidance of the teacher conclude the material that has been learned. Then students provide feedback by asking questions. The time was up. The teacher closed the meeting by greeting.

FIELD NOTE OBSERVATION

Date : Wednesday, 15 May 2019

Place : Class of 8g

Teacher : Indah Budi Rahayu, S.Pd.

Meeting : 1

This is first meeting in the English subject the class of 8g. She teacher prepares students in learning in the class, she invites students to pray before start learning, and the teacher check students absences. Then the teacher motivates students by showing a picture about zookeeper, after that asking the picture to the students. Teacher provides the information about competencies and learning objectives to be achieved.

In the next activity, the teacher asked the students to make group that consist of five students for each group. She asked five students to observed picture pages 91-92. She asked the students to say about tell what the zookeepers do as their routines. She asked rewrite routine activities in good sentences on a piece of paper. Next, she gave opportunity to the students to give some questions related to descriptive text zookeeper about routine activity. But by the teacher's guidance, the students questioned, among others, about that occurs in the image, a new vocabulary, from the text "zoo keepers do as their routines".

Teacher gave some pieces of paper. Those papers contained to make rewrite routine activities in good sentences for each groups. In this stage, students

confused about what they have to do. Then teacher stimulated them by giving some questions related with the material. During the discussion session, teacher walked around to give assessment of students work and also to give explanation for the students who need some helps. The time was up. The teacher closed the meeting by greeting.

FIELD NOTE OBSERVATION

Date : Wednesday, 22 May 2019

Place : Class of 8g

Teacher : Indah Budi Rahayu, S.Pd.

Meeting : 2

This is the second meeting in the English subject in the class of 8g. She teacher prepares students in learning in the class, she invites students to pray before start learning, and the teacher check students absences. Then the teacher motivates students by showing a picture about zookeeper, after that asking the picture to the students. Teacher provides the information about competencies and learning objectives to be achieved.

The teacher asked students to make a group again. She asked students to make actions, events carried out, occur routinely based on the results of the previous discussion. Go to the next session, She asked the students, who still work in group, to analyze the routine activityon descriptive text. Most of students were silent because they didn't know how to analyze routine activity into text structure, linguistic element and topic. Then teacher stimulated them by giving the comparisons. The recent material compared with the previous materials. Then students understood the way to analyze, and the discussion be continued.

She asked the students to present their group discussion's result in front of class. The presenters must answer all questions given by other group members.

She give reflection that lesson. The time was up. Theteacher closed the meeting by greeting.

PHOTO



