

**SCIENTIFIC APPROACH IN TEACHING READING TO THE
ELEVENTH GRADE STUDENTS OF SMK NEGERI 1 KARANGANYAR
NGAWI IN THE ACADEMIC YEAR OF 2022/2023**

THESIS

Submitted as A Partial Requirements

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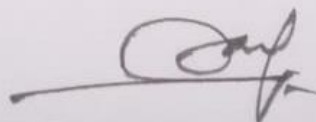
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DEDICATION

This thesis is dedicated for:

1. My beloved family, my father Mr. Rasid, my mother Mrs. Tini Astuti, my younger sister Syafia Nazla Romadhoni and Miftahul Khoirunnisak, my Ustadz/ustadzah Mr. Rubi Ruba'ah, Mrs. Nurul Hidayah and also Mr. Muhammad Alfian Khoirul Mujib who always give support and motivation
2. My beloved Almamater UIN Raden Mas Said

MOTTO

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

(Nelson Mandela)

“Involve Allah in all your activities”

(My mother)

“Allah is not going to test his servant beyond limits of his ability”

(Al-Baqarah:286)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled “Scientific Approach in Teaching Reading to the Eleventh Grade Students of SMK Negeri 1 Karanganyar Ngawi in the Academic Year of 2022/2023” is my real masterpiece. In this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanction in the form of repealing my thesis and academic degree.

Surakarta, 23th December 2022

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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 readers in general.

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ABSTRACT

Rahmawati, 2022. *Scientific Approach in Teaching Reading to the Eleventh Grade Students of SMK Negeri 1 Karanganyar Ngawi in the Academic Year of 2022/2023* Thesis. English Language Education. Culture and Language Faculty, Raden Mas Said State Islamic University.

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Keywords : Teaching Reading and the Scientific Approach

The current study investigate the implementation of scientific approach (SA) in teaching reading in the eleventh grade students of SMK Negeri 1 Karanganyar Ngawi in the academic year of 2022/2023. The objectives of study are to find out how teachers applied scientific approach, what problems the teachers faced in implementing scientific approach and what the students' perception about their reading class.

The researcher used descriptive qualitative as the research design. This study used observation, questionnaire, and interview for getting data. The object of the study are two English teachers and 68 from the eleventh class of TKJ 1 and eleventh class of TKJ 2 SMK Negeri 1 Karanganyar Ngawi. The data was analyzed qualitatively.

The research finding are; firstly; teachers only applied four steps of scientific approach (observing, questioning, associating and communicating) or sometimes they applied three steps of scientific approach (questioning, associating and communicating). They did not implement teaching reading appropriate with five steps of scientific approach in the class. Second, teachers did not have basic knowledge of scientific approach because they were lack of training, or socialization about scientific approach. Third, the curriculum 2013 or K-13's assessment system is complicated than the KTSP's assessment system. The fourth, students have difficluties in grammar, they also did not have extensive vocabulary or their vocabulary is limited. The last, teachers don't implement maximally the curriculum 2013 so, the students' achievement don't have maximal too.

TABLE OF CONTENT

TITLE	i
ADVISOR SHEET	ii
RATIFICATION	iii
DEDICATION	iv
MOTTO	v
PRONOUNCEMENT	vi
ACKNOWLEDGEMENT	vii
ABSTRACT	ix
TABLE OF CONTENT	x
CHAPTER I: INTRODUCTION	1
A. Background of the Study	1
B. Identification of the Problems.....	4
C. Limitation of the Problems.....	5
D. Objective of the Study	5
E. Benefits of the Study	6
F. Definition of the key terms	7
CHAPTER II: REVIEW ON RELATED LITERATURE.....	9
A. Theoretical Review	9
1. English Language Teaching (ELT)	9

2. Reading	10
3. Scientific Approach	16
4. The Difficulties in Implementing Scientific Approach.	23
5. Srudents Perception	26
B. Previous Study	29
CHAPTER III: RESEARCH METHODOLOGY	35
A. Research Design	35
B. Research Setting	36
C. Research Subject	36
D. Data and Sources Data	37
E. Technique of Collecting the Data	38
F. Trustworthiness of the Data.....	41
G. Technique of Analysing Data	42
CHAPTER IV: FINDING AND DISCUSSIONS.....	43
A. Research Finding	43
B. Discussions	71
CHAPTER V: CONCLUSION AND SUGGESTION.....	76
A. Conclusion	76
B. Suggestion	78
BIBLIOGRAPHY.....	80
APPENDICES	82

CHAPTER I

INTRODUCTION

A. Background of the Study

Reading is one of the language skill that should be taught intensively to the learners. This is because reading is not only transferring the written work to the brain, bust also involving readers with the text so that they can build their own understanding (Braunger & Lewis 1998 as quoted by Agustin 2010 cited in Cahyono and Kusumaningrum 2011:147). According to Harits (2014:385) reading is a very important activity in which teachers and students have to deal with in daily academic life. Therefore, teaching reading needs a special attention from teacher who teaches this skill.

Reading is an independent medium for communicating between writer and reader. At school, teachers who teach reading materials to their student, it needs to process that reading will be able to improve their English competence. According to Harmer (2007:99) says that reading is useful for language acquisition. Furthermore, he said that reading also has positive effect on the students vocabulary knowledge, on their spelling and on their writing and it also provides good models for English writing.

By processing the reading intensively, students can be able to improve their English competence. At least reading skill is an ability to understand the written forms of language. According to Snow as quoted by Sofiandi, et al (2013:4) reading comprehension as the process of simultaneously extracting and constructing meaning through interaction and involvement with written

language. Furthermore, Snow said that reading also something crucial and indispensable for the students, because the success in their study depends on the greater of their ability to read. If their reading is poor they are very likely to fail in their study or at least they will have difficulty in making progress. On the other hand, if they have good ability in reading, they will have a better chance to succeed in their study. It is relevant with Curriculum 2013 (K-13) for Senior High School (SMA/SMK) as below:

“Kompetensi Inti 3, Memahami pengetahuan (faktual, konseptual, dan procedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata dan Kompetensi Inti 4, Mencoba, mengolah, dan menyaji dalam ranah konkret (menggunakan, mengurai, 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”.

According to Brown (1994:284), teaching reading needs scenario and strategy to make the students understand the passage or written text, because it cannot be separated with the other language skills, so the target of reading comprehension can be achieved as the aim of the teaching program. Anggraeni (in Cahyono and Kusumaningrum, 2011:59), stated that many students think that reading is a boring activity. The quality of teaching also has an effort on the successful of reading comprehension. There are two factors that make the students have problem with their English reading competence. Firstly, students do not have the ability to find out the general information and detailed information stated in the text. Second, they also have difficulty to find out the meaning of the words in the text correctly and they are unable to identify the language features accurately.

Nowadays, government has issued the curriculum 2013 (K-13), and it is adopted the scientific approach (SA) into teaching and learning process. According to Handelsman, et al as quoted by Fauziati (2013:154) “scientific teaching approach is a pedagogical approach used in classroom whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students”. The curriculum 2013 stresses scientific approach (SA) for teaching in the class, because it is regarded effective for students in getting knowledge based on the students’ own experiences.

There are some steps in the scientific approach (SA): (1) Observing, it means that students’ activities to identify the genre of the text. (2) Questioning, it means that teachers ask the students to answer what type of genre of the text that they identified. In this section is good for building the feedback between teacher and students. (3) Experimenting or Exploring, it means that students’ activities to connect the content of the text with the type of the text. (4) Associating, it means that students try to practice answering the questions based on the text. (5) The last step is communication, it is the process to give the students present or communicate what they have understood, applied, and developed in responding the learning materials.

The scientific approach (SA) is a new approach in teaching based on the curriculum 2013 (K13). As research know an approach always grows and develops from one decade to next decade. Scientific approach recently becomes a popular approach since it is adopted into the curriculum 2013 (K-

13) because this curriculum is lunched by the government to revise in the completing the KTSP curriculum.

The government through the Minister of the Education and Culture applies a program as we called the curriculum 2013 (K-13) and it is applied from the Elementary School (SD) to the Senior High School (SMA). As research know the curriculum 2013 (K-13) stresses on the scientific approach as new paradigm for teaching in Indonesia. According to Marina, et al (2013) Indonesia's curriculum today has an objective for students of high school both in SMP and SMA to develop their intelligence, knowledge, personality, good behavior, and skills in order to be able the higher level of education. To know the effective or not the curriculum 2013 (K-13), now writer interested to investigate the implementation of scientific approach in SMK Negeri 1 Karanganyar Ngawi. In this study, researcher interests to take a research entitled "scientific approach in teaching reading to the eleventh grade students of SMK Negeri 1 Karanganyar Ngawi in the academic year of 2022/2023".

B. Identification of the Problems

Based on the background of the study, the researcher designs the statement of the problems as the following:

1. How do teachers in SMK Negeri 1 Karanganyar Ngawi implement the Scientific Approach in teaching reading?
2. What problems do the teachers face in implementing Scientific Approach in teaching reading?

3. How do the students perceive about Scientific Approach applied by the teachers?

C. Limitation of the Problems

In this study, the researcher only focusses on scientific approach in teaching English in the Eleventh Grade Students of SMK Negeri 1 Karanganyar Ngawi in the Academic year of 2022/2023.

D. Objectives of the Study

Based on the background of the study and question of the research above, the research objectives are:

1. To investigate how the teachers implement scientific approach in teaching reading to the eleventh grade students of SMK Negeri 1 Karanganyar Ngawi in the academic year of 2022/2023.
2. To describe the problems faced by teachers in implementing scientific approach in teaching reading.
3. To describe the students' perception when scientific approach applied by the teachers in teaching reading.

E. Benefits of the Study

The benefits of the study are:

1. Theoretical

The result of this study is very useful for the practical, especially for the teachers in teaching English as a foreign language. Beside that the result of this study can be used as additional for those who interest in conducting the similarity research. It may be useful for him/her as a review of previous work in their study.

2. Practical

The result of this study can be useful for:

a. Teachers

This study can be used by teachers in reviewing the teaching strategy and it also can be used for improving the quality of teaching reading.

b. The school

This study can add the sources of knowledge in the library. Besides, it can be used by the teachers in evaluating and improving their achievement for teaching reading.

c. The students

This study can motivate the students in learning process, especially how the students can motivate themselves to improve their reading comprehension skill.

F. Definition of Key Terms

There are so many terms that are involved in this research. Thus, the researcher explains some of key terms in order to avoid misunderstanding to the terms used in this research. The definition of key terms as follows:

1. Teaching

In the words of John Brubacher (Rajagopalan, 2019) teaching is arrangement and manipulation of a situation in which there are gaps or obstruction which an individual will seek to overcome and from which he will learn in the course of doing so. In other words, teaching is teacher activity to teach and transfer knowledge to the learners. Smith in 1963 further extended the definition of teaching. Teaching is a system of actions involving an agent, an end in view and a situation including two sets of factors those over which the agent has no control (class size, characteristics of pupils, physical facilities, etc.) and those which he can modify such as techniques and strategies of teaching.

2. Teaching method

According to Mukarofah (2019) in teaching and learning activities, not all students have optimal absorption, it is necessary to have the right strategy, the method is one of the answers. One of the steps to have an effective and efficient learning strategy is the teacher must be able to master presentation techniques or can be called teaching methods. Thus, the teaching method is a teaching strategy in the learning process. To choose the right method the teacher should pay attention to general principles and the factors that influence its determination.

3. Reading

Reading to Goodman, in Smith (1982) as quoted Azizah (1996:21) reading is the instantaneous association of these symbol, with existing knowledge and comprehension of the information and ideas communicated. In Longman Dictionary of English Language and Culture (1988:862), reading is act or practice to look at and understand something printed or written to learn the stated information from print or writing. Based on the curriculum 2013, reading is the most important skill to be developed in the classroom. This implicitly means that teaching of learning time should be very much for students' development of this skill. In reading instruction, it is commonly believed that teacher has an important role or position in enabling the students to understand reading passages processes, as well as in motivating and stimulating the students to learn (De Stefano, 1982).

CHAPTER II

LITERATURE REVIEW

A. Theoretical Review

1. English Language Teaching (ELT)

According to Brown (2000:7) says that teaching is guiding and facilitating learning, enabling the learner to learn, setting the condition for learning. Furthermore, Brown (2000:7) says that similarly, teaching which is applied in the first definition of learning, may be defined as “showing or helping someone to learn how to do something, giving instruction, guiding, in the study of something, providing with knowledge, causing to know or understand”.

According to Harmer (2007:23) teaching is not easy job, but it is a necessary one, and can be very rewarding when we see our students’ progress and know that we have helped to make it happen. Furthermore, Harmer (2007:23) says that is true that some lessons and students can be difficult and stressful at times, but it is also worth remembering that at its best teaching can also be extremely enjoyable. In other words, teaching is a process between two roles which be designed to achieve a target in learning such as knowledge, skills, information, and so forth.

English Language Teaching (ELT) grows and develops every decade into theoretically and effective practically. So, teaching approach might be influence the development of the teachers’ behavior in doing teaching and learning process. In English language teaching, teachers developed their

students' potential in increasing the skills and knowledge, but also motivating them to help other learners to have the large opportunity in language acquisition. According to Harmer (2007:177) stated some teachers adopt a strategy of peer help and teaching so that better students can help weaker ones. Furthermore, he explained when teachers put in groups, they can ensure that weak and strong students are put together. In this case, teacher can apply this model (group working) for teaching reading to make the students do their reading activities more effective and efficient.

Naturally, we cannot deny that situation and condition of learning English and teaching English in Indonesia still have problems. It is due to the curriculum and syllabus which always changes, especially the implementation of curriculum 2013 (K-13) that lunched by the government in 2014. The concept of curriculum, the content of curriculum, teaching guidance or procedure, and the other aspects are the obstacles for the teachers to apply the teaching process. In contextually, in teaching English, the time portion is reduced. Based on this observation are still problems from the teacher, students, and facilities.

2. Reading

a. Reading Definition

According to Nuttal as quoted by Alberti (2014:1) reading is an activity that essentially concerned with transfer of meaning from mind to mind, a message from a writer to a reader. According to Harmer (2006:99), reading is useful for language acquisition. Furthermore, he also stated

that reading has a positive effect on students' vocabulary knowledge, on their spelling and on their writing. Harits (2014) stated that reading is a very important activity in which teachers and students have to deal with in daily academic life. Wallace as quoted by Harits (2014:385) the teacher often plays a significant role in mediating between the students as the readers, the reading text, and the text author. Chia as quoted by Rahimpour, et al (2013:148), many teaching techniques have been developed to activate students' prior knowledge for effective top-down processing in order to facilitate reading comprehension. Since the reading activity is not simple, it needs especial attention from the readers to make their reading successful both in guessing the meaning and understanding the writer's stating text as an academic purpose. By knowing the meaning well, readers will be able to predict what is the purpose or main intention of the author. Besides for academic purpose, reading can be used as intensive and extensive reading based on the readers' daily life.

b. Purpose of Reading

Basically, in the formal education teaching reading carries the great purpose, because it is not only the readers know the information from the written language but also it is as one of the ways for the language acquisition, especially English as A Foreign Language in Indonesia. According to Nuttal as quoted by Brown (2000:314), offered three criteria for choosing reading text for students : (1) suitability of content, it's material the students will find interesting, enjoyable,

challenge, and appropriate for their goals in learning English, (2) exploitability, a text that facilitates the achievement of certain language and content goals, that is exploitable for instructional tasks and techniques, and that is integrate with other skills (listening, speaking, and writing), (3) readability, a text with lexical and structural difficulty that will challenge students without overwhelming them. Having the purpose of reading is essential not only for academic life but also for social life.

The purpose for reading comprehension academically has to be made accurately and reasonable, because at school it will be used to check the students' understanding and the students skill which relevant to the purpose of reading. According to Chamberlain (2008), two main purpose for reading at the middle primary are literary purpose and reading for informational purpose.

Table 2.1 Purpose for Reading (Chamberlain, 2008)

Reading for literary experience	Reading to acquire and use information
The reader becomes involved in imagined events, settings, actions, consequences, characters, atmosphere, feelings, and ideas: he or she brings an appreciation of language and knowledge of literary forms to	The reader engages with types of texts where he or she can understand how the world is and has been, and why things work as they do. Texts take many forms, but one major distinction is between those organized non-

the text. This is often accomplished through reading fiction	chronologically. This are is often associated with information articles and instructional texts.
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Both reading for literary purpose and reading for information purpose are having the same emphasizing in formal academic life. Reading for literary purpose needs a specific process in conducting a real argument or experiences and reading for information purpose more emphasizing the sharing of the information about how something happens or things are made chronologically or non-chronologically. Ideally the purpose of reading must be able to connect the ideas on the text with the readers' mind. Therefore, understanding types of the text is important for readers in order to understand the content of the text easier.

c. Type of Reading

1. Intensive Reading

Intensive reading is more detail and complex activity because it involves the learners in grammatical, vocabulary and other function of language elements. Miller (2011:70), intensive reading as a methodology is a teacher centered approach, meaning the instructor directs most of what happens in class, including what to read, when to read, and what vocabulary, grammar, text organization or comprehension points are to be discussed. In other words, intensive reading needs basic elements of language such as grammatical, vocabulary and other language function.

2. Extensive Reading

Extensive reading involves the learners to read the reading text for pleasure or enjoyment. Miller (2011:71) in extensive reading, quality of reading is emphasized, with attention given to student choice over reading material. With students able to choose what they read, they have more control over the level of the reading and hopefully are able to find materials they feel motivated to read. Extensive reading will be effective if the learners have a high motivation in detail reading.

d. Kinds of Reading Text

There are some type of reading text. In this study, researcher only described briefly three type of reading text. They are narrative text, descriptive text, and recount text.

1) Narrative Text

Reading activity is able to make the learners to improve their knowledge especially for learners who want to obtain the basic knowledge or to get a pleasure. Haq (2016:125), the purpose of the narrative text is to entertain, to tell a story or to provide literary experience. This reading text is a good media for the beginner readers to have basic knowledge or experience in communicating to the reading materials, especially to the students in Senior High School (SMA) who learn English as a beginner learner in Indonesia.

2) Descriptive Text

Descriptive text is a type of text that is used to describe objects, places, people and also animals. Anderson and Anderson as quoted by Zahara (2014:14) “descriptive or description describes a particular person, place, or thing. Its purpose is to tell about the subject by describing its features without including personal opinion”. Related to Anderson statement about the definition of description, Kane as quoted by Wulandari (2014:92) “descriptive is about sensory experience-how something looks, sounds, tastes. Mostly it is about visual, experience, but description also deals with other kinds of perception”. Descriptive text is also one of reading types which effective for beginners in obtaining basic knowledge about things, animals and others.

3) Recount Text

A recount text is a text which tells about something that happened in the past time. Knapp as quoted by Saragih, et al (2014:53) “Recount text, basically it is written out to make a report about an experience of a series of related event. The details in recount text can include what happened, who occurred. Its purpose or goal is to entertain or inform about the past event activity to the readers or the listeners. In this case, readers have to understand in grammatical review to understand the recount text properly.

3. Scientific Approach (SA)

The development of teaching in the formal education grows rapidly, including teaching English as Second Language in Indonesia. Our last curriculum was Kurikulum Tingkat Satuan Pendidikan (KTSP) developed by the government to fulfill the improvement of the previous curriculum, as we called the curriculum based competence (KBK) 2004. So, it might be concluded that curriculum 2004 and curriculum 2006 were designed to increase the Indonesia's intelligence power through the education system.

Based on the decree of the Minister of Education and Culture Number 22/2006, the syllabus can be developed at the school level based on the Content Standard to be the main guidance. Therefore, in the curriculum 2006 the Standard of Competence (SK) and the Basic Competence (KD) as a minimal competence that should be mastered by the students at certain level of education. According to *Kurikulum Tingkat Satuan Pendidikan* (KTSP), the goal of national education covers the curriculum's elements such as objectives, vision, mission, structure and the content, learning load, syllabus development that may take local potentiality to be developed into this curriculum.

Nowadays, the government has issued the new curriculum as we called the curriculum 2013. This curriculum is designed to make more complete the KTSP curriculum. Based on the curriculum 2013 (K-13), teaching and learning process have to use the scientific approach (SA). It is a pedagogically method that be used by teachers to teach in the classroom. Longman (2014), scientific approach is defined as the process of finding out

information in science, which involves testing the ideas by performing experiments and making decision based on the result of analysis.

The term *science* is derived from Latin word *scientia* which means knowledge. It is a systematic and logical approach through testing and analysis to discover how things in the universe work, Fauziati (2014:153). Learning process not just focuses on how the student's competencies are developed by teacher, this approach applied on how to develop student's knowledge and skill through his/her own experiment. According to Tang, et al as quoted by Zaim (2017:34) says that scientific approach has the characteristics of "doing science". This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning. So scientific approach can be called as a method in teaching process, because the stages of scientific approach is a way or method for teachers to conduct in teaching effectively. Referring to the curriculum 2013, this method is applicable to use in the classroom. Having successful or effectively in the teaching process, it depends on the teachers' creativities in developing the teaching technique. Technique is a way of using a teaching method or it also can give a guiding line in teaching strategy of using scientific approach which covers five stages in observing, questioning, experimenting, associating and communicating. Since the curriculum 2013 (K-13) is a piloting project from the government (*Departemen Pendidikan Dasar dan Menengah*), each regency in Indonesia has only certain schools which apply the implementing of this curriculum. Before applying the curriculum 2013

(K-13) totally in Indonesia area, the government will put all the teachers on the workshop or training programs about the curriculum 2013. By attending the workshop or training, teachers are hoped to understand the concept and scope of curriculum 2013 (K-13), so they will be ready and will be able to apply the curriculum as well as possible. Because this curriculum not only change the curriculum content, change the teaching methodology but also change the teacher's role in the class. In this curriculum, there are some interesting activities that will be done by students. They are observing, questioning, experimenting, associating and communicating. The five stages of scientific approaches are: (1) observing is an activity done by students relating to the learning material. (2) questioning is an activity in asking question about main idea and detailed information about reading text. (3) experimenting is an activity in doing critical thinking, discussing the learning material, and also doing an experiment. (4) associating is an activity in linking with the reading material or other material and making a statement about learning material. (5) communicating is an activity for presenting the knowledge or skills, dialoguing the material to the others, inferring words or concluding the material presented. Those activity are done by the students rise up the systemic procedure and scientific as an interesting experience.

a. Concept of Scientific Approach

Based on the curriculum 2013 (K-13) that has been lunched by the government, the main concept of scientific approach is how to make the new paradigm of the better teaching and learning process between

teachers and students. According to Suharyadi (2013:1438) the term “scientific approach” (SA) concerned to be popular when the Ministry of Education and Culture lunched a new curriculum (curriculum 2013) for Elementary School (SD) to Senior High School (SMA) to replace the previous curriculum-KTSP in 2013. Regarding to the new curriculum, the Ministry of Education and Culture believes that teaching by scientific approach will have better attainment for students’s hard skills and their soft skills than KTSP curriculum’ s target.

According to Kuikulum 2013, *Kompetensi Dasar untuk MP/MTs (2013:05)*, Core the competence (KI) must describe the balance of quality between the reach of the hard skills. It is more interesting because this curriculum applies the methodology of learning namely; observing, questioning, exploring, associating and communicating. According to Djuwairiah (2014:11) curriculum 2013 (K-13) recommended the use various types of Authentic Assessment such as Performace Assessment, Attitude Assessment, Portofolio Assessment, Self-assessment or Written Assessment. Hasim (2013) describes about the assessment briefly: (1) performance assessment is authentic assessment as much as possible the participation of students especially in the process and the aspects to be assessed and the result of the performance-based assessment including: checklist, anecdotal or narrative records, rating scale and memory approach. (2) attitudinal assessment is the assessment of the tasks to be completed by the students by period or time. Completion of a task an investigation conducted by

the students, ranging from planning, data collection, organization, processing, analyzing, and presentation of data. (3) self-assessment or portfolios assessment can depart from the work of individual learners or produced in groups, requiring learners reflection, and be evaluated on several dimensions. (4) written assessment is a test in the form of essay or description requires students to be able to remember, understand, organize, apply, analyze, synthesize, evaluate, and so on, material that has been studied. Written test is the form of description as much as possible to be comprehensive, so as to describe the realm of attitude, knowledge, and skill of the learners.

Based on the type of assessment above, teachers must do all the integration assessment carefully. It is rather differ from the (KI-13), the evaluation including; attitude, knowledge and competency. This curriculum has formulated the core competence (*Kompetensi Inti*) that will be developed into basic competence (*Kompetensi Dasar*). The core competence is perspective focused on the attitude, knowledge, and skills. In this curriculum, teachers must give detailed scoring from the aspects of students' attitude, knowledge and their skills. The curriculum 2013 (K-13) uses the scoring system by ranges score of 1 – 4 and the criteria A – D scale. The learning process will develop the steps of observing, questioning, experimenting, associating and communicating as the last strategy of learning approach. Concept of the assessment in the curriculum 2013 (K-13) needs longer time for the teachers. They have to combine one aspect to another aspect, one component to another

component to make the result of assessment is valid and credible. The teachers' perspective may influence the practicing of this curriculum. Therefore, to make the proper assessment, teachers demand to stated their step in the teaching plan (RPP) because it is as a scientific approach step.

Based on the explanation above, we can see the differences of assessment between curriculum 2013 (K-13) and KTSP curriculum as bellows :

The Curriculum 2013 (K-13)	The KTSP Curriculum
- First, curriculum 2013 (K-13) focuses on the attitude	- First, KTSP curriculum focuses on the cognitive aspect
- Second, this curriculum focuses on the knowledge	- Second, this curriculum focuses on the psychomotor
- Third, this curriculum focuses on the students' skill	- Third, KTSP curriculum focuses on the attitude

The goal of the curriculum 2013 (K-13) is more stressing the aspect of attitude as a foundation of the students' knowledge and skills, it is expected that value of religion or attitude will be able to reflect the students who master the good of knowledge, good skill and good behavior.

b. Role of Teachers in Using Scientific Approach

Based on the curriculum 2013 (K-13), there is a differ role of the teachers in the class, between the main concept of KTSP curriculum and

curriculum 2013 (K-13). The position teachers at KTSP curriculum, teachers have to guide directly the students to understand what is the standard of competence, and basic competence and also teachers have to develop the indicators on their teaching plan (RPP) and it must be designed to guide the achievement of the target of learning in each subject.

Teaching is based on the curriculum 2013 (K-13) stresses on the understanding the rationality, ability of learning, curiosity, developing of behavior and having a social responsible. So, it needs the teachers' role for giving the assessment more carefully because it is more complicated components. In this case, teachers must have record, personality record, and non-academic record if it is possible. Each student data has to be stored by the teacher as well as possible to know the students' achievement individually or collectively. It is important for teacher because this data will be used to determine teaching and learning accordance with the curriculum or not.

c. Role of Students in Scientific Approach

There is a significant change of the students' role which be based on the curriculum 2013 (K-13). It seems at the emphasizing on the students' learning activities both in inside or outside of the class. The curriculum demands the students to be creative individually or collectively. According to the mechanism built in the curriculum 2013 (K-13), students are put on the new scenario for building their own

knowledge. The scenarios are the learning habitual process and the types of their assessments.

Learning process is scientific approach (SA) that clearly stated in the curriculum. There are five steps in learning; (1) observing, (2) questioning, (3) experimenting, (4) associating, and (5) communicating. Those steps above must be done by the students serially and consistently.

The types of assessment are also designed for the students as a part of learning outcome. This assessment state clearly difference with KTSP curriculum. While the curriculum 2013 (K-13) uses the assessment, namely (1) Performance Assessment, (2) Project Assessment, (3) Portfolio Assessment and (4) Written Assessment. Consequently, teaching and learning activities need much time for students to build up their own experiences because they must throughout those steps because it is as a part of the integration of knowledge. The process are done by the students called as a learning process by using the scientific approach which be developed based on the curriculum 2013 (K-13).

4. The Difficulties in Imlementing Scientific Approach

According to Gleise, 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:

- a. 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.

- b. 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.
- c. 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.
- d. Associating; the term “associating” 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.
- e. 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).

Then 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.

5. Students Perception

a. Definition of Students Perception

Perception is someone thought about something that they learn to measure how their attitude toward using something, whether they agree or not about the methods or about something that they learn (Hong:2003). It means that students have their own opinion toward something that get from teaching learning process and how they reach toward it. Student's perception are student's point of view toward something that happened in learning process class and produced it with suggestions or arguments for teacher or classmate to improve their learning process (Shidu, 2003:15)

Richards and Schmidt (2010:427) claimed that perception is recognition and understanding of events, object and stimuli through the use of sense (sight, hearing, touch etc.). it is about the theory of people's behavior knowledge and language skill and activity in classroom.

Homby (1986:186) refers perception is a process by which we become aware of changes through the sense of sight, hearing, etc.). Act or power of perceiving. Furthermore, he also gave another revision; 1. The perception is the ability to see, hear or understand things; awareness; improve one's power perception. 2. Deeper natural understanding and awareness that is usual; in sight. 3. A way of seeing, understanding and interpreting.

Adediwura, (2007: 165-167) in their academic journal elaborate the theories of perception by taking some expert' explanation. First, they take the theories as pastulated by Allport (1996) who defines perception as the way people judge or evalute others. The second, Eggen theories (2001) see perception from the cogtitive dimension as the process by which people attach meaning to experiences. It means that the perception comes after people attend to certain stimuli in their sensory memories. However, perception will influence the information that enters working memory.

From this point of view, it could be inferred that perceptions cannot be done in vacuum. It depends on some background information that will trigger a reaction. Perception may be ebergized by both the present and past experience, individual attitude at a particular moment the physical state of the sense organ, the interest of the person, the level of attention, and the interpretation given to the perception.

b. Factors Influencing Perception

According to Robbins and Judge (2013:167), the factors that may be influencing perception are including three areas:

- 1) Factors in the perceiver: attitudes, motives, interest, experience and expectation.
- 2) Factor in the target: Novelty, motion, sound, size, background, proximity and similarity.
- 3) Factor in situation: time, work setting and social setting.

By knowing these factors, it eases the researcher to investigate students' perception about Scientific Approach applied by the teachers

In other words there are many factors that may influence students' perception. From three factors of perception the researcher did the study from the factors in the perceiver attitude. It means that this study of perception was revealed on students' attitudes, motives, interest, experience and expectation on toward Scientific Approach applied by the teachers. In the factor of attitudes are including students' perception regarding to their emotion, performance, and action. Motives might be relevant with the reason or desire that causing perception. Then, the interest was related to the curiosity or an affection that effecting the perception. Experience and expectation were correlating with their response, opinion and feeling that create their perception. These factors make individual perceptions different from one another and will affect individuals in perceiving an object, stimulus, even though the object is actually the same. The perception of a person or group can be different from the perception of other people or

groups even if the same situation. In addition, these terminations were based on the researcher needs and enable scope the investigation about students' perception.

B. Previous Study

To keep the quality and original of this study, the writer presented some reviews of related study from other researchers that related to this study. Below are the previous study:

1. Apriany, (2016) studied about *The Implementation of Scientific approach in Teaching English in Senior High School Pekanbaru*. This study is aimed at investigating how the English teachers implement the Scientific Approach (SA) in teaching English in Senior High School in Pekanbaru. The research design is a categorized as qualitative research under interpretive research paradigm. There were 3 English teachers selected as the participants of this research. The instruments use in this research were an interview (semi-structured) and classroom observation. The data were analyzed qualitatively using Gay's theory (2000). The result of the study showed that the English teachers in Senior High School Pekanbaru encountered problem dealing with understanding the concept of SA and the implementation of the Curriculum 2013 in classroom activities. Data from semi-structured interviews indicate that participants of this research did not seem to have a clear understanding on the five stages of Scientific Approach in teaching English. However, data from the classroom observation show that some teachers have implemented some stages of the approach quite

well, especially in observing, questioning, and experimenting. Finally, it is suggested for the English teachers to get more knowledge and skills.

2. Untari, (2017) investigated *The Implementation of Scientific Approach in Teaching Reading Comprehension for the Tenth Grade Students of SMAN 2 Karanganyar Solo in academic year of 2016/2017*. This research is descriptive qualitative. The researcher used three techniques to collect the data. Those are observation, interview and document. The researcher did two observation in class. The subject of the interview is the teacher. While in the study document the researcher collected the syllabus, lesson plan and permendikbud decree. The research findings are (1) the Implementation of the Scientific Approach in the teaching of reading comprehension was good, because it was appropriate with the regulation, (2) in applying scientific approach, the teacher used five phase, those are observing, questioning, experimenting, associating, and communicating. The teacher use authentic assessment in the evaluation. It covers three aspects consist of students' attitude, students' knowledge and students' skill. The English teachers use writing test top access the cognitive aspect of the students.
3. Zaim, (2016) studied about the *Implementing Scientific Approach to Teach English at Senior High School in Indonesia*. This study aimed at investigating the implementation of Scientific Approach (SA) to teach English at Senior High School in Indonesia and problems of the teaching learning process and interview with the teachers and the students in two Senior High School in Padang, Indonesia. The research finding showed that,

among the five steps of scientific approach, the teachers were not able to implement the observing and questioning steps optimally yet. Meanwhile, in experimenting and associating the teachers have applied them well, and in communicating the teachers have applied them optimally too.

4. Julaiha, (2014) studied about *Scientific Approach in Teaching Reading used by the English Teacher at SMA 3 Malang*. This research was descriptive research. The subject of the study was only one English teacher in SMAN 3 Malang as the informant in getting the data about the implementation of scientific approach in teaching reading. The instruments used in this study were a semi structure interview, observation, and document. The research finding showed that the implementation of scientific approach in teaching reading used by teacher at SMAN 3 Malang was not maximally yet because the time given by the government for English skill class was 2 hour (2x45) a week. So, teacher modified the topic for next meeting and asked the students to search and learn at home. The teacher used three phases of teaching reading such as : (a) pre-teaching, brainstorming by showing some picture and explained the material about descriptive and explanation text. (b) Meanwhile teaching are: observing, questioning, exploring, associating, and communicating. (c) post-teaching conducted of the result about the material and get feedback. Therefore, the evaluation learning process the English teachers at SMAN 3 Malang used authentic assessment but it was not maximal.

5. Yulianto, (2015) studied about *Implementation of Scientific Approach for Teaching English at SMA Negeri 1 Baturetno in the Academic Year 2014/2015*. The type of this study was descriptive qualitative research especially naturalistic approach. There were three technique for collecting the data; observation, interview and documentation. The techniques of analyzing data were reduction of the data, display of data, and conclusion or verification. The result of the study are : (1) there are general learning objectives and specific objectives in teaching English. (2) classroom procedure used Observing, Questioning, Experimenting, Associating and Communicating with different patterns. (3) Classroom techniques used in teaching English are reading with understanding, reading comprehension, grouping, questioning session, discussion, role-play, and exercise modelling. (4) The roles of instructional materials are as a source of activities for learner practice and communicative interaction, as a reference source for learners on grammar, vocabulary, pronunciation, etc. (5) The English teacher roles as facilitator, manager, explainer, source of knowledge, inquiry controller, and group organizer. (6) The learner learns from English source, English teacher, other teachers are over head projector (OHP), board, laptop, and video. (8) The assessment are conducted in authentic assessment, daily test, portfolio based-assessment, etc.

Based on the studies mentioned in the previous studies above, the researcher would like to evaluate those studies in order to know the position of the current study. Among of the previous studies as the following:

The first previous study focused in implementation of scientific approach in teaching English. The differences with the current study are (a) context of the first study was teaching English, (b) the research method was descriptive qualitative research, (c) the participants of this study were three teachers at senior high school, (d) the data collection used an interview (semi-structures) and classroom observation.

The second previous study focused in implementation of scientific approach in teaching reading comprehension. The differences with the current study are (a) the context of the study was teaching reading comprehension, (b) the participants of this study were tenth grade students, (c) the technique of data collection was observation, interview and document of syllabus, lesson plan and permendikbud decree.

The third previous study focused in implementation of scientific approach to teach English. The differences with the current study are (a) the context of the study was teaching English, (b) the participants of the study were students at senior high school, the data collection was observation and interview.

The fourth previous study focused about scientific approach in teaching reading. The difference with the current study are (a) the research method used descriptive research, (b) the context of the study was senior high school, (c) the collection of the data used a semi structure interview, observation and document, the subject of the study was English teacher at SMA 3 Malang.

The fifth previous study focused in implementation of scientific approach for teaching English. The differences with the current study are (a) the

research method was descriptive qualitative research, (b) context of the study was teaching English, (c) the participants of the study were students at senior high school, (d) the data collection by using observation, interview and documentation, (e) the technique of analyzing data were reduction of the data, display of data, and conclusion or verification.

Based on the explanation above, the researcher can describe the position of the current study as the follows : (a) the objective of this research is to describe how do teachers implement the scientific approach in teaching reading, (b) what problems faced by teachers in implementing scientific approach in teaching reading, (c) what do the students perceive about scientific approach applied by teachers, (d) the research design used in this research is qualitative descriptive, (e) the writer will collect the data by using observation, questionnaire and interview, (f) the data analyzed qualitatively.

CHAPTER III

RESEARCH METHODOLOGY

This chapter presents the research design, object of research, data and sources of data, data validity and analyzing data.

A. Research Design

In this research, the researcher used descriptive qualitative method. Sugiono (2018:17) stated that in doing qualitative research, the researcher was the main instrument. The researcher finds answers to the questions in the world. In this research, the research did not establish and prove a hypothesis, but it aimed to describe how does the teacher implement the scientific approach, what problems are encountered in applying the scientific approach in teaching and also how are students' perceptions of the scientific approach applied by the teacher.

The data is considered qualitative because those are in the form of written and words rather than numbers. According to Creswell (2004:42-43) qualitative research is an approach for exploring and understanding social or human problems based on constructing a complex, holistic picture formed with words, reporting detailed views of participants, and conducted in a natural setting.

Thus, the researcher used descriptive qualitative method because it is a methos that collects, classifies, and analyse the data in the form of words and sentence to draw a conclusion.

B. Research Setting

The research subjects were the eleventh grade students of SMK Negeri 1 Karanganyar Ngawi in the academic year 2022/2023. The subject of this study used a purposive sampling technique, namely the selection of research subjects by researchers in the same way by researchers based on certain criteria or considerations (Faisal, 2007: 67). According to Arikunto (2010: 183) purposive sampling is the process of selecting samples by taking subjects that are not based on rank or region, but are taken based on a specific purpose. Purposive sampling is where the sample is based on the needs of the research. The researcher did not include all students, in the eleventh grade students SMK Negeri 1 Karanagnyar Ngawi because there were 10 classes. The English teachers taught different classes in the eleventh grade students.

Those who met the criteria were selected as the subjects of this study. Thus, the subjects in this study were the eleventh class of TKJ 1 and the eleventh class of TKJ 2. The eleventh class of TKJ 1 consists of 33 students, and the eleventh class of TKJ 2 consists of 35 students. So the total students from the two classes were 68 students. The researcher gives the questionnaire data and the interview data from the two classes.

C. Research Subject

The subject of this study is two English teachers and students in SMK Negeri 1 Karanganyar Ngawi at the eleventh grade students of the academic year of 2022/2023. The total students of the eleventh grade are 264 students. In this study, the total participants were 68 students taken from two classes.

D. Data and Sources of Data

In this study, the researcher collected the data based on the classroom observation, questionnaire and interview.

1. The Classroom Observation

The classroom observation was intended to get about the implementation of scientific approach (SA) in teaching reading. The researcher observed six times for each class, each class observation for 90 minutes.

2. The Questionnaire

Type of questionnaire used in this research was close question which made by the researcher. It was distributed to the students in the end of the research to find out the students perception about the teacher's way or strategy in teaching reading. After the teacher applied scientific approach (SA) in teaching reading. The teachers were also asked to fill questionnaire to get the data about the problems that they faced during the implementation of scientific approach (SA) in teaching reading.

3. The interview

a) The interviews design were semi-structured. The subject of the interview were students and teacher. The researcher did not take all the participants to be interview. The researcher interviewed 20 students' 10 students whose score is good and 10 students whose score is worst. The interview was intended to get the data about implementing of scientific approach (SA) in teaching reading.

- b) The interview were designed using Indonesia language. It was intended to make the questionnaire was clear and easy to be understood by the students and teachers.
- c) The questionnaire was conducted outside of the classroom learning activities. It was intended to make the teaching and learning process in the class run authentically.

E. Technique of Collecting the Data

Technique of collecting data is the part of research activities, where the implementing officer does not have to be a researcher herself, but can involve friends or other people as data collectors. Data collection is process of measuring the value of research variables (Kusumastuti & Khoiron, 2019). Creswell (Creswell, 2009) states that the collection procedures in qualitative research involve four basic types, these are observations, questionnaire, and interviews. To answering the research question in this study, the researcher will use observation, interview, and documentation as the technique of collecting data.

1. Observation

The observation method is the most commonly used method especially in studies relating to behavioral sciences. Observation is a data collection method used to collect research data through observation where the researcher is really involved in the respondent's activities (Rahmat, 2009). According to Nurdin & Hartati, observation is a method to observations directly to the object of research to see closely

the activities carried out (Nurdin & Hartati, 2004). The information is sought by way of investigator's own direct observation without asking from the respondent.

In this research, the researcher observes the process of teaching English to know how scientific approach applied by teachers, what technical problems faced by the teachers in implementing scientific approach, and how the student's perceive to the teaching method used by teachers in teaching reading at SMK Negeri 1 Karanganyar Ngawi.

2. Questionnaire

A questionnaire is a research instrument that consists of a set of questions or other types of prompts that aims to collect information from a respondent. A research questionnaire is typically a mix of close-ended questions and open-ended questions. Open-ended, long-form questions offer the respondent the ability to elaborate on their thoughts. Research questionnaires were developed in 1838 by the Statistical Society of London. The data collected from a data collection questionnaire can be both qualitative as well as quantitative in nature. A questionnaire may or may not be delivered in the form of a survey, but a survey always consists of a questionnaire.

In this study, researcher concluded that questionnaire is a data collection used by researcher to find out the respondents' characters, opinion, quality based on their position as a subject of research.

3. Interview

Interview is a method of collecting data through verbal communication to obtain data information directly from the source (Nurdin & Hartati, 2004). In interviews, questions and answers are given verbally, usually face-to-face communication is carried out, but it can also by telephone. Interviews can be conducted between two or more people. Nurdin and Hartati states that interview is classified as structured and unstructured. Structured interview that are structured in detail s that they resemble a check-list. Structured interviews do not open up the freedom for respondents to express their opinion as they please. Respondents' answers are tied to questions that have been prepared. Meanwhile unstructured interviews only contain an outline that will be asked. In an unstructured interview, a list of questions is not prepared in advanced. The interviewer may ask any questions that are deemed necessary, respondent may answer freely according to their heart or mind (Nurdin & Hartati, 2004).

In this study, the researcher used structured interview with two teachers who teach English at SMK Negeri 1 Karanganyar Ngawi, the researcher achieved the data using document. The interview conducts to collect data about the teachers' problem faced by the teacher in implementing scientific approach in teaching reading, and the researcher also used structured interview with twenty students of SMK Negeri 1 Karanganyar Ngawi to collect information about student's perceive to the teaching method used by the teacher in teaching reading.

F. Trustworthiness of the Data

In this research, researcher must obtain data are valid. This part of research points how the way data can get the trustworthiness. To check the trustworthiness of the data, the researcher uses theoretical triangulation. In this case, the researcher uses three steps to get the data valid namely observation, questionnaire and interview. Observation is an activity done by the researcher for two classes which taught by the different English teacher. It is done by the teacher for knowing how teacher apply the scientific approach based on the curriculum 2013 (K-13) in the class when teaching and learning process being. The researcher makes the observation for six time based on the teaching schedule on the school where researcher does the research.

In this study, researcher gives questionnaire to the students as a data collection, it is given to the students after the researcher attending the fifth observation. The researcher provides a list of questions or written statement to be answered by the respondents. In this study, researcher distributed questionnaire to the students directly after the fifth observation finished. The questionnaire consists 25 items which structure questions.

The next step, researcher gives interview to the students and teachers. The interviews are given after finishing the last observation. The researcher provides a list of questions for interviewing. The interview is used to find out the students perceive when teacher apply scientific approach in teaching reading, meanwhile interview for teachers in finding the teachers' problem when they apply the scientific approach in the class. The data of observation, questionnaire and interview are analyzed qualitatively.

G. Technique of Analysing Data

The researcher used descriptive qualitative data. The researcher described the data and analyzed them to know: (1) the implementation of scientific approach (SA) in teaching reading, (2) the teacher's problems in applying the scientific approach (SA), and (3) the students' perception when their teacher applied scientific approach (SA) in teaching reading. All the data from questionnaire and interview were analyzed qualitatively.

CHAPTER IV

RESEARCH FINDING AND DISCUSSION

A. Research Finding

In this study, the researcher intends to describe the research finding about how teachers implement the scientific approach, problems faced by teachers when applied scientific approach, and the students' perceive when scientific approach applied by teacher in the class.

According to McMillan, J. & Schumacher (2001) qualitative research uses a case study design meaning that the data analysis focuses on one phenomenon, which the writers select to comprehend in depth regardless of the number of sites or participant for the study.

Based on the problem statement in the chapter one, the researcher try to answer the problem by using triangulation data. The data will use to describe how teacher implement the scientific approach in teaching reading, what problems faced by teacher in teaching reading, and what the students' perceive when scientific approach applied in the class. So how teachers implement the scientific approach in teaching reading, the researcher applied the class observation. Researcher designs six times of the class observation for each teacher. To answer the problems faced by teacher in implementing scientific approach, the researcher designs interview. Meanwhile, the researcher designs the questionnaire and interview for answering the students' perceive when scientific approach applied in teaching reading.

1. The implementation of scientific approach in teaching reading

Based on the observation, the researcher found the teachers only applied some of the five steps in scientific approach. They only did observing, questioning, associating and communicating. They sometimes did only questioning, associating, and communicating. The following are the evidence based on the six time of class observation during they taught reading in their class :

a. Teacher One (T.1)

1) The First Observation of the Eleventh Class of TKJ 1

Teacher opens her teaching hour by saying Assalamu'alaikum warrohmatullahi wabbarokatuh. Then she says "good morning" students, and then students answer "good morning" Ma'am together. Teacher says," How are you today?" her students say," I am fine." Thank you. The first activity, teacher checks the students' presence one by one, then teacher gives motivation to all her students to study harder and more discipline in learning and also discipline of time, she suggests. Teacher asks the students to open the students' book as a source of learning and to prepare their notebook and their dictionary. After reading the teacher's book for a while. The teacher gives questions relate to the material to connect the students' focus on the learning material. There are some student response the teacher's question but some students still keep silent. Then, teacher gives a short explanation about the learning material. Teacher explains what the students should do in the

reading activities using her teaching method. The next, teacher makes her students into some group. The group consist of four or five students. In their group, students do their reading activities use five steps based on the teacher's instruction; observing, questioning, experimenting, associating and communicating. The students try to do those five steps seriously in their own group although they still have a problem. Teacher observes her students activities from one group to other group when learning process is being happen. Sometimes, teacher writes on her teaching journal. After finishing discussion in their group, then teacher gives each group to present or communicate their assignment in front of the class. Groups who do not present their presentation as listeners or audience and they can ask questions if they do not understand about the material presented. If a group who presents assignment cannot answer the questions, the other groups may help in answering the question until all the group presents their assignment in front of the class. Teacher gives feedback to each group. The last activity, teacher gives homework as reinforcement. Teacher ends her teaching by saying Assalamu'alaikum warrohmatullahi wabarrakatuh.

2) The Second Observation of Eleventh Class of TKJ 1

Teacher opens her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarrakatuh. The she says "good morning"

students. And the students answer good morning, teacher. Teacher says, "How are you today?" her students answer, we are fine. Thank you. Teacher opens her speech to motivate her students in order to study serious and discipline. She says we need a discipline to make our learning success. Then, teacher asks her students to open their textbook as a resource of learning and she also asks her students to prepare notebook and their dictionary. Teacher starts her lesson by giving some questions relate to the material to make the students' basic knowledge on the learning material. There are some student response the teacher's question by answering together. Then teacher gives a short explanation about the learning material. Teacher explains what students should do in their reading activities using learning method which be applied by teacher. After giving explanation, teacher makes the students into some groups. The group consists of four or five students. Then, students do their activities use five steps; observing, questioning, experimenting, associating and communicating as the teacher recommended. Students discuss their learning material in their own group together. Teacher observes her students activity from one group to other group when learning process is being. Sometimes, teacher a guidance for a certain group to make the group runs well. She also gives writes a thing on her journal. After discussing time ends, then teacher gives each group to present or communicate their assignment in front of the class. There are some questions and

response based on the presentation. The group who do not present their assignment, they are as listeners or audiences and they also asks question to the group who presents the presentation if they don't understand the material presented. When the group cannot answer the question, other groups may try to help answer the questions until all the group present their presentation in the class. Teacher gives feedback to each group. Before closing her teaching hour, teacher gives home-work to the students as a reinforcement. Teacher ends her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarraktuh.

3) The Third Observation of the Eleventh Class of TKJ 1

Teacher begins her teaching hour by saying Assalamu'alaikum wr wb. Then teacher says "good morning", students, and students answer good morning, my teacher. Teacher says," How are you this morning, students?" The students answer, we are fine. Thank you. Teacher gives motivation to all her students to study harder at school and at home discipline because learning serious and discipline will make you success, teacher said. Teacher asks the students to open their textbook as a source of learning material and prepare their notebook. Teacher gives some explanations about the learning material in order to build up the basic perception about the material. Teacher also translated the reading material in the class after finishing her explanation, then teacher asks her students to

answer the question based on the reading text. After students finish doing the questions, teacher asks her students to answer the questions. Teacher only asks students who can answer the questions, while other students who cannot answer the question only seeing and listening the activities in the class. Teacher grouped her students into groups, they must work in their group. They apply the steps of scientific approach for reading comprehension. After discussing, they present their discussion in front of the class one by one. Group who is not present their assignment as audiences or listeners, sometimes they ask the question related the reading text. Teacher gives an evaluation for each group as feedback on their discussion. Before closing her teaching hour, teacher gives homework as a reinforcement. Teacher ends her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarrokaturuh.

4) The Fourth Observation of the Eleventh Class of TKJ 1

Teacher starts her teaching hour by saying Assalamu'alaikum warrohmatullohi wabarrakatuh. Then teacher says "good morning" students. And the students answer "good morning," teacher. Teacher say," How are you this morning?" Her students answer, we are fine. Thank you. Then teacher gives speech to motivate to all her students to study harder and more creative both individual or collectively, she suggests. Teachers asks the students to open their textbook as a source of learning and prepare their notebook and also

their dictionary. In order to build up the students' basic knowledge. Teacher gives some question relate to the material to make the students' interest and focus on the material. There are some student response to the teacher's question but the other students keep silent. She gives a short explanation about the learning material. Then, teacher explains what the students should do in their reading activities using the five steps of scientific approach. Teacher makes the students into some group. The group consists of four or five students. During the learning process, teacher instructs her students do their reading activities by using five stage of scientific approach namely; observing, questioning, experimenting, associating and communicating. Those activities are done by students in their own group collectively. Teacher controls and observes her students activities from one group to other group when learning process is being. When discussion ends, next teacher gives each group to present their assignment to communicate what they found from discussion. The group who do not present as listener or audiences. Each group is likely have a chance to ask questions if they don't understand about the material. The group who presents the assignment directly response the questions given. If they cannot answer the question, the group gives the other groups to help in answering the questions. This presentation runs until all group present their presentation. The teacher gives feedback to each group. Before closing her teaching hour, teacher gives her students

home-work as a reinforcement. Teacher ends her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarokatuh.

5) The Fifth Observation of the Eleventh Class of TKJ 1

Teacher starts her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarokatuh. Then teacher says "good morning" students, and the students answer good morning, teacher. Teacher says," How are you this morning?" her students answer, we are fine. Thank you. Then teacher gives motivation to all her students to study harder, more discipline and more creative both individually or collectively, she says. Teacher asks the students to open their textbook as a source of learning material and prepare their notebook and also their dictionary. In order to build up the students' basic knowledge, teacher gives some question relate to the learning material so it will be able to connect the students on the learning material. There are some student response the teacher's question although there are some students who not respect to the teacher's question. Then, a teacher gives explanation about the learning material. Teacher explains what the students should do in their reading activities. So, teacher makes the students into some groups. The group consists of four or five students. Then students do their activities use five steps; observing, questioning, experimenting, associating and communicating as teacher recommended. Those activities are done by students in their group when learning process

is being. Sometimes, teacher gives a guidance and also teacher writes a thing on her teaching journal. After discussing time is over, then teacher gives each group to present or communicate their assignment in front of the class. Groups who do not present their presentation as listeners or audiences. There are some question to the group who presents the assignment. The groups answer the question directly, but when they cannot answer the question, the other groups may help to answer the questions until all group present their presentation. Teacher gives a feedback to each group. Before closing her teaching is closed, teacher gives home-work as a reinforcement. Teacher ends her teaching by saying Assalamu'alaikum warrohmatullahi wabarokatuh.

6) The Sixth Observation of the Eleventh Class of TKJ 1

Teacher begins teaching hour by saying Assalamu'alaikum warrohmatullahi wabarokatuh. The teacher says "good morning", students, and the students answer good morning, teacher. Teacher says," How are you this morning?" her students answer, we are fine. Thank you. Teacher gives speech to motivate to all her students to study harder and harder, and more creative both individually or collectively, she suggests. Then, teacher asks the students to open their notebook as a source of learning and prepare their notebook and their dictionary. The next, teacher gives some question relate to the material to make the students' basic

knowledge on the learning material. There are some student answer the teacher's question but the other still keep silent. Teacher also gives a short explanation about the learning material should be learned by the students in using a new method of scientific approach. Teacher explains what the students should do in their reading activities using teaching steps as teacher recommends. Teacher makes the students into group. The group consists of four or five students. Then students do their activities use five steps; observing, question, experimenting, associating and communicating. Those activities are done by students in their own group when learning process being happened. The teacher observes her students activities from one group to other group when they are learning. Sometimes, teacher gives each group to present or communicate the assignment in front of the class. The group who presents their presentation answer the questions from the listeners or audiences. If they cannot answer the question, other group who is not presenting their assignment try to answer the question. Teacher gives feedback to each group. Before closing her teaching hour, teacher gives home-work as a reinforcement. Teacher end her teaching by saying Assalamu'alaikum warrohmatullahi wabarrokatuh.

b. Teacher Two (T.2)

1) The First Observation of the Eleventh Class of TKJ 2

Teacher opens her teaching hour by saying Assalamu'alaikum warrohmatullahi wabbarokatuh. Then she says "good morning" students, and then students answer "good morning" Ma'am together. Teacher says, "How are you today?" her students say, "I am fine." Thank you. The first activity, teacher checks the students' presence one by one, then teacher gives motivation to all her students to study harder and more discipline in learning and also discipline of time, she suggests. Teacher asks the students to open the students' book as a source of learning and to prepare their notebook and their dictionary. After reading the teacher's book for a while. The teacher gives questions relate to the material to connect the students' focus on the learning material. There are some student response the teacher's question but some students still keep silent. Then, teacher gives a short explanation about the learning material. Teacher explains what the students should do in the reading activities using her teaching method, specially scientific approach. The next, teacher makes her students into some group. The group consist of four or five students. In their group, students do their reading activities use five steps based on the teacher's instruction; observing, questioning, experimenting, associating and communicating. The students try to do those five steps seriously in their own group although they still have a problem. Teacher

observes her students activities from one group to other group when learning process is being happen. Sometimes, teacher writes on her teaching journal. After finishing discussion in their group, then teacher gives each group to present or communicate their assignment in front of the class. Groups who do not present their presentation as listeners or audience and they can ask questions if they do not understand about the material presented. If a group who presents assignment cannot answer the questions, teacher asks the other groups may help in answering the question until all the group presents their assignment in front of the class. Teacher gives feedback to each group. The last activity, teacher gives homework as reinforcement. Teacher ends her teaching by saying Assalamu'alaikum warrohmatullahi wabarrakatuh.

2) The Second Observation of Eleventh Class of TKJ 2

Teacher opens her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarrakatuh. The she says "good morning" students. And the students answer good morning, teacher. Teacher says," How are you today?" her students answer, we are fine. Thank you. Teacher opens her speech to motivate her students in order to study serious and discipline. She says we need a discipline to make our learning success. Then, teacher asks her students to open their textbook as a resource of learning and she also asks her students to prepare notebook and their dictionary. Teacher starts her lesson by

giving some questions relate to the material to make the students' basic knowledge on the learning material. There are some student response the teacher's question by answering together. Then teacher gives a short explanation about the learning material. Teacher explains what students should do in their reading activities using learning method which be applied by teacher. After giving explanation about the learning material, teacher makes the students into some groups. The group consists of four or five students. Then, students do their activities use five steps; observing, questioning, experimenting, associating and communicating as the teacher recommended. Students discuss their learning material in their own group together. Teacher observes her students activity from one group to other group when learning process is being. Sometimes, teacher a guidance for a certain group to make the group runs well. She also gives writes a thing on her journal. After discussing time ends, then teacher gives each group to present or communicate their assignment in front of the class. There are some questions and response based on the presentation. The group who do not present their assignment, they are as listeners or audiences and they also asks question to the group who presents the presentation if they don't understand the material presented. When the group cannot answer the question, other groups may try to help answer the questions until all the group present their presentation in the class. Teacher gives feedback to each group. Before closing her teaching

hour, teacher gives home-work to the students as a reinforcement. Teacher closes her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarraktuh.

3) The Third Observation of the Eleventh Class of TKJ 2

Teacher begins her teaching hour by saying Assalamu'alaikum wr wb. Then teacher says "good morning", students, and students answer good morning, my teacher. Teacher says," How are you this morning, students?" The students answer, we are fine. Thank you. Teacher gives motivation to all her students to study harder at school and at home discipline because learning serious and discipline will make you success, teacher said. Teacher asks the students to open their textbook as a source of learning material and prepare their notebook. Teacher gives some explanations about the learning material in order to build up the basic perception about the material. Teacher also translated the reading material in the class after finishing her explanation, then teacher asks her students to answer the question based on the reading text. After students finish doing the questions, teacher asks her students to answer the questions. Teacher only asks students who can answer the questions, while other students who cannot answer the question only seeing and listening the activities in the class. Teacher grouped her students into groups, they must work in their group. They apply the steps of scientific approach for reading comprehension, they use

the steps of scientific approach as well as possible. After discussing, they present their discussion in front of the class one by one. Group who is not present their assignment as audiences or listeners, sometimes they ask the question related the reading text. Teacher gives an evaluation for each group as feedback on their discussion. Before closing her teaching hour, teacher gives homework as a reinforcement. Teacher ends her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarokatuh.

4) The Fourth Observation of the Eleventh Class of TKJ 2

Teacher starts her teaching hour by saying Assalamu'alaikum warrohmatullohi wabarrakatuh. Then teacher says "good morning" students. And the students answer "good morning," teacher. Teacher say," How are you this morning?" Her students answer, we are fine. Thank you. Then teacher gives speech to motivate to all her students to study harder and more creative both individual or collectively, she suggests. Teachers asks the students to open their textbook as a source of learning and prepare their notebook and also their dictionary. In order to build up the students' basic knowledge. Teacher gives some question relate to the material to make the students' interest and focus on the material. There are some student response to the teacher's question but the other students keep silent. She gives a short explanation about the learning material. Then, teacher explains what the students should do in their reading

activities using the five steps of scientific approach. Teacher makes the students into some group. The group consists of four or five students. During the learning process, teacher instructs her students do their reading activities by using five stage of scientific approach namely; observing, questioning, experimenting, associating and communicating. Those activities are done by students in their own group collectively. Teacher controls and observes her students activities from one group to other group when learning process is being. When discussion ends, next teacher gives each group to present their assignment to communicate what they found from discussion. The group who do not present as listener or audiences. Each group is likely have a chance to ask questions if they don't understand about the material. The group who presents the assignment directly response the questions given. If they cannot answer the question, the group gives the other groups to help in answering the questions. This presentation runs until all group present their presentation. The teacher gives feedback to each group. Before closing her teaching hour, teacher gives her students home-work as a reinforcement. Teacher ends her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarokatuh.

5) The Fifth Observation of the Eleventh Class of TKJ 2

Teacher starts her teaching hour by saying Assalamu'alaikum warrohmatullahi wabarokatuh. Then teacher says "good morning"

students, and the students answer good morning, teacher. Teacher says, "How are you this morning?" her students answer, we are fine. Thank you. Then teacher gives motivation to all her students to study harder, more discipline and more creative both individually or collectively, she says. Teacher asks the students to open their textbook as a source of learning material and prepare their notebook and also their dictionary. In order to build up the students' basic knowledge, teacher gives some question relate to the learning material so it will be able to connect the students on the learning material. There are some student response the teacher's question although there are some students who not respect to the teacher's question. Then, a teacher gives explanation about the learning material. Teacher explains what the students should do in their reading activities. So, teacher makes the students into some groups. The group consists of four or five students. Then students do their activities use five steps; observing, questioning, experimenting, associating and communicating as teacher recommended. Those activities are done by students in their group when learning process is being. Sometimes, teacher gives a guidance and also teacher writes a thing on her teaching journal. After discussing time is over, then teacher gives each group to present or communicate their assignment in front of the class. The groups who do not present their presentation as listeners or audiences. There are some question to the group who presents the assignment. The groups answer the

question directly, but when they cannot answer the question, the other groups may help to answer the questions until all group present their presentation. Teacher gives a feedback to each group. Before closing her teaching is closed, teacher gives home-work as a reinforcement. Teacher ends her teaching by saying Assalamu'alaikum warrohmatullahi wabarrokaturh.

6) The Sixth Observation of the Eleventh Class of TKJ 2

Teacher begins teaching hour by saying Assalamu'alaikum warrohmatullahi wabarrokaturh. The teacher says "good morning", students, and the students answer good morning, teacher. Teacher says," How are you this morning?" her students answer, we are fine. Thank you. Teacher gives speech to motivate to all her students to study harder and harder, and more creative both individually or collectively, she suggests. Then, teacher asks the students to open their notebook as a source of learning and prepare their notebook and their dictionary. The next, teacher gives some question relate to the material to make the students' basic knowledge on the learning material. There are some student answer the teacher's question but the other still keep silent. Teacher also gives a short explanation about the learning material should be learned by the students in using a new method of scientific approach. Teacher explains what the students should do in their reading activities using teaching steps as teacher recommends.

Teacher makes the students into group. The group consists of four or five students. Then students do their activities use five steps; observing, question, experimenting, associating and communicating. Those activities are done by students in their own group when learning process being happened. The teacher observes her students activities from one group to other group when they are learning. Sometimes, teacher gives each group to present or communicate the assignment in front of the class. The group who presents their presentation answer the questions from the listeners or audiences. If they cannot answer the question, other group who is not presenting their assignment try to answer the question. Teacher gives feedback to each group. Before closing her teaching hour, teacher gives home-work as a reinforcement. Teacher end her teaching by saying Assalamu'alaikum warrohmatullahi wabarokatuh.

Based on the observation, the research found that the teachers only applied some of the five steps in scientific approach. Teachers only did observing, questioning, associating and communicating. Teachers sometimes did only questioning, associating and communicating.

2. The problems faced by teachers in implementing scientific approach

In this study, researcher found that training or socialization is one of the factors in supporting the implementation of scientific approach successful. Teachers did not get the enough training and socialization to implement the scientific approach in teaching and learning process. The teachers did not understand well about scientific approach which be stated in the curriculum 2013 (K-13). The following are the evidence which based on the teachers' interview:

T.1 : "I join twice training of the curriculum 2013 (K-13) collectively with all teachers, but joining two or three times of training is not enough for teachers in understanding about scientific approach".

T.2 : "I ever joined training of curriculum 2013 (K-13) twice because our school is implementing the scientific approach".

3. The Students' Perceive when scientific Approach applied in the class.

This analysis is only questionnaire data which be given to all the respondent or students in the eleventh class of TKJ 1 and eleventh class of TKJ 2. This describe the number participant who answering yes and answering no based on the questionnaire given by the researcher.

a. The Eleventh Class of TKJ 1

No	Question	Respons				Total
		Yes	%	No	%	
1	Do you like reading the English text?	30	90.90	3	9.10%	100%

2	Do you have difficulty in reading English text?	33	100	0	0%	100%
3	Do you an open a dictionary if you have difficulty a new word?	28	84.84	5	15.16%	100%
4	Do you wait your teacher's instruction in reading text?	16	48.48	17	51.52	100%
5	Do you ask your friend if you don't understand words in the reading text?	31	93.93	2	6.07	100%
6	Do you pay attention, when your teacher explains about the reading text?	33	100%	0	0%	100%
7	Do you ask your teacher, if you don't understand the learning material?	30	90.90	3	9.10%	100%
8	Do you understand your teacher's explanation about the learning material?	19	57.57%	14	42.43%	100%

9	Does your teachers give a good response if students ask any questions?	29	87.87	4	12.13%	100%
10	Does your teacher only pay attention to the clever students only?	0	0%	33	100%	100%
11	Does your teacher give a motivation about the learning process?	33	100%	0	0%	100%
12	Does your teacher give a conclusion at the end of teaching?	30	90.90%	3	9.10%	100%
13	Does your teacher always give home-work?	24	72.72%	9	27.27%	100%
14	When your teacher teaches the reading text, does your teacher ask you to make an observation?	33	100%	0	0%	100%
15	When your teacher teaches the reading text, does your teacher give a question related to the text?	28	84.84%	5	15.16%	100%

16	When your teacher teaches the reading text, does your teacher give examples?	29	87,87%	4	12.13%	100%
17	When your teacher teaches the reading text, does your teacher ask you to answer question in the reading text?	32	96.96%	1	3.04%	100%
18	When your teacher teaches the reading text, does your teacher ask you to make conclusion?	28	84.84%	5	15.16%	100%
19	When your teacher teaches the reading text, does your teacher ask you to make observation and discussion about the reading text?	30	90.10%	3	9.90%	100%
20	When your teacher gives question about the reading text, can you answer the questions?	29	87.87%	4	12.13%	100%

21	When your teacher give examples, can you understand the examples given?	26	78.78%	7	21.22%	100%
22	Do you have difficulty on the way of teacher's teaching?	30	90.10%	3	9.90%	100%
23	Do you feel happy in understanding the reading text with the teacher's way?	27	81.81%	6	18.19%	100%
24	Do you have difficulty with the way of teacher's teaching?	33	100%	0	0%	100%
25	When your teacher ask you to make a conclusion, do you always do it?	23	69.69%	10	30.31%	100%

b. The Eleventh Class of TKJ 2

No	Question	Respos				Total
		Yes	%	No	%	
1	Do you like reading the English text?	31	88.57%	4	11.43%	100%

2	Do you have difficulty in reading English text?	33	94.28%	2	5.72%	100%
3	Do you an open a dictionary if you have difficulty a new word?	30	85.71%	5	14.29%	100%
4	Do you wait your teacher's instruction in reading text?	20	57.14%	15	42.86%	100%
5	Do you ask your friend if you don't understand words in the reading text?	33	94.28%	2	5.72%	100%
6	Do you pay attention, when your teacher explains about the reading text?	34	97.14%	1	2.86%	100%
7	Do you ask your teacher, if you don't understand the learning material?	32	91.42%	3	8.58%	100%
8	Do you understand your teacher's explanation about the learning material?	22	62.85%	13	37.15%	100%

9	Does your teachers give a good response if students ask any questions?	31	88.57	4	11.43%	100%
10	Does your teacher only pay attention to the clever students only?	0	0%	35	100%	100%
11	Does your teacher give a motivation about the learning process?	33	94.28%	2	5.72%	100%
12	Does your teacher give a conclusion at the end of teaching?	30	85.71%	5	14.29%	100%
13	Does your teacher always give home-work?	27	77.14%	8	22.86%	100%
14	When your teacher teaches the reading text, does your teacher ask you to make an observation?	35	100%	0	0%	100%
15	When your teacher teaches the reading text, does your teacher give a question related to the text?	29	82.85%	6	17.15%	100%

16	When your teacher teaches the reading text, does your teacher give examples?	29	82.85%	6	17.15%	100%
17	When your teacher teaches the reading text, does your teacher ask you to answer question in the reading text?	33	94.28%	2	5.72%	100%
18	When your teacher teaches the reading text, does your teacher ask you to make conclusion?	30	85.71%	5	14.29%	100%
19	When your teacher teaches the reading text, does your teacher ask you to make observation and discussion about the reading text?	29	82.85%	6	17.15%	100%
20	When your teacher gives question about the reading text, can you answer the questions?	31	88.57%	4	11.43%	100%

21	When your teacher give examples, can you understand the examples given?	27	77.14%	8	22.86%	100%
22	Do you have difficulty on the way of teacher's teaching?	31	88.57%	4	12.43%	100%
23	Do you feel happy in understanding the reading text with the teacher's way?	27	77.14%	8	22.86%	100%
24	Do you have difficulty with the way of teacher's teaching?	32	91.42%	3	8.58%	100%
25	When your teacher ask you to make a conclusion, do you always do it?	24	68.57%	11	31.43%	100%

Based on the quisioner and interview, when teachers applied the scientific approach in teaching reading, some students felt enthusiastic and happy in the learning process. It looked when teacher made them into some groups and they work in group actively. When one group presented the result of the discussion, other groups asked them questions enthusiastically about the material although they did not

understand yet. The students looked enthusiastic for learning process and enjoy when teacher applied scientific approach in their class.

B. Discussion

The data in this study were collected from observation, questionnaires, and interviews. The results of data collection are presented in the findings. In this case, the researcher will analyze the data qualitatively. Because it is used to answer the problem statements. They are; (1) how do teachers in SMK Negeri 1 Karanganyar Ngawi implement the scientific approach in teaching reading, (2) what problems do the teachers face in implementing scientific approach in teaching reading, and (3) what do the students perceive about scientific approach applied by the teachers. To answer the problem statements above, the researcher will describe the briefly based on the phenomenon happened.

The first, how the scientific approach applied in reading activities can be found out from the class observation. The principle of scientific approach based on the curriculum 2013 (K-13) is the five steps of scientific approach that is observing, questioning, experimenting, associating, and communicating. It is the theoretical procedure stated in the curriculum 2013. So, these steps must be applied by the teacher the whole as an idealism of theory. For the teacher who teaches at the eleventh class of TKJ 1, she could not apply the five steps of scientific approach maximally. She applied only four steps namely; observing, questioning, associating, and communicating or she applied three steps of scientific approach namely; observing, questioning, and communicating it is not ideal based on the theory of scientific based on the

curriculum 2013. Based on the six times of the class observation at the eleventh class of TKJ 1, the researcher found out that the teacher could not apply the scientific approach well. Meanwhile, the class observation at the eleventh class of TKJ 2, the teacher could not apply the steps of scientific approach normally too. Teacher only applied the four steps namely; observing, questioning, associating, and communicating or sometimes, she also applied only three steps namely observing, questioning, and communicating. Those happened in the six times of the class observation hold by the researcher. The researcher found out that the teachers have problems for applying the scientific approach in the whole steps. The teachers have problems for stepping of experimenting and associating based on the scientific approach stated in the curriculum 2013 (K-13). Based on the normality or ideality of scientific approach the steps are; observing, questioning, experimenting, associating, and communicating.

Second, what problems faced by teachers in implementing scientific approach in teaching reading. The researcher found out the reality based on the observation and interview. The observation cleared that teachers could not apply the whole steps of scientific approach. Based on the interview, it was clearly answered by the teachers. According the teacher who taught at the eleventh class of TKJ 1, she does not have enough basic knowledge of the curriculum 2013 (K-13), especially the paradigm of scientific approach. She stated that only joined twice workshop or training about the curriculum 2013. She also stated that the assessment's system in the curriculum 2013 makes many problem for teachers. She thought that it is more complicated than the KTSP's assessment system. Researcher also found the reality or phenomenon

that teacher who taught at the eleventh class of TKJ 2 had problems when applied the curriculum 2013, especially scientific approach in teaching reading. She also could not apply the steps of scientific approach totally. She only applied four or three steps. According to the result of interview for teacher who taught at the eleventh class of TKJ 2, she answered that the problems are; she only joined two times of training or workshop hold by the government. She doesn't have enough knowledge of scientific approach, the term of in the curriculum 2013 such as the core competency (KI), the basic competency (KD) and also the score scale 1-4 or A-D as the problem for her as English teacher. So she answered on her interview could not maximally in teaching reading using scientific approach. Based on the interview for the teachers, researcher suggested that government have to hold any training or workshop more intensively for teachers that relating to the curriculum 2013 (K-13). So teachers will have a good understand of idealism knowledge.

The third, what do the students' perceive about scientific approach applied by the teachers. Researcher can describe briefly the students' perceive about implementing the scientific approach based on the interview is given to the students. Based on the data found in the interview, researcher can analyze the students' perceive as below: (1) students some students feel enthusiastic in learning reading by using steps of the scientific approach applied by teacher, although some of the students don't have a good respect in the teaching and learning process because they still confuse about the new strategy used by the teacher. (2) some students feel happy when teaching reading done by teacher

used the steps of scientific approach. They were happy because it was new thing and they felt interest.

Relevating of the theory of scientific approach and implementing of scientific approach in the class. Based on the curriculum 2013 (K-13) that has been launched by the government, the main concept of scientific approach is how to make the new paradigm of the better teaching and learning process between teachers and students. It is relevant with theory to Handelsman, et al as quoted by Fauziati (2013:154) “scientific teaching approach is a pedagogical approach used in classroom whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students” The scientific approach (SA) has five steps as observing, questioning, exploring, associating and communicating. This five steps as a main principle for teaching and it must be done in the teaching and learning process.

Based on the theory of scientific approach (SA), it is relevant to apply in the teaching reading in order to make students learning based on their own knowledge systematically and logically.

a. From the Teacher

Based on the observation, the researcher found that teachers could not maximal to apply the five steps of scientific approach (SA) in their classes. It can be seen in the teaching activities, sometimes teachers still used the teacher-centered in teaching reading. Teacher also could not maximal to use the teacher’s book to make the learning process run well.

b. Students' Participation

Based on the observation, the researcher found that the students' learning activities could not be maximal. It can be seen that some students did not take part actively in the learning process since they did not have an extensive vocabulary.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research, the implication and suggestion for the teachers, students and next researchers.

A. Conclusion

Based on the research finding, scientific approach in teaching reading to the eleventh grade students of SMK Negeri 1 Karanganyar Ngawi in the academic year 2022/2023. The researcher can conclude that the implementation of scientific approach with the phases of observing, questioning, experimenting, associating and communicating, teachers cannot use the five steps of scientific approach maximally. They only applied four or three steps of scientific approach, the implementation of scientific approach was applied by the teachers as the following:

1. Implementation of scientific approach in teaching reading

Teachers applied four steps of scientific approach namely: observing, questioning, associating, and communicating. Here are four or three steps of scientific approach that be done by teachers. In the four steps of implementing of the scientific approach were done by the teachers as following:

First, in observing activities: teachers trained the students about seriousness, thoroughness and searching for information about reading text. Second, I questioning activities: teachers trained the students to develop creatively, curiosity and the ability to make questions. Third, in

associating activities: teachers trained to help students speak up critically, how students make agreement or disagreement statements. Fourth, in communicating activities: students have to develop their ability to express the idea and practice their ability to use language after reading the text. In the three steps of implementing of the scientific approach were done by the teachers as following: First, in observing activities: teachers trained the students about seriousness, thoroughness and searching for information about reading text. Second, in questioning activities: teachers trained the students to develop creativity, curiosity and the ability to make questions. Third, in communicating activities: students have to develop their ability to express the idea and practice their ability to use language after reading the text.

Based on the conclusion above, we can see that teachers did not apply the step of experimenting activities during their teaching and learning process or they also did not apply the step of associating as often as the steps of observing, questioning and communicating.

2. Problems faced by teachers in implementing scientific approach in teaching reading, teachers felt that they still have problem in implementing the scientific approach because as bellows: (1) Teachers were lack of training, or socialization about the curriculum 2013 (K-13) which adopts the scientific approach in teaching process. (2) The demand of the assessment system in curriculum 2013 (K-13) is more complicated that the KTSP's assessment system.

3. The Students' Perceive when scientific Approach applied in the class, when teachers applied the scientific approach in teaching reading, some students felt enthusiastic and happy in the learning process. It looked when teacher made them into some groups and they work in group actively. When one group presented the result of the discussion, other groups asked them questions enthusiastically about the material although they did not understand yet. The students looked enthusiastic for learning process and enjoy when teacher applied scientific approach in their class.

B. Suggestion

After having the research, so the researcher creates some suggestions as the following:

1. For teachers

Teachers as facilitator, here teachers should keep up to date to the changes of paradigm of curriculum, probably adaptation is the exact way to be applied by teachers. The conversion of KTSP to curriculum 2013 (K-13) changes the position teachers as the resources to be facilitator, which requires teachers to be able the good coach in the classroom of leading students construct knowledge not feeding.

2. For students

Students should be able to be a good inquirer. As a way to seek the truth of phenomena, students must think logically and systematically to build their own understanding so they will find the true knowledge not only reading books as the sources. But using their experiences through their human

sense such as seeing, hearing, touching, tasting, and smelling. The process initially begins with gathering information through applying human sense to constructs their own knowledge.

3. For researcher

For the next researcher, it should be held a continuing or renewal of a research about scientific approach to appeal the phenomena and the development of scientific approach in the future, and enrich science of English language teaching discussion.

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APPENDICES

STUDENTS' CODE OF XI TKJ 1

NO	CODE	NAMA	CLASS
1	SM.01	Aan	XI TKJ 1
2	SM.02	Agil	XI TKJ 1
3	SF.01	Alfia	XI TKJ 1
4	SM.03	Alvaro	XI TKJ 1
5	SM.04	Angga	XI TKJ 1
6	SM.05	Dimas	XI TKJ 1
7	SF.02	Dita	XI TKJ 1
8	SF.03	Doretea	XI TKJ 1
9	SM.06	Edwin	XI TKJ 1
10	SF.04	Elsa	XI TKJ 1
11	SM.07	Eri	XI TKJ 1
12	SF.05	Erin	XI TKJ 1
13	SM.08	Febri	XI TKJ 1
14	SF.06	Halima	XI TKJ 1
15	SM.09	Khoirum	XI TKJ 1
16	SF.07	Lira	XI TKJ 1
17	SM.10	Luthfi	XI TKJ 1
18	SM.11	M. Ilyas	XI TKJ 1
19	SF.08	Manda	XI TKJ 1
20	SM.12	M. Fajri	XI TKJ 1
21	SM.13	M. Ridwan	XI TKJ 1
22	SM.14	M. Syahril	XI TKJ 1
23	SF.09	Nabila	XI TKJ 1
24	SF.10	Novi	XI TKJ 1
25	SM.15	Risqi a	XI TKJ 1
26	SM.16	Risqi	XI TKJ 1
27	SF.11	Sukma	XI TKJ 1
28	SM.17	Suryo	XI TKJ 1
29	SF.12	Syifa	XI TKJ 1
30	SF.13	Tri	XI TKJ 1
31	SF.14	Vina	XI TKJ 1
32	SF.15	Widya	XI TKJ 1
33	SF.16	Yanuar	XI TKJ 1

Note :

SM : Student Male

SF : Student Female

STUDENTS' CODE OF XI TKJ 2

NO	CODE	NAMA	CLASS
1	SM.18	Ahmad	XI TKJ 2
2	SM.19	Al Arifin	XI TKJ 2
3	SM.20	Aldi	XI TKJ 2
4	SF.17	Anggita	XI TKJ 2
5	SM.21	Aprisa	XI TKJ 2
6	SM.22	Arsy	XI TKJ 2
7	SM.23	Ayik	XI TKJ 2
8	SM.24	Bagus	XI TKJ 2
9	SM.25	Bayu	XI TKJ 2
10	SM.26	Catur	XI TKJ 2
11	SF.18	Desi	XI TKJ 2
12	SF.19	Diah	XI TKJ 2
13	SM.27	Dicky	XI TKJ 2
14	SF.20	Dwi	XI TKJ 2
15	SF.21	Fida	XI TKJ 2
16	SM.28	Fikri	XI TKJ 2
17	SF.22	Fitria	XI TKJ 2
18	SM.29	France	XI TKJ 2
19	SM.30	Gery	XI TKJ 2
20	SF.23	Hana	XI TKJ 2
21	SF.24	Indri	XI TKJ 2
22	SF.25	Ita	XI TKJ 2
23	SF.26	Nur	XI TKJ 2
24	SM.31	Nuriskha	XI TKJ 2
25	SM.32	Firdaus	XI TKJ 2
26	SF.27	Radita	XI TKJ 2
27	SM.33	Prasetyo	XI TKJ 2
28	SM.34	Rahmat	XI TKJ 2
29	SM.35	Rengga	XI TKJ 2
30	SM.36	Rhayna	XI TKJ 2
31	SF.28	Ria A	XI TKJ 2
32	SM.37	Rico a	XI TKJ 2
33	SF.29	Salsa	XI TKJ 2
34	SF.30	Sinta	XI TKJ 2
35	SM.38	Zack	XI TKJ 2

Note :

SM : Student Male

SF : Student Female

RESULT OF TEACHERS' INTERVIEW

1) Teacher One who teaches at XI TKJ 1

Researcher : What do you think about the scientific approach stated in the curriculum 2013 (K-13)?

Teacher 1 : I think this approach is good. Although I don't know much about this scientific approach because it's new paradigm for teaching and learning process in our new curriculum. The government applies this curriculum since 2014.

Researcher : Why do you think that this curriculum is good?

Teacher 1 : In this scientific approach, teacher must be able to motivate the students to active in learning so, students will be able to get the knowledge by doing themselves.

Researcher : Why do you think that you don't know much about the scientific approach?

Teacher 1 : Yes, I don't know much about this scientific approach because I only join three times of workshop, I need more socialization from the government, supporting books which relevant with this curriculum. So sometimes I applied four steps of scientific approach (observing, questioning, associating and communicating). Exactly teacher must apply five steps. In this case, I seldom use the step of three namely experimenting.

Researcher : How do you apply the scientific approach in the class when you teach English?

Teacher 1 : The first, I apply the scientific approach in the steps of observing, questioning, experimenting, associating and communicating. Because of the lack of knowledge about the scientific approach and the teaching hour duration also limited, it makes me, my self could not apply the five steps. Sometimes I only apply four or three steps of the scientific approach. It is the reality that happened in my class.

Researcher : What is your role, in teaching reading by using scientific approach?

Teacher 1 : In the teaching and learning process, I often make the students work into groups. After making group, I give the students the basic perception or basic knowledge which relevant with the learning material. Then I control the students in their groups. I checked one group to another group to make them work actively. Sometime I also write about the students' activeness, creativity and their attitude in my teaching journal because it is my document for students' progress.

Research : What is your problem when you teach English especially teaching reading?

Teacher 1 : I think I have many problem in teaching using scientific approach. One of them is the system of assessment. It is more complicated than KTSP's assessment. The mastery of learning resources, students' readiness, students basic knowledge it makes the teaching and learning process is not maximal.

Researcher : How many time you join workshop about the curriculum 2013 (K-13)?

Teacher 1 : I join two times of workshop about curriculum 2013 (K-13) collectively with all teachers in my school. Joining two times is not enough for me in understanding the new curriculum, especially how to apply the five steps of scientific approach, it is not simple but it is complex.

Researcher : How did the workshop activity?

Teacher 1 : Because the time is also limited, I could not join maximal. So my understanding is not enough about scientific approach. I think government have to held many workshop at least twice every year.

2) Teacher Two who teaches at XI TKJ 2

Researcher : What do you think about scientific approach stated in the curriculum 2013 (K-13)?

Teacher 2 : Scientific approach is good. It is a process to make more better the teaching and learning process based on the KTSP curriculum. Scientific approach is focused for obtaining the knowledge for the students. Students are hoped active individually or collectively in the class.

Researcher : How do you apply the scientific approach in teaching reading?

Teacher 2 : In the teaching and learning process, I try to apply the scientific approach as well as possible for the five steps. I apply the observing, questioning, experimenting, associating and communicating. But sometimes I also apply only four or three steps of the scientific approach because of lack of the curriculum 2013 especially the scientific approach.

Researcher : Why do you only apply four or three steps of scientific approach?

Teacher 2 : I sometimes still confuse how to apply the scientific approach because it is new method for learning process stated in the curriculum 2013. I think mostly teachers have problem about this scientific approach not only English teachers but other teachers who teach different lesson.

Researcher : What is your role in teaching reading by applying the scientific approach?

Teacher 2 : I try to control the class activity to do the reading activity by using five steps of scientific approach namely observing, questioning, experimenting, associating and communicating in the class after learning and discussion finished by students.

Researcher : What is your problems when teaching reading using scientific approach?

Tacher 2: Teaching using scientific approach is not easy or it is not simple. First, learning process itself is difficult and complex, and the assessment system is also complicated. It is the problem for teachers. I hope government will simplify the assessment system. Beside the students' basic knowledge of the material and their vocabulary's acquisition is limited. It makes the learning process is not maximal.

Researcher : Do you always discuss the problems with your partner or other teacher in the same school?

Teacher 2 : Yes of course. I always discuss the problem and share it to other if we know something better relating to the scientific approach. I always discuss about core competency (KI), basic competency (KD). We also discuss about the scoring system.

Researcher : How many times you join the workshop about the curriculum 2013 (K-13)?

Teacher 2 : I join twice of workshop collectively.

Researcher : How did the workshop?

Teacher 2 : The workshop is not easy, I think it is difficult many instruments and assessment the curriculum 2013. It is more complicated, I think.

RESULT OF STUDENTS' INTERVIEW

1. The Eleventh Class of TKJ 1

(1) Result of Interview (SM.02)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, paham, bu.

Penulis : Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mengartikan kosa kata kosa kata asing yang muncul.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Memperhatikan penjelasan guru, dan selalu berlatih.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kepada guru dan teman.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Menyenangkan, bisa dipahami bu.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Sangat membantu dengan adanya guru didalam kelas.

Penulis : Kenapa guru, kamu anggap membantu dalam belajar?

Responden : Jika siswa mengalami kesulitan maka guru bisa memberikan bantuan minimal kata kunci.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senanglah belajar bersama-sama dikelas ada gurunya.

(2) Result of Interview (SF.02)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Kadang-kadang juga belum paham.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mengartikan bu, yang sulit.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Berdiskusi dengan teman semeja.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kepada guru langsung, karena kalau ke teman kadang juga belum tahu artinya .

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menjawab, dan mempraktikkan apa yang telah dipelajari?

Responden : Cukup bisa dipahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, agak lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Dibutuhkan guru dalam belajar.

Penulis : Kenapa guru, kamu anggap dibutuhkan dalam belajar?

Responen : Karena gurulah yang selalu membantu kita untuk belajar di kelas dengan baik.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang dengan cara yang diajarkan guru.

(3) Result of Interview (SM.10)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Bisa dipahami, bu.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Yang sering kesulitan menterjemahkan kosa kata asing.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Membaca dan membaca.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Menanyakan arti kosa kata yang sulit kepada teman atau guru.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa, bu.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, saya cenderung senang dijelaskan dulu.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Penting posisi guru di kelas.

Penulis : Kenapa guru, kamu anggap penting dalam belajar?

Responen : Kosa kata yang sulit bisa ditanyakan.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang dengan cara guru mengajar.

(4) Result of Interview (SF.12)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Bisa saya pahami bu.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Kosa kata asing yang sulit, membuat kalimat.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Memperhatikan penjelasan guru, dan selalu berlatih.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa memahami cukup dengan baik.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Peran guru penting.

Penulis : Kenapa guru, kamu anggap penting dalam belajar?

Responden : Kita bisa bertanya langsung kepada ahlinya jika belum paham.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senanglah walaupun kadang bingung juga.

(5) Result of Interview (SF.14)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Cukup bisa dipahami.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Kosa kata yang asing yang sulit.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Memperhatikan penjelasan guru, dan mempraktikan.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa cukup memahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Membantu dalam belajar, membantulah.

Penulis : Kenapa guru, kamu anggap membantu dalam belajar?

Responden : Dengan adanya guru hal-hal yang sulit bisa ditanyakan minimalnya konsultasi.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : cara belajarnya menarik, senang.

(6) Result of Interview (SM.03)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, bisa dipahami.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Membuat kalimat yang sulit terlebih diucapkan.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Belajar dengan teman dan kadang bertanya ke guru.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa cukup dipahami, bu.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Penting guru dalam belajar.

Penulis : Kenapa guru, kamu anggap penting dalam belajar?

Responden : Untuk bertanya pada hal-hal yang dianggap tidak bisa dipahami siswa.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang.

(7) Result of Interview (SM.07)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Bisa, malah lebih bisa untuk dipahami

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mengartikan kosa kata yang sulit, membuat kalimat sederhana atau perubahan makna.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mendengarkan penjelasan guru, jika ada kata-kata sulit membuka kamus agar bisa paham.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Menanyakan kosa kata yang sulit kepada teman

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Saya bisa memahami dengan baik, senang bu.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Bisa, bu. Malah bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Peran guru sangat membantu, bu.

Penulis : Kenapa guru, kamu anggap membantu dalam belajar?

Responden : Karena guru selalu menjelaskan teks dengan baik serta selalu memberi motivasi

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang, bu. Enak untuk dipahami.

(8) Result of Interview (SM.14)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, bisa dipahami.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Menterjemahkan kata-kata yang asing terutama kata-kata benda atau kata sifat.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Memperhatikan penjelasan guru, dan selalu berlatih.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa memahami cukup dengan baik.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Dibutuhkan guru dalam belajar, pentinglah.

Penulis : Kenapa guru, kamu anggap dibutuhkan dalam belajar?

Responen : Dengan adanya guru hal-hal yang sulit bisa ditanyakan minimalnya konsultasi.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senanglah belajar bersama-sama dikelas ada gurunya.

(9) Result of Interview (SM.16)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Paham, bu.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Memahami kosa kata yang sulit.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Banyak membaca dan membuka kamus.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : membuka kamus dulu jika sudah tidak tahu baru bertanya.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Ya, bisa memahami walupun sedikit-sedikit.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Dibutuhkan dan membantu dalam belajar, pentinglah.

Penulis : Kenapa guru, kamu anggap membantu dalam belajar?

Responen : Dengan adanya guru hal-hal yang sulit bisa ditanyakan minimalnya konsultasi.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senanglah belajar bersama-sama dikelas ada gurunya.

(10) Result of Interview (SF.11)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, bisa dipahami.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mengartikan kosa kata yang jarang muncul dalam bacaan.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mendengarkan penjelasan guru serta berusaha mempraktikan.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa memahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Guru dikelas membantu kelas menjadi tenang.

Penulis : Kenapa guru, kamu anggap membantu dalam belajar?

Responden : Guru bisa memberikan masukan dan saran ketika siswa mengalami kesulitan.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang dengan metode guru.

2. The Eleventh Class of TKJ 2

(1) Result of Interview (SF.17)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, bisa untuk dipahami, bu.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mengartikan kosa kata yang asing.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Berlatih dan berlatih jika kesulitan baru bertanya guru.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Membuka kamus secara mandiri jika tidak tahu baru bertanya.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Ya bisa memahami, bu.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa paham

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Sangat punya peran yang penting.

Penulis : Kenapa guru, kamu anggap peranya penting dalam belajar?

Responen : Dengan adanya guru dikelas, maka kesulitan siswa bisa segera terurai.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang karena metode yang digunakan guru termasuk asing.

(2) Result of Interview (SM.26)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Umumnya bisa dipahami.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Menyusun kalimat dan mengartikan kosa kata asing.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Memperhatikan penjelasan guru, dan selalu berlatih.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Ya, bertanya kepada teman paling dekat, baru ke guru.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa memahami cukup dengan baik.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, saya bisa memahami dengan baik setelah dijelaskan.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Penting adanya guru dikelas.

Penulis : Kenapa guru, kamu anggap penting dalam belajar?

Responden : Jika ada permasalahan langsung bisa ditanyakan kepada guru.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang dengan metode yang diajarkan guru. Menarik menurutku.

(3) Result of Interview (SF.18)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, bisa dipahami.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Yang paling sulit menterjemahkan, bu.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Sering membaca.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa memahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Guru sangat penting dan membantu dalam proses belajar.

Penulis : Kenapa guru, kamu anggap membantu dalam belajar?

Responden : Jika mengalami kesulitan segera bisa ditanyakan langsung kepada guru kita.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang belajar dengan cara guru.

(4) Result of Interview (SF.25)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, paham.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Menyusun kalimat sederhana.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : berdiskusi dengan teman.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa dipahami, bu.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Dibutuhkan guru dalam belajar, pentinglah.

Penulis : Kenapa guru, kamu anggap dibutuhkan dalam belajar?

Responden : Dengan adanya guru hal-hal yang sulit bisa ditanyakan minimalnya konsultasi.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang dengan cara belajar yang baru.

(5) Result of Interview (SM.34)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, paham

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Membuat kalimat yang saya anggap sulit.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Memperhatikan penjelasan guru, dan selalu berlatih.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kepada teman atau guru.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa dipahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham, bu.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Sangat membantu posisi guru.

Penulis : Kenapa guru, kamu anggap membantu dalam belajar?

Responen : Dengan adanya guru hal-hal yang sulit bisa ditanyakan minimalnya konsultasi.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang belajar dengan cara yang baru diajarkan guru.

(6) Result of Interview (SM.18)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, paham dikit-dikit.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Menterjemahkan dan menyusun kalimat.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Memperhatikan penjelasan guru.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Ya, cukup bisa dipahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, paham, bu.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Dibutuhkan guru dalam belajar, pentinglah.

Penulis : Kenapa guru, kamu anggap dibutuhkan dalam belajar?

Responden : Apabila ada hal yang sulit langsung ditanyakan.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang, bu. Kadang ramai menarik.

(7) Result of Interview (SM.25)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, bu. Saya bisa paham

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mengartikan kosa kata tertentu, masih sulit membuat kalimat.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Selain mendengarkan penjelasan ibu guru, saya sering bertanya teman yang lebih paham atau membuka kamus.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kepada ibu guru, untuk mendapatkan penjelasan ulang.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa memahami, bu.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Bisa paham

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Penting peran guru dalam belajar

Penulis : Kenapa guru, kamu anggap perannya penting dalam belajar?

Responen : Guru bisa memberikan solusi terbaik, minimalnya saran.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Ya, senang bu.

(8) Result of Interview (SF.21)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Ya, kami lebih bisa paham.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Menterjemahkan kata-kata yang masih asing.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Membaca dan membaca serta bertanya jika menemui kesulitan.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya artinya kepada teman atau guru.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa memahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa lebih paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Dibutuhkan guru dalam belajar, pentinglah.

Penulis : Kenapa guru, kamu anggap penting dalam belajar?

Responen : Agar pembelajaran berjalan sesuai kebutuhan.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang belajar dengan teman-teman walaupun kadang tidak tahu artinya.

(9) Result of Interview (SM.31)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Cukup bisa dipahami, bu.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mentranslit kedalam bahasa Indonesia yang sulit.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Melakukan diskusi dengan teman kelompok.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa memahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : lebih bisa memahami setelah ada penjelasan.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Membantu siswa untuk memenuhi target belajar.

Penulis : Kenapa guru, kamu anggap membantu dalam belajar?

Responden : Guru solusi terakhir ketika siswa tidak bisa.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senanglah belajar bersama-sama dikelas ada gurunya.

(10) Result of Interview (SM.37)

Penulis : Apakah penjelasan guru anda ketika melakukan pembelajaran membaca teks bacaan Bahasa Inggris bisa anda pahami?

Responden : Bisa dipahami sedikit-sedikit.

Penulis : Kemudian, Apakah kesulitan atau masalah yang anda rasakan ketika memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mengartikan kosa kata asing dan membuat kalimat.

Penulis : Bagaimana cara anda untuk memahami teks bacaan Bahasa Inggris dikelas?

Responden : Mendengarkan penjelasan guru.

Penulis : Apa yang kamu lakukan jika tidak tahu arti kosa kata tertentu dalam bacaan meskipun sudah mencari dikamus?

Responden : Bertanya kosa kata yang sulit apabila sudah tidak bisa.

Penulis : Apakah anda bisa memahami teks bacaan Bahasa Inggris dengan baik apabila guru anda mengawali pembelajarannya dengan meminta anda untuk melakukan pengamatan, menanya, mencoba, mengasosiasi dan mengomunikasikan apa yang telah dipelajari?

Responden : Bisa cukup dipahami.

Penulis : Apakah setelah dijelaskan anda bisa memahami teks bacaan Bahasa Inggris di dalam kelas anda?

Responden : Ya, bisa paham.

Penulis : Bagaimana menurut anda peran guru dalam pembelajaran membaca teks bacaan Bahasa Inggris dikelas?

Responden : Ya, penting.

Penulis : Kenapa guru, kamu anggap penting dalam belajar?

Responen : Dengan adanya guru hal yang sulit bisa diselesaikan.

Penulis : Apakah kamu senang belajar memahami teks bacaan Bahasa Inggris dengan langkah-langkah yang dilakukan guru?

Responden : Senang dengan cara guru.



PEMERINTAH PROVINSI JAWA TIMUR
CABANG DINAS PENDIDIKAN WILAYAH MADIUN
SEKOLAH MENENGAH KEJURUAN NEGERI 1 KARANGANYAR

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NGAWI



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Menerangkan dengan sebenar-benarnya bahwa :

Nama : Rahmawati
SRN : 15.32.2.1.084
Pekerjaan : Mahasiswa UIN Raden Mas Said Surakarta.
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Telah melakukan penelitian (research) dari tanggal 03 Oktober 2022 s.d 23 Nopember 2022 untuk menyelesaikan skripsinya dengan judul : **“Scientific Approach in Teaching Reading to the Eleventh Grade Students of SMK Negeri 1 Karanganyar Ngawi in the Academic Year of 2022/2023”**.

Demikian surat keterangan ini dibuat, untuk dapat dipergunakan sebagaimana mestinya.



Karanganyar, 25 Nopember 2022
Kepala Sekolah

Drs. PARJONO, M.Pd.
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