

**AN ANALYSIS ON ENGLISH TEACHER PERFORMANCE IN  
APPLYING SCIENTIFIC APPROACH AT THE SECOND  
GRADE JUNIOR HIGH SCHOOL 22 PEKANBARU**

**THESIS**

*Thesis is Submitted in Partial Fullfilment of Requiretment for  
Degree of Sarjana of Education*



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**2019**

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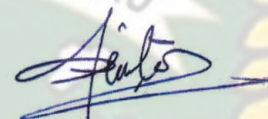
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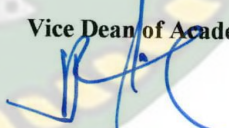
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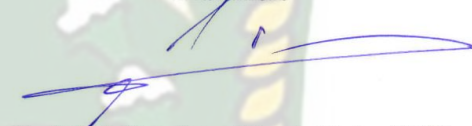
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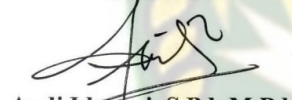
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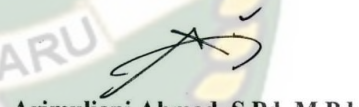
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## LETTER OF NOTICE

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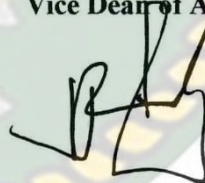
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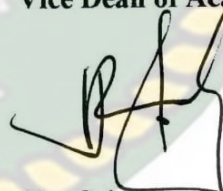
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## DECLARATION

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I admit that this thesis writing purely derived from my own ideas, expect some question (deliberately or un-deliberately) which were adopted or taken from various sources included in “reference”. Scientifically, I took responsible for the truthfulness of the data and its content.

Pekanbaru, Januay 2020

**Sutan Zharifdiansyah**

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The writer addresses her appreciation and expresses deep gratitude to the following individuals namely:

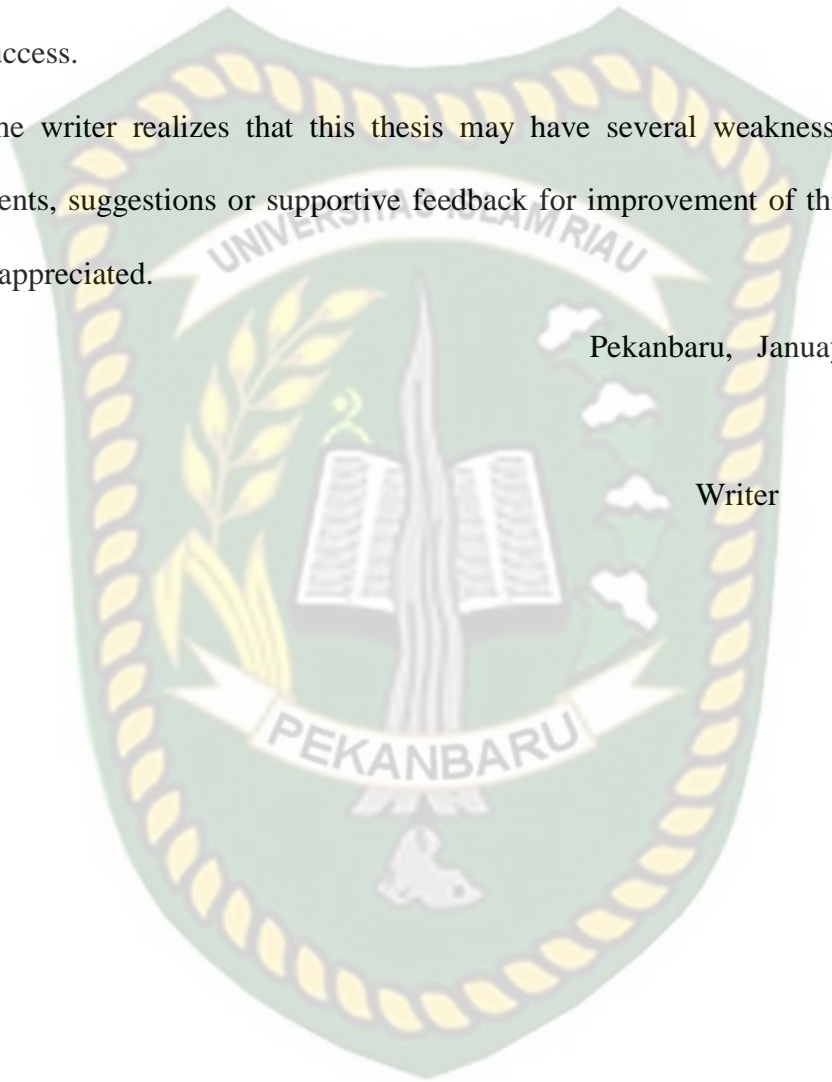
1. Vice Dean of Academic Dr. Sri Amnah, M.Si who provided the supporting facilities.
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The writer realizes that this thesis may have several weaknesses. Therefore, comments, suggestions or supportive feedback for improvement of this research are really appreciated.

Pekanbaru, January 2020

Writer



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# AN ANALYSIS ON ENGLISH TEACHER PERFORMANCE IN APPLYING SCIENTIFIC APPROACH AT THE SECOND GRADE JUNIOR HIGH SCHOOL 22 PEKANBARU

## ABSTRACT

Scientific approach is an approach in the teaching and learning process which gives priority to the students' creativity and discovery. The problems faced by the teacher was the teachers are still lack of understanding of the concept of scientific approach in the teaching and learning. This research is designed to investigate the practice of scientific approach of the 2013 Curriculum in English learning teaching in junior high school to reveal how and what activities conducted and what difficulties faced by the teacher in implementing scientific approach in English language teaching.

The design of this research is qualitative research. This research was conducted at the second Grade Junior High School 22 Pekanbaru. It was held on October 2019. The participant of this class 1 English Teacher at the Second Grade Junior High School 22 Pekanbaru. The researcher conducted the research by doing observation and documentation of teaching materials. The data analysis was conducted into some stages, namely: classroom observation, written document analysis. The data gained from classroom observation were in two forms, which were the transcription of observation and the description of classroom situation in observation process from observation sheet and field note.

The findings and discussions were divided into two main parts. The first part presents the implementation of scientific approach in English learning-teaching by the teacher of one junior high school 22 in Pekanbaru. The second part presents the difficulties encountered by the teacher in implementing scientific approach in English learning teaching. Based on the reserach, the procedures used by teachers in teaching English were: Observing, Questioning, Experimenting, Associating, and Communicating. Based on stage of scientific approach, the researcher has done 3 meetings observation, in the first meeting the teacher did not do Questioning and Communicating, in second meeting the teacher done all the steps, and in the third meeting, the teacher had not do the observing stage

**Keywords: Teacher, Scientific approach**

# ANALISIS KINERJA GURU BAHASA INGGRIS DALAM MENERAPKAN PENDEKATAN ILMIAH DI SMPN 22 DI PEKANBARU

## ABSTRAK

Pendekatan ilmiah adalah pendekatan dalam proses belajar mengajar yang mengutamakan kreativitas dan penemuan siswa. Masalah yang dihadapi oleh guru adalah para guru masih kurang memahami konsep pendekatan saintifik dalam proses belajar mengajar. Penelitian ini dirancang untuk menyelidiki praktik pendekatan ilmiah Kurikulum 2013 dalam pengajaran pembelajaran bahasa Inggris di sekolah menengah pertama untuk mengungkapkan bagaimana dan kegiatan apa yang dilakukan dan kesulitan apa yang dihadapi oleh guru dalam menerapkan pendekatan ilmiah dalam pengajaran bahasa Inggris.

Desain penelitian ini adalah penelitian kualitatif. Penelitian ini dilakukan di SMP Negeri 22 Pekanbaru nomor dua. Itu diadakan pada Oktober 2019. Peserta Guru Bahasa Inggris kelas 1 ini di SMP Negeri 22 Pekanbaru. Peneliti melakukan penelitian dengan melakukan observasi dan dokumentasi bahan ajar. Analisis data dilakukan dalam beberapa tahapan, yaitu: observasi kelas, analisis dokumen tertulis. Data yang diperoleh dari observasi kelas ada dalam dua bentuk, yaitu transkripsi observasi dan deskripsi situasi kelas dalam proses observasi dari lembar observasi dan catatan lapangan.

Dalam hasil penelitian ini dibagi kedalam temuan dan pembahasan. Bagian temuan menyajikan implementasi pendekatan ilmiah dalam pengajaran-pembelajaran bahasa Inggris oleh guru dari SMP 22 di Pekanbaru. Bagian kedua pembahasan ditemukan bahwa ada kesulitan yang dihadapi oleh guru dalam menerapkan pendekatan ilmiah dalam pengajaran pembelajaran bahasa Inggris. Berdasarkan penelitian, prosedur yang digunakan oleh guru dalam mengajar bahasa Inggris adalah: mengamati, menanyakan, bereksperimen, berinteraksi, dan berkomunikasi. Berdasarkan tahap pendekatan saintifik, peneliti telah melakukan 3 pertemuan observasi, pada pertemuan pertama guru tidak melakukan tanya jawab, pada pertemuan kedua guru melakukan semua langkah, dan pada pertemuan ketiga, guru belum melakukan tahap mengamati saja.

**Kata kunci: Guru, Pendekatan Ilmiah**

## CHAPTER I

### INTRODUCTION

#### 1.1 Background of the problem

The 2013 curriculum is proposed to give the students opportunities to develop their competences in attitude, knowledge, and skill. Marzano (1985); Bruner (1960) in Education department 2013 states that in the curriculum, it is found that the teaching language must cover among attitudes, knowledge, and skills to build soft skills and hard skills.

Those three competences are reflected through some main competences which are divided into 4 main aspects, those are spiritual ( Main competence I), social (Main competence II), knowledge ( Main competence III), and skill (Main competence IV). The main competences are divided into four basic competences-*KD*, those are spiritual (Basic competence I), social (Basic competence II), knowledge (Basic competence III), skill (Basic competence IV). Furthermore, each basic competence is broken down into several indicators. Indicator is a point of learning which is formulated by the teacher to succeed the teaching and learning process (Taher, 2013).

In addition, the process of learning in the 2013 curriculum uses a scientific approach. The role of teacher is very important in the implementation of curriculum. And it is an indicator of the success of the teachers in performing the task that is able to realize the curriculum into real learning activities and this requires a variety of skills and professional skills to implement it.

The steps for conducting Scientific Approach in the learning process includes digging through observation, questioning, trial, and then process the data or information, presenting data or information, followed by analyzing, reasoning, then concluded, and creates (Daryanto, 2014: 59). There are five steps on Scientific Approach, namely: observing, questioning, collecting information or experimenting, associating or information processing, and communicating (Fauziati, 2014: 157). Sani (2015: 50) explains that Scientific Approach involves observation activities which are needed to formulate a hypothesis or collect data. The scientific method is generally based on the exposure data obtained through observation or experiment. Therefore, activity experiments can be replaced with an activity to obtain information from various sources.

Fauziati (2014: 157) explains that scientific teaching approach is an approach of teaching which is designed with the same rigor as science at its best; learners make observations, develop hypotheses about phenomena, devise tests to investigate their hypotheses, and communicate their findings to others. With this nature, scholars believe that Scientific Approach as a teaching method could encourage learners to be curious toward science, to improve their oral communication and critical thinking.

Scientific approach is an approach in the teaching and learning process which gives priority to the students' creativity and discovery. Their learning experience should be gathered not through the memorization. But, their learning experience whether from the aspect of knowledge, skill and attitude they gain based on their consciousness. The material that they learn based on the facts or the current

phenomenon, appropriate with the Basic Competence that they learned. Those facts and phenomenon they observed then they pose a question and they find for the answer by their self from various sources which is can be responsible based on the knowledge.

But, according to Imas Kurniasih and Berlin Sani (2014:42) say that “the teachers are still lack of understanding of the concept of scientific approach in the teaching and learning. So, in general are still using conventional learning methods”. Usually the teachers still use the old method which they believe that the old method gives a good result. They cannot easily to leave the old method that they have mastered, before they believe that the new one is better proved or they don’t know the principle of the new method yet. So, in practically usually the theory of curriculum is rarely used in a good way.

The same thing happened in the second grade of Junior High School 22 Pekanbaru. The teacher use conventional learning methods. Knowing how to apply scientific approach in English learning-teaching is a need and becomes significant to fulfill the requirement of implementing the 2013 Curriculum. Since scientific approach has not been familiar in language teaching, specifically in English learning-teaching, it maintains a question on “how is scientific approach applied in English learning teaching” especially to meet demands of the new curriculum and ELT itself.

Based on the explanation about the researcher conduct the research entitled”  
**An Analysis on English Teacher Performance in Applying Scientific Approach  
at The second Grade Junior High School 22 Pekanbaru”**

## **1.2 Identification of Problems**

The problems faced by the teacher was the teachers are still lack of understanding of the concept of scientific approach in the teaching and learning. They still use conventional learning methods. They cannot easily to leave the old method that they have mastered, before they believe that the new one is better proved or they don't know the principle of the new method yet.

## **1.3 Focus of the Problem**

This research is designed to investigate the practice of scientific approach of the 2013 Curriculum in English learning teaching in junior high school to reveal how and what activities conducted and what difficulties faced by the teacher in implementing scientific approach in English language teaching.

## **1.4 Research Questions**

Based on the background above, the problems of the research can be formulated as follows:

1. How is the Scientific Approach implemented in teaching English based on the 2013 curriculum?
2. What are the obstacles of the implementation of Scientific Approach in the process of teaching and learning English?

## **1.5 The Objective of the Research**

The objective of the research is to find out how is the Scientific Approach implemented in teaching English based on the 2013 curriculum and what are the

obstacles of the implementation of Scientific Approach in the process of teaching and learning English

### **1.6 Significant of Research**

The result of this research is expected to give theoretical and practical valuable significance. Theoretically, it is expected that the result of this research can enrich the theories of language teaching technique in teaching English by using Scientific Approach. Then, practically, it is expected that this research can be a guideline or information for English teacher about how is the Scientific Approach implemented in teaching English based on the 2013 curriculum and what are the obstacles of the implementation of Scientific Approach in the process of teaching and learning English.

### **1.7 The Definition of Key Term**

1. 2013 Curriculum is a curriculum which is substituted curriculum 2006 (KTSP). K-13 which have four value aspects there are knowledge, skill, attitude, and behavior.
2. Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014).

## **CHAPTER II**

### **REVIEW OF THE RELATED LITERATURE**

#### **2.1 Relevance Theories**

The relevance theories are about the expert definition about the title of this research. It explains about curriculum, especially about 2013 curriculum. It also explains about the concept of scientific approach in teaching English and the stage of scientific approach that should be followed by the teacher.

##### **2.1.1 Curriculum**

Curriculum is broadly defined as the totality of student experiences that occur in the educational process. The term often refers specifically to a planned sequence of instruction, or to a view of the student's experiences in terms of the educator's or school's instructional goals.

##### **2.1.1.1 Definition of Curriculum**

To analyse the implementation of the curriculum, it is best to start by understanding the term 'curriculum' itself. Based on some studies, there are several definitions of curriculum. One comes from Goodson (2014) who states that curriculum is about conception, construction, negotiation, and renegotiation in a variety of arenas and levels.

Another definition, from Kelly (2004), is that curriculum is always translated as something negative related to the syllabus that sometimes limits teachers' planning, since it tells teachers what they should do or lists subjects that should be taught. Even

if there are many different opinions on the definition of curriculum, some researchers agree that the term curriculum is always classified into distinct points.

Su (2012) outlined five definitions of curriculum. These are: 1. Curricula as a set of objectives = goals or objectives 2. Curricula as courses of study or content = content + goals 3. Curricula as plans = content + goals+ teaching methods 4. Curricula as documents = content + goals + methods + assessment 5. Curricula as experiences = content + goals + methods + assessment + extracurricular activities and learning environment + hidden curriculum + cultures.

Moore (2015), in referring to and updating Stenhouse, also believes that curriculum is classified into four different definitions as follows: a. Curriculum as product Curriculum as product is related to the use of curriculum as a standard of teaching practices. b. Curriculum as process Curriculum as process is about what actually happens in the classroom. It is more about the development and change of curriculum after it is used in at class. c. Curriculum as praxis Curriculum as praxis is focusing on teachers in adapting the curriculum. Sometimes, they have different views and perspectives in understanding and applying the curriculum. d. Curriculum as context Curriculum as context is about the curriculum's relationship to the outside world.

Based on some definitions above, it is concluded that curriculum is a concept created and often utilized by government as a guideline for the teaching process. Curriculum also can be used as a standard on which to base teaching materials, activities, books and assessments.

### 2.1.1.2 English Subject in Curriculum

Jawarskowa and Porte (2007) divided the history of ELT curricula into six categories: the early period, the 1960s, the 1970s, the 1980s, the 1990s and the new millennium. Conventional methods – for instance, the grammar translation method – was used to learn non-native language. Those approaches were focusing more on reading and writing, with little consideration of speaking and listening. According to Richards (2013), throughout the twentieth century approaches to teaching English moved from production of accurate language use towards more active activity that focuses on interactive and communicative classroom processes. Even if nowadays every country implements different English curricula, most countries are using communicative approach as a basis for the English curriculum. One example is South Korea.

Based on a study in Korea conducted by Dailey (2010), the national Ministry of Education tried to improve the quality of English in Korea by shifting the curriculum from traditional grammar instruction to a communicative English curriculum. The reason behind this change of curriculum was because South Korea recognised the influence of English as a key in developing their international markets and strengthening their economy after they faced economic crisis. Prasad (2013) contended that nowadays, even if no syllabus model has been universally accepted, language syllabus is most frequently about a communicative approach. This covers communicative competences such as: language skills, content, grammar, vocabulary, and functions.

To support the communicative approach in the English curriculum, classroom activities such as group work, task work, and informationgap activities are being used. Regarding Communicative Language Teaching (CLT), Savignon (2002) states that applying CLT does not mean that grammatical or formal accuracy should be removed from the learning list. Many discussions related to the focus on meaning makes people think that forms are not important.

However, latest researches support the view that it creates a better result in communicative ability if form-focused exercises and meaning-focused experience work together. However, this should be matched to learners' ages and levels. However, UNESCO's draft scheme (2004) pointed out that students have different needs, abilities, interests, backgrounds, and ways of learning. These are all based on different backgrounds of language, cultures, customs, and experiences depending on where they are born and live (continent, country, city, region, family). That is why the English curriculum can differ, based on what learners need.

### **2.1.1.3 The English Subject in Indonesian Curriculum**

Regarding Sahirudin Musthafa and Hamied (2014), English is the first foreign language to be taught in Indonesia since 1945, when Indonesia gained independence from Dutch colonialism. Regarding English as an official subject in school, Indonesia has already faced several changes in the English curricula.

In 1945, the English subject in Indonesia was using 1945's grammar translation curriculum. It then changed into the audio-lingual method in 1958. Seventeen years after that implementation, the government revised the curriculum

and changed it to 1975's revised audio-lingual method curriculum. In 1984, the structure-based communicative curriculum appeared. In 1994, the curriculum again changed, moving into 1994's meaning based communicative curriculum. After 10 years' implementation, English Language Teaching in Indonesia was facing curriculum revision again, this time using the 2004 competency-based curriculum. Just two years after the implementation of the 2004 curriculum, a new curriculum was created, the 2006 KTSP curriculum, well known as the School Based Curriculum. However, the KTSP curriculum was also revised by the 2013 curriculum.

Two years later, in 2015, the Ministry of Education announced that the 2013 curriculum should be re-evaluated. To deal with that, some schools are back to the KTSP curriculum, and others are still using the 2013 curriculum. This changing of the curriculum over a short period of time caused some controversy. Sahirudin (2013) argued that the implementation of the new curriculum would always bring new pressure to the educational institution. Government needs to provide new training to teachers about the curriculum. Teachers also need to be able to describe the essence of the new curriculum since it is important for teachers and students to have same understanding of the target language being learned. DeSegovia and Hardison (2009) in Sulfasyah et al (2015) supported Sahirudin by saying that English teachers in Thailand found difficulties while introducing new pedagogical concepts in new English curriculum implementation.

On the other hand, Ring, Nyquist, and Mitchell (2016) argued that curriculum design should be able to follow the need of current and future societies. That is why the process of renewing the curriculum needs to be able to gain the interest of learners. However, it is widely believed that implementing a new curriculum should be balanced with good preparation from the government. Sarosa (2013) states that socialisation of the new curriculum, teachers training, providing learning materials and books, and evaluating the process are essential government activities when they are implementing a new curriculum. Teachers, who are key to the implementation of a curriculum, also need to have a deep understanding of what should be changed in the practice of the new curriculum, so training the teachers is important in order to guarantee that they will have a chance to learn and develop new knowledge (Fullan 1997).

#### **2. 1.1. 4 The 2013 Curriculum in English Language Teaching in Indonesia**

In 2013, the Indonesian Ministry of Education created the new 2013 curriculum. When this curriculum was implemented, many pros and cons appeared. 2013 is believed to be a curriculum that can help learners to be more active and critical in learning English as a foreign language. Tantra (2013) said that the 2013 curriculum is designed to follow the needs of the century. The learning paradigm has shifted; students acquire knowledge because they are taught by a teacher to get knowledge by themselves. It is hoped that it will be a good bridge to help Indonesian students in facing the globalisation era (Sarosa 2014) and Chairani (2015).

According to Howartt (1984), the actual function of language is as a system for expressing meaning. It is important to use language in interactive and communicative ways. Thus, the 2013 curriculum will create a natural environment for language learners. Another plus point of the 2013 curriculum is this curriculum is not only focusing on knowledge, but also on affective aspects such as character building. Muhamad and Saparahayuningsih (2016) states that the 2013 curriculum has character building as the focus since nowadays Indonesia is facing socio-cultural changes. Before, Indonesian culture was widely regarded as courteous, polite, gentle, and caring for others, highly social, and highly cooperative. Nowadays, the nation has shifted into a country with less social sensitivity and more selfishness. This is proved by a high amount of corruption and student brawls that happen everywhere. McDaniel (1998) suggests that teachers should include values and ethics activities in their daily teaching and learning process.

Teachers can use reading and writing activities to encourage moral and ethical thought. Another way is by structuring the learning environment as safe environment for learning, sharing, and cooperation, using activities such as discussion, role-playing, and analytical and creative projects as a basis for critical thinking. Research conducted by Adi (2013) found that English language learning provides many opportunities for integrating the teaching and learning process with values and responsibilities. Teachers can provide students with learning activities that increase student interaction and put students in the centre of learning. In this way, students have more chances to interact with their friends and build good values within

themselves – especially as the 2013 Curriculum focuses on English as a tool for communication and critical thinking, using activities such as role-play, discussion, writing and reading, with social issues as the topic.

As disadvantage the 2013 curriculum bases learning on a scientific approach. This approach identifies five activities in teaching and learning activity: observing, asking, collecting data, associating and communicating. Suharyadi (2013) found that it difficult to identify an example of teaching English using a scientific approach, since this approach is usually connected to teaching science or mathematics. Besides the scientific approach problem, Putra (2014) summarised changes in standard content made by the Ministry of Education in the 2013 curriculum. The changes are: (1) removal of English as a subject from elementary school, (2) reduction of teaching hours at senior high schools, (3) reduction in the content of teaching materials (types of texts and speech activities), (5) limitation of topics of discussion, (6) explicit addition of grammar points, (7) integration of all language skills, and (8) reduction in teachers' duties in material and curriculum development.

Besides some debates related to the implementation of the 2013 curriculum, it was created to fix numerous incorrect interpretations within the previous curriculum framework, such as the policy of creating lesson plans. In the previous curriculum (KTSP), English teachers tend to focus on reading without giving their attention to other skills. Actually, English language learning should cover the whole language system (linguistic competence, sociolinguistic competence, discourse competence, and strategic competence), productive and receptive macro-skills

(speaking, writing, listening), and productive and receptive micro-skills (grammar, vocabulary, pronunciation and spelling). In the 2013 curriculum, these four skills are integrated, as the notion of competence encompasses the notion of communicative competence. (Wachidah (2013) cited in Ahmad (2014)).

#### **2.1.1.5 Teachers' Perspectives of Curricula Change in English Language Teaching in Indonesia**

In this section, several previous studies related to teachers' opinions in curricula change in Indonesia have been gathered and analysed as a literature review. According to Patankar and Jadhav (2013), the teacher has crucial role as the mediator between students and the curriculum, and curriculum is an important factor in determining students' success in learning. Print (2003) also explains that teachers should be able to implement the curriculum and make it suitable for the learning environment (taking into account school characteristics, local needs and cultural background). Based on the vital role of teachers, their opinions, pro or con, should be considered.

The first research was conducted by Ashadi in 2015. His research is entitled "Indonesian EFL Teachers in the Swing of Curricula". This research is based on the problem of the Indonesian curriculum changing all the time. Sixteen participants were interviewed to collect the data. Results of this research are: (1) teachers feel that they need to be prepared through adequate socialisation and training. (2) Some teachers cannot implement the newest curriculum (2013 curriculum) since it does not integrate with ELT. (3) Teachers believe that they know their students better, so will not follow

the syllabus of the curriculum while teaching; they will just do what they believe can better help the students. The second research is conducted in 2014 by Musthafa and Hamied. The results of their study are similar to those of a previous study conducted by Ashadi. They showed that teachers will use their own personal beliefs in implementing a new curriculum in the class. Teachers also feel that there are not enough guidelines provided by the government every time they create a new curriculum. As a result, teachers tend to not think seriously about curriculum change. Both sets of researchers show that teachers feel difficulties in facing curriculum changes. Teachers might find it hard to adapt to a new curriculum since they have to learn new things and leave what is familiar and comfortable to their way of teaching. (Greenberg & Baron 2008; Huberman 1989).

The third research studies six teachers' voices in applying new curricula in Indonesia. This research was conducted by Nur and Madkur in 2014. It illustrates that most teachers have positive opinions regarding the implementation of the 2013 curriculum, because the 2013 curriculum focuses not only on students' cognitive aspects, but also on character building. This is in line with Veugelers (2008), who said that values are part of teaching. Values will always be embedded in the curriculum, curriculum materials, and educational practices. The 2013 curriculum also focuses on developing critical thinking and active students. However, teachers face difficulties in adapting to the scoring system, since they have to score both cognitive and affective factors.

Even if up to now teaching English in Indonesia is still categorised as Teaching English as Foreign Language (TEFL), English is being used as final examination subject in Indonesia. This is officially states in the Ministry of Education Decree No. 34/2007. The results of the English examination will ultimately be used to determine students' graduation and students' ability to enter the next level of education. However, the implementation of a national examination will always be a controversy in Indonesia. Fiktorius (2013) found that the English national examination in Indonesia has reading and listening only in a multiple-choice format, and so does not measure other skills such as writing and speaking. Meanwhile, the Indonesian government tries to encourage teachers to use a communicative language teaching approach to English in school.

Other research in English as a subject for national examination in Indonesia was conducted by Sulisty (2009), who collected the voices of English teachers. Based on his research, there are some teachers that disagree and others that agree. They believe that the national examination will enhance students' motivation in learning English, which is proven by the large numbers of students joining English courses outside the classroom to learn more English. In line with them, Prameswari (2004) also believes that the national examination is the best way to minimise the quality gap among schools and provinces in Indonesia.

The national examination can also provide momentum for the government to evaluate teaching processes in Indonesia. As a requirement for graduating from school, students must also take a school examination. In this examination, English is

one of the subjects tested, and is always tested as a requirement to enter university. The Indonesian government organises a test to enter university simultaneously every year. Since English is always a determinant of students' future, the English curriculum should be fixed in order to achieve maximum results. Since Indonesia is an EFL country, the classroom has an important role in being the only place to practise English. Launder (2008) explains that in some countries like Singapore, Malaysia and the Philippines, English plays an essential role as the administrative and business language, so the majority of people can speak English fluently. According to Lowenberg (1991), English should be seen as an "additional language" rather than as a "foreign language"; therefore it can be used as medium of instruction in education and the workplace more frequently and give Indonesian society better chances of using English as a communicative tool. However, Huda (2000) and Dardjowidjojo (2003) argued that local language planners often claim that they worry about the negative effects of foreign cultural influences when we use the English language too much.

### **2.1.2 The Concept of Scientific Approach**

The scientific method is an empirical method of acquiring knowledge that has characterized the development of science since at least the 17th century.

#### **2.1.2.1 Definition of Scientific approach**

Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). It means that scientific

approach is a body of techniques for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge. Tang et al. (2009) 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.

These two ideas become the basic of using scientific approach to be the basis for implementing the 2013 curriculum. In accordance with the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge is gained through the activity of remember, understand, apply, analyze, evaluate, and create. Skills are acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a). So, the teaching learning process in scientific approach refers to the process of observing, asking, reasoning, experimenting, and establishing network for all subject.

Scientific approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science principles. Since the students become the subject of learning, the learning method promoted is ‘learning by doing’ which is largely promoted by an American educator and philosopher John Dewey (1859-1952). Since learning is a search for meaning, learning objectives should be established that connect to important issues for the student. In addition, scientific

approach in learning process means learning process which is organized to make learners actively construct concepts, laws, or principles through activities of observing, hypothesizing, collecting data, analyzing data, drawing conclusion, and communicating the concepts, laws, and principles found (Hosnan, 2014:39). It is expected to encourage students searching knowledge from multisource through observation and not to be given by teachers only. Scientific approach also emphasizes on communicating skill as well as scientific principles. As described by McCollum (2009),

#### **2.1.2.2 The Characteristics of Scientific Approach**

According to Daryanto (2013: 53) states that the teaching and learning using scientific approach have some characteristics, they are: 1) The teaching and learning process based on the Students Centered Learning. 2) Involves the process of scientific skill in construct the concept or principle of the material.

Involves the potential of cognitive process to stimulate the intellect development, especially the students' critical thinking. 4) Can improve the students' character. Also, Kosasih (2013: 72) added that the characteristics of scientific approach in teaching and learning process, as follow: 1) The material of learning should be understand with the standard of logic which is appropriate the students' knowledge stage. 2) The interaction in the teaching and learning process works open and objective that the students have opportunities to deliver their idea, feeling, attitude, and experience. But, of course they should pay attention to the scientific

attitude and responsible. 3) The students forced to always think critically and appropriate in understand, identify, solve the problem and implement the material.

### **2.1.2.3 The Goals of Teaching and Learning Process using Scientific Approach**

The teaching and learning using scientific approach touch three aspects they are attitude, knowledge and skill. In the teaching and learning based on the 2013 curriculum is through the scientific approach, in the attitude aspect transform the material in order the students “know why” and in skill aspect transform the material in order the students “know how”.

Then, in knowledge aspect transform the material in order the students “know what”. From those aspects it can be gained the result of the increasing and balancing between the soft skill that is to become a human kind and the hard skills that is to become a human which have a skill and knowledge to life properly. The teaching and learning using scientific approach based on observing, questioning, experimenting, associating, networking and the presentation of the results through the use of various sources of learning and the students find out the source of the study by their self.

There are several goals of teaching and learning using scientific approach according to Daryanto (2014:54) also based on the material in teacher’s training in the implementation of 2013 Curriculum, such as: 1) To improve the critical thinking students. 2) To build a skill in solving the problem systematically. 3) To create a learning condition where the students feel that study is a needs. 4) To gain a good or high learning achievement. 5) To train the students to communicate or deliver their opinions or ideas, especially in writing a scientific article. 6) To improve the

student's character. Based on that explanation above that the goals of teaching and learning using scientific approach in 2013 curriculum is to improve the student's critical thinking, to train and to improve their ability and skill, to create a enjoyable learning for the students to improve their character in spiritual, social, knowledge and skill.

#### **2.1.2.4 The Stage of Teaching and Learning using Scientific Approach**

According to Permendikbud Number 81 A of 2013 Appendix IV, the process of teaching and learning using scientific approach divided into five main learning experience they are observing, questioning, associating, experimenting and networking. Here the steps of teaching and learning in scientific approach based on the Indonesian Minister of Education and Culture that is there are three points that become the focus in teaching and learning process with scientific approach. They include attitudes (affective), skills (psychomotor) and knowledge (cognitive). Attitudes refer to "students know why", skills refer to "students know how", and knowledge refers to "what students know". These three points are expected to make students affective, creative, innovative, and productive. In other words, with these three points, students have soft skills and hard skills to live properly.

In order to achieve these goals, the teachers follow the five steps in teaching and learning process based on the scientific approach as above. They are observing, questioning, associating, experimenting, and networking. According to the

Indonesian Ministry of Education and Culture that each of the steps are presented in the following:

### **1) Observing**

Observing consider as a kind of meaningful learning. According to Indonesian Ministry of Education and Culture that students and teachers are provided with objects, real objects, or phenomena. Students are directly involved in learning. It helps teachers to contextualize students' learning in the classroom. At the same time, students can learn based on what they see to construct their knowledge. It also facilitates students to fulfill their need of knowing something. In this context, their curiosity will lead them to the construction of knowledge. Contextually is also present because students can connect what they have learned with what they are going to learn.

### **2) Questioning**

The second step is questioning. Questioning can be used by both teachers and students in the classroom. What are the purposes of teachers' classroom questions? A variety of purposes emerge from analysis of the literature, including (1) to develop interest and motivate students to become actively involved in lessons, (2) to evaluate students' preparation and check on homework or seatwork completion, (3) to develop critical thinking skills and inquiring attitudes, (4) to review and summarize previous lessons, (5) to nurture insights by exposing new relationships, (6) to assess achievement of instructional goals and objectives, and (7) to stimulate students to pursue knowledge on their own.

### **3) Experimenting**

To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of science and its relation to everyday life. Learners must have the skills to develop knowledge about the environment, and be able to use the scientific method and scientific attitude to solve the problems they face in everyday life. The application of experimental methods is intended to develop various learning objectives, the attitudes, skills, and knowledge.

### **4) Associating**

The term “associating” is used in 2013 curriculum is more appropriate than “reasoning”. Because associating is to describe teachers and students’ active participation in the classroom. And in the context of learning. Associating is focused on the students activities. But of course the students must be more active and given the more opportunities in learning. According to Suharyadi (2013: 4) associating is the process of thinking logically and systematically over the empirical facts that can be observed in the form of knowledge to obtain conclusions. So, the word associating is used in the 2013 curriculum because it adopts the ideas of associative learning theories.

### **5) Communicating or Networking**

Networking or Communicating is also called collaborative learning. Here, collaborative learning is a personal philosophy, which is more than just learning techniques in the classrooms. Collaboration is the essence of philosophy and

lifestyle of human interaction that places and facilitates collective efforts in order to achieve common goals. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning. Here, the students are those who are active. In a collaborative situation, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively. This allows the learners to face various changes and challenges to learn together.

In conclusion, the teaching and learning process based on the scientific approach is the students can increase and balance between the ability to be a good man (have a soft skill) and a man who have a skill and knowledge for the decent living (have a hard skill) which is cover the aspect of attitudes, knowledge and skill.

## **2.2 Relevance Studies**

A lot of researchers had already reported their research , some of findings of related research are presented in section as follows:

Diki Atmarizon . 2016. THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AT THE TENTH GRADE OF SENIOR HIGH SCHOOL 7 PADANG. This article aims to investigate the extent to which the implementation of Scientific Approach by English teacher who taught in tenth grade at SMAN 7 Padang. Researcher tries to see the implementation of Scientific Approach in teaching and learning process, assessment and problems faced by the

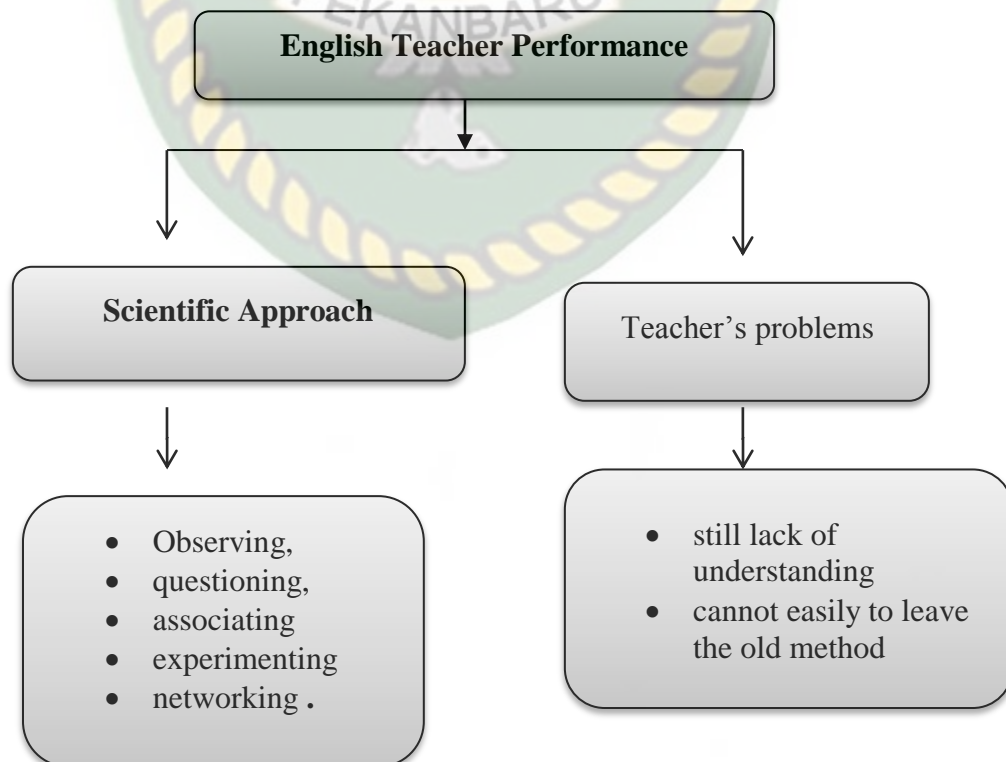
English teachers in teaching and learning process using scientific approach in 2013 Curriculum. Kind of the research is descriptive method. Data of the research were taken from observation and interview. Direct observation were done to see the activities and assessments conducted by English teachers in the classroom. Then, the researchers interviewed the English teacher to know the extent to which the implementation of Scientific approach in teaching and learning processes related to observing, questioning, experimenting, associating, and communicating. Then, the problems in the teaching and learning process were identified. The results showed that 69% of the steps in the scientific approach implemented by the English teacher. However the English teachers only used 62% of assessments based on the 2013 curriculum. Afterwards, there were problems faced by English teachers in the learning process in each steps in the scientific approach in the aspect of 2013 Curriculum.

Another reseracher, M. Zaim . 2017. Implementing Scientific Approach to Teach English at Senior High School in Indonesia. This research describe that Scientific approach is a teaching strategy using scientific steps in teaching subject matter at senior high school in Indonesia. Scientific approach has the characteristics of “doing science” that allows teachers to improve the process of learning by breaking the process down into steps which contain detailed instruction for conducting student learning. Although the scientific approach offers significant breakthrough in improving the quality of teaching English as a foreign language

(TEFL) at Senior High School in Indonesia, there were still some obstacles faced by English teachers. This study aimed at investigating the implementation of scientific approach to teach English at Senior High School in Indonesia and problems of teaching and learning in implementing scientific approach. The data were collected through observation of teaching learning process and interview with the teachers and the students in two senior high schools in Padang, Indonesia. The findings 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.

### 1.3 Conceptual Framework

Figure 2.1 Theoretical Frame Work



The reserach is about An Analysis on English Teacher Performance in Applying Scientific Approach at The second Grade Junior High School 22 Pekanbaru. The problems faced by the teacher was the teachers are still lack of understanding of the concept of scientific approach in the teaching and learning. They still use conventional learning methods. They cannot easily to leave the old method that they have mastered, before they believe that the new one is better proved or they don't know the principle of the new method yet.

#### **2.4 Assumption**

Based on the problem of the research above, the writer makes assumes that English Teacher Performance in Applying Scientific Approach at The second Grade Junior High School 22 Pekanbaru still need to be improved.

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1 Research Design**

The design of this research is qualitative research. Qualitative research is described as an unfolding model that occurs in a natural setting that enables the researcher to develop a level of detail from high involvement in the actual experiences (Creswell, 2004). One identifier of a qualitative research is the social phenomenon being investigated from the participant's viewpoint. There are different types of research designs that use qualitative research techniques to frame the research approach. As a result, the different techniques have a dramatic effect on the research strategies explored. It is used to gain an understanding of underlying reasons, opinions, and motivations. The variable is English teacher performance in applying scientific approach at the Second Grade Junior High School 22 Pekanbaru.

#### **3.2 Location and Time of the Research**

This research was conducted at the second Grade Junior High School 22 Pekanbaru. It was held on October 2019.

#### **3.3 Participant**

A research participant also called a human subject or an experiment, trial, or study participant or subject, is a person who participates in human subject research by being the target of observation by researchers (Howel, 2000). The participant of this research will be taken through purposive sampling technique. The entire process is done in a single step where each subject selected independently of the other members.

of the participant.. The participant of this class 1 English Teacher at the Second Grade Junior High School 22 Pekanbaru.

### **3.4 Instrument of the Research**

The researcher will conduct the research by doing observation and documentation of teaching materials.

#### **1. Observation**

According to Narbuko & Achmadi (2010:70), observation is the tool to collect data which is done by observing and noting down systematically the phenomenon that is inquired. It meant that observation was used to collect the data in systematic way to understand and interpret actions, interaction or the meaning of event.

The ways in doing observation are:

- a. The researcher prepares the observation sheet;
- b. The researcher joins in the classroom;
- c. The researcher observes when selected teacher is teaching

#### **2. Documentation**

Ary (2010:442) states that, qualitative researchers may use written documents or other artifacts to gain an understanding of the phenomenon under study. The term documents here refer to a wide range of written, physical, and visual materials, including what other authors may term artifacts.

### **3.5 Data Collection Technique**

Collecting the data is a compulsory activity that is used by the researcher, because the researcher cannot get conclusion without collecting the data. Collecting the data is used to answer the research questions (Riduwan, 2012). The data was analyzed through observation and documentation, the information was connected to one another to see the relationship occur.

### **3.6 Data Analysis Technique**

The data analysis was conducted into some stages, namely: classroom observation, written document analysis. The data gained from classroom observation were in two forms, which were the transcription of observation and the description of classroom situation in observation process from observation sheet and field note. Those data were corroborated each other to answer the question of how scientific approach is implemented in teaching English.

The data obtained from teachers' lesson plan were analyzed in term of their content. The content such as indicator, objectives and learning activities were analyzed to find out whether the aspects in lesson plan has met the criteria of scientific approach's principles. The data were interpreted and concluded to answer the research question of this study that is difficulties faced by the teacher in implementing scientific approach.

## CHAPTER IV

### RESEARCH FINDING

The findings and discussions were divided into two main parts. The first part presents the implementation of scientific approach in English learning-teaching by the teacher of one junior high school 22 in Pekanbaru. The second part presents the difficulties encountered by the teacher in implementing scientific approach in English learning teaching.

#### 4.1 Data Description

The teacher taught one material using scientific approach completely in four meetings. It was conducted twice a week started from 2nd October to 12th October 2019. Referring to the five stages of scientific approach, the teacher did not apply all of the stages in every meeting even though in the lesson plan made, the stages should have been conducted in every meeting. The observation results of the three meetings are depicted in the following table:

Table 4.1 Stages of Scientific Approach in English Classroom

| Stage of Scientific Approach | 1 st Meeting | 2 nd Meeting | 3 rd meeting |
|------------------------------|--------------|--------------|--------------|
| Observing                    | √            | √            | x            |
| Questioning                  | X            | √            | √            |
| Experimenting                | √            | √            | √            |
| Associating                  | √            | √            | √            |
| Communicating                | X            | √            | √            |

## **4.2 Data Interpretation**

### **4.2.1 The Implementation of Scientific Approach**

#### **4.2.1.1 Observing**

Observing, specifically in language learning context, is the stage of obtaining information through observation of the object or phenomenon in form of video, picture, text, or social or natural phenomenon (Mulyasa, 2014).

##### **a) Meeting 1**

The topic in the first meeting was “Bigger Is Not Always Better”. The main material was oral and written texts that state and ask questions comparison of the number and nature of people, animals, objects. In observing stage, There were several activities as follow:

1. The teacher asked students to read a short conversation related to comparison about person and place
2. The teacher asked student to have role play about comparison about person and place.

From the observation it can be seen that in this stage teacher contextualizes learning activity for students in the classroom. In language learning-teaching, the materials in form of fact that can be observed, such as interpersonal or transactional text, specific text, functional text, and linguistic features of a text, video, or recording. Teaching materials in form of concepts are for instance social function of a text, while the material in form of procedural can be structure of the text observed. The

activities can be watching or listening a video of conversation, watching a short movie or video, reading story book, text, magazine, brochure, or posters.

Besides, “repeating/copying/imitating guided examples”, in which the students do not only receiving information but also they can repeat and practice the activities provided by the teacher (Muttaqin, 2015), are also covered in activities of observing stage. Therefore, observing stage becomes a vital role in leading students to the next stage, so that by doing the activities students’ curiosity is also built here.

#### **b) Meeting 2**

The material in second meeting was oral and written texts that state and inquire about actions / events that are being carried out / taking place at the moment. There were several activities as follow:

1. The teacher asked a student to do an activity (erase the dirty blackboard).
2. The teacher asked said the activities that are being done by students. (the teacher wrote the sentence in white board)
3. The teacher asked students to state the activities being carried out by one of their friends.
4. The teacher asked provide a text model to express activities that are taking

Observing is very important in learning process. By doing the observing, students are directly involved in learning. It helps teachers to contextualize students’ learning in the classroom. At the same time, students can learn based on what they see to construct their knowledge. It also facilitates students to fulfill their need of knowing

something. In this context, their curiosity will lead them to the construction of knowledge.

### **b) Meeting 3**

The material in third meeting was Compile oral and written recount texts, short and simple about activities, events, events with due regard to social functions, text structure and correct linguistic elements. In this meeting the teacher show the picture of some activities in the past, but the teacher only show the picture and ask what they did on picture, without explaining for further information, they teacher directly go to another stage in learning process.

Based on the observation above, it can be seen that the teacher didn't do this stage. In the practice of the participant (Teacher), the teacher must conduct observing activities through various activities to start teaching the material. The teacher may construct activity such as observing short dialogues and their pictures, observing pictures and their description, and watching Video etc. From the activities conducted, the objectives of observing stage are attained.

#### **4.2.1.2 Questioning**

The second stage is questioning. Questioning is the process of constructing knowledge in form of concepts of social function in particular material, procedure of structure text through group discussion or class discussion (Mulyasa, 2014). Based on the regulation of Ministry of Education and Culture (Permendikbud No 81a, 2013) in this stage, students pose questions from what have been observed in the previous stage for gaining more information and comprehension about the material.

### **a) Meeting 1**

In the previous stage (observing) there were several activities that has been done by the teacher, the teacher asked students to read a short conversation related to comparison about person and place and then the teacher asked student to have role play about comparison abut person and place. After the teachers give short explanation in observing, the teacher asked students understanding of the material being taught. But there was only question, no respond from students. The teacher also did not ask the students understanding.

From the observation result above it can be seen that the teacher only asked” Do you understand?”, it was not suitable because the question expected in this stage also must requires criteria of good question: (1) compact and clear, (2) inspiring, (3) focus on particular subject, (4) probing and divergent, (5) valid and reinforced question, (6) increasing cognitive level, and (7) promoting interaction. Thus, in this stage, students pursue their own knowledge to construct a concept, principle, procedure, theory or law of the material learned. It can be obtained through classroom discussion, or group discussion.

### **b) Meeting 2**

Before the teacher do the questioning stage, in previous stage the teacher has done several observing, the teacher asked a student to do an activity (erase the dirty blackboard), the teacher asked said the activities that are being done by students. (the teacher wrote the sentence in white board) , The teacher asked students to state the

activities being carried out by one of their friends and the teacher asked provide a text model to express activities that are taking.

After those activity, the teacher came to second stage which is called questioning. In this meeting the teacher did some activities:

1. The teacher directed students to ask information about in the picture
2. The teacher guided students to answer the question by correct answer

Based on the observation result, it can be seen that the students were active to answer the teacher's question and vice versa. It is good because questioning is the process of constructing knowledge. It is the concept of asking about social function of a text and the generic structure though group or class discussion. In the process of questioning, students' curiosity and critical thinking should be developed. So that their questions will be highly thinking questions. Questioning also demands the active participation of the students. In order to make questioning activity well conducted and the goal is 23 achieved, the teacher should prepare questioning guide in the form of the steps which have to be passed by the students.

### **c) Meeting 3**

In this meeting there was question from students about the use verb 1 and verb 2. The teacher explained what was questioned by students and also gave additional information about the function and linguistic elements of the recount text. This question appeared after the teacher gave an example of forming the sentence in past tense.

This stage already inline with the Ministry of Education and Culture explain the activities carried out in this stage are: a) Providing opportunity to students to conduct question – answer b) Asking students to formulate question based on the identified material in observation c) Encouraging students to propose temporary answer based on the knowledge. Therefore, the role of the teacher in this stage are the teachers assists students to make questions and teacher provides a number of questions, then the students can start to ask several questions.

#### **4.2.1.3 Experimenting**

Experimenting is to acquire a meaningful, real and authentic learning, students have to do experiments, especially to the suitable materials (Suharyadi, 2013, p. 4). The students also experience the skill process to enhance knowledge and employ scientific method to solve the real problem. Experimenting is intended to develop various learning objectives, attitudes, skills and knowledge. It is an activity to internalize knowledge and skills that have been learned. The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games (Government's file, 2013, p. 35).

##### **a) Meeting 1**

After teacher gave the observation and question stage, in this stage there were some activities:

1. Students was asked to reread some conversations about comparative texts
2. Students discussed with the group about the purpose of each dialogue associated with the social function that appears in it
3. Students wrote the answer properly and correctly

The activities above are called experimenting or collecting information. Experimenting activity is the activity to internalize knowledge and the skill learned by the student. In this process, the students try to express the newly learned knowledge and use language ability in the real world through the activity like simulation, role play, presentation, discussion, and playing game.

#### **b) Meeting 2**

In this stage, the students were asked to answer some questions about the activities being carried out based on the picture by using worksheet. These activity is called experimenting. Even there are many activities are able to be done by conducting role play, simulation, presentation, discussion and playing game. The role of teacher in this stage is providing worksheet and learning resource for students. Worksheet is necessary to help students to explore the material. Learning resource is going to assist students to collect the information to answer their formulated questions

#### **c) Meeting 3**

In this stage the teacher asked students to make group. As a group of students practice mentioning the verbs in red in the reading by paying attention to the elements

of language: nouns, adjectives, phrases, sentences, stress patterns, pronunciation, intonation, gambits with the discovery learning method.

#### **4.2.1.4 Associating**

Associating is to attain the conclusion of knowledge by a logical thinking process and systematic empirical factual statement which is observed. Students must be more active and given more opportunities to learn. Associating refers to grouping ability of various ideas and associating various events to be part of memory.

##### **a) Meeting 1**

1. Students read a number of sentences related to the context of comparison, while the teacher reads the pronunciation of the sentences
2. Students rewrote sentences in the context of comparisons with comparison phrases that have been studied previously, while the teacher provides assistance to students regarding the activities being carried out

In this stage, students and teacher are engaged into learning activities, such as text analyzing and categorizing. The information or data that have been collected from the previous activity (observing and experimenting) must be analyzed to draw conclusions. Students will then process the information from the teachers and draw the conclusions out of that information. As states on the Policy of Indonesia Ministry of Education and Culture No. 81a/2013, associating process must be conducted through: (1) processing information that has been collected from the result of experimenting and observing activity and, (2) processing the information collected to find solutions from variety of sources that have different opinions to the contrary.

Thus, students are expected to be able to relate the result of learning or experimenting to the reality

#### **b) Meeting 2**

In this stage, students and teacher are engaged into learning activities, such as text analyzing and categorizing. The teacher has done this stage, because associating activity is the process of the developing the ability to classify and compare ideas and phenomena and to be a part of memories

1. The teacher asked students to arrange words into sentences about the activities
2. The teacher asked students to match the picture with a sentence that shows the activity
3. The teacher guide students to arrange words into sentences about the activities
4. The teacher guide students to match pictures with sentences that show the activities being carried out

#### **c) Meeting 3**

As a group look for other examples (variations) from various sources, for example: TV shows, radio, CDs other than those discussed in class to remind the students what they have learn and do the next activities to comprehend their understanding. The teacher has done this stage, because associating activity is the process of the developing the ability to classify and compare ideas and phenomena and to be a part of memories. For English, in this step, the students are guided to classify and compare text based on the social function, text structure, and language feature and connect information inter-texts for enrichment to create text. The

activities can be role play, writing, and communicating the fact or contextual. The role of the teacher in this stage is to help students to see pattern on material to answer question. Then teacher help student draw conclusion.

#### **4.2.1.5 Communicating**

##### **a) Meeting 1**

There was not any communicating stage in meeting the teacher end the class after the student finish the previous stage. In this stage, students should communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face various changes. In collaborative learning, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively in order to create social interaction to gain meaningful learning .

##### **b) Meeting 2**

In this previous stage, students and teacher are engaged into learning activities, such as text analyzing and categorizing. After the teacher has done this stage, the teacher go to communicating stage. These are following activities done by the teacher:

1. The teacher asked students to present the results of group work.
2. The teacher asked students to stick to the results of group work on the display board and discussed the answer

Based on the observation the teacher gave feedback after students to present the results of group work, suggestions or more information related to students' work.

There are interactions between teacher and students and among the students happened in this stage.

### c) Meeting 3

Communicating is also called collaborative learning. Here, collaborative learning is a personal philosophy, which is more than just learning techniques in the classrooms. Collaboration is the essence of philosophy and lifestyle of human interaction that places and facilitates collective efforts in order to achieve common goals. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning. Here, the students are those who are active. In a collaborative situation, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively. This allows the learners to face various changes and challenges to learn together.

This stage has done by the teacher by doing these activity:

1. The teacher asked students to discuss how to make personal experiences
2. The teacher to tell personal experiences in front of the class.

In conclusion, there were communicating stage in this meeting the teacher gave feedback after the student finish the previous stage. In this stage students have communicated, demonstrated, and published their learning product as a form of collaborative learning in which they face various changes.

#### **4.2 The Obstacles of the Implementation of Scientific Approach in the Process of Teaching and Learning English**

The difficulties faced by teachers in implementing Scientific Approach were: the students' lack of critical thinking; the students' difficulty in finding the answer of the problem; the students' inability in analyzing the material; and the students' lack of vocabulary mastery. The solutions used by the teachers to overcome the problem in applying Scientific Approach were: motivating the students to be more active in learning, giving some stimulates questions related to the material, comparing between the recent material and the previous materials, and translating the difficult words found by the students.

## CHAPTER V

### CONCLUSION

#### 5.1 Conclusion

The procedures used by teachers in teaching English were: Observing, Questioning, Experimenting, Associating, and Communicating. Those steps were written in the lesson plan as the rule of teacher in conducting teaching learning process. It can be concluded that the teachers perceived Scientific Approach as an approach used in teaching learning process focusing on three domains: affective, cognitive, and psychomotor and hoped to create the productive, creative, and innovative students not only on science or skill but also on attitude.

Based on stage of scientific approach, the researcher has done 3 meetings observation, in the first meeting the teacher did not do Questioning and Communicating, in second meeting the teacher done all the steps, and in the third meeting, the teacher had not do the observing stage.

#### 5.2 Suggestion

Since the current study investigating the teachers in the same school, it is possible that the contexts where they are teaching influenced the way they responded the teaching. Hence, it is more interesting to include teachers from different schools in the future studies to get rich and comprehensive information. In addition, the next research can employ survey using questionnaire to obtain general pattern from the wider teachers' population.

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