

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN 2013 CURRICULUM  
IN TEACHING AND LEARNING PROCESS BY ENGLISH TEACHER AT SMP  
ISLAM YLPI PEKANBARU**

**THESIS**

Intended to fulfill one of the requirements for the Awards of Sarjana Degree in English  
Language Teaching and Education Islamic University of Riau



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**ENGLISH LANGUAGE EDUCATION  
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PEKANBARU  
2020**

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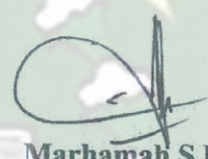
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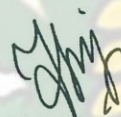
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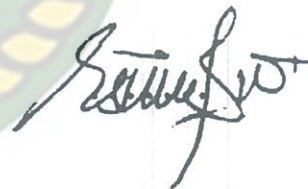


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1	May, 23 <sup>nd</sup> 2018	Revised Chapter I	
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4	September, 25 <sup>th</sup> 2018	Add Theory	
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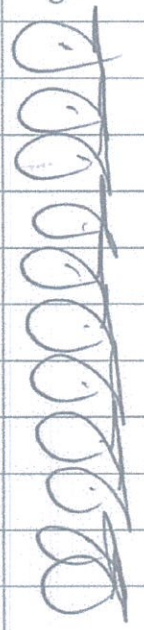
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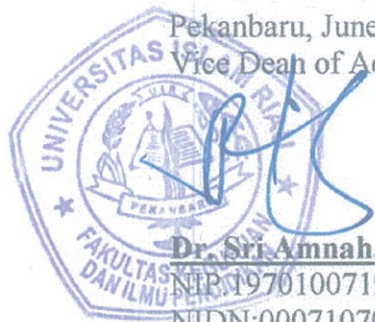
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## LETTER OF NOTICE

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It is ready to be examined. This letter is made to be used, as it is needed.

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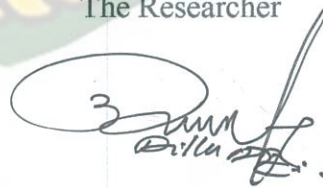
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I acknowledge that this thesis is the result of my own work, accept for summary and quotation (either directly or indirectly) that I took from various sources and mentioned their scientifically and I am responsible for data and facts which are contained in this thesis.

Pekanbaru, June 10<sup>th</sup> 2019

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Thought the writer has hard to do the best in writing this thesis, but the writer sure that this is still far from being perfect. Some advice, suggestion, and helpful critics would be pleasantly accepted and highly appreciated.

Pekanbaru, June 10<sup>th</sup> 2019

The researcher,

  
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## ABSTRACT

**Dilla Afriyenti, 2019, The Implementation of Scientific Approach in 2013 Curriculum in Teaching and Learning Process by English Teacher of SMP ISLAM YLPI Pekanbaru**

**Keywords : Scientific Approach, Curriculum 2013**

*The data will describe the implementation of scientific approach in 2013 curriculum in teaching and learning process by English teacher of SMP Islam YLPI Pekanbaru. This research made cause curriculum is one of education components that really important as a guidance for teacher achieve the goal, and the function of curriculum to help the students to develop their talent, ability, skill and to prepare their self very well to implement their obligation as a students, and they can be responsibility to theirsself, family and society.*

*The objective of this research was to increas the implementation scientific approach in Curriculum 2013 in teaching and learning process by English teacher of SMP Islam YLPI Pekanbaru. This research focuses on how the English teacher implementing scientific approach in Curriculum 2013. There are 3 students and 1 English teacher as a sample. The instrument of this research was observation and interview for teacher and students.*

*The finding reveal that teacher have problems on the areas of evaluation/ assesment, method of teaching/ classroom management, resources/ material and media. Teacher comments also reveal that among that cause of the problems are lack of satisfying training for teacher, lack of resources and facilities in the school.*

## ABSTRAK

Dilla Afriyenti, 2019, Penerapan Pendekatan Ilmiah dalam Kurikulum 2013 dalam Proses Pengajaran dan Pembelajaran oleh Guru Bahasa Inggris di SMP ISLAM YLPI Pekanbaru

Kata kunci: Pendekatan Ilmiah, Kurikulum 2013

Data tersebut akan menggambarkan penerapan pendekatan ilmiah dalam Kurikulum 2013 dalam proses belajar mengajar oleh guru bahasa Inggris di SMP Islam YLPI Pekanbaru. Penelitian ini menjadikan kurikulum sebagai salah satu komponen pendidikan yang sangat penting sebagai pedoman bagi guru untuk mencapai tujuan, dan fungsi kurikulum untuk membantu siswa mengembangkan bakat, kemampuan, keterampilan, dan mempersiapkan diri mereka dengan sangat baik untuk melaksanakan kewajiban mereka. sebagai siswa, dan mereka dapat menjadi tanggung jawab untuk diri mereka sendiri, keluarga dan masyarakat.

Tujuan dari penelitian ini adalah untuk meningkatkan penerapan pendekatan ilmiah dalam Kurikulum 2013 dalam proses belajar mengajar oleh guru bahasa Inggris di SMP Islam YLPI Pekanbaru. Penelitian ini berfokus pada bagaimana guru bahasa Inggris menerapkan pendekatan ilmiah dalam Kurikulum 2013. Ada 3 siswa dan 1 guru bahasa Inggris sebagai sampel. Instrumen penelitian ini adalah observasi dan wawancara untuk guru dan siswa.

Temuan mengungkapkan bahwa guru memiliki masalah pada bidang evaluasi / penilaian, metode pengajaran / manajemen kelas, sumber daya / materi dan media. Komentar guru juga mengungkapkan bahwa di antara penyebab masalah adalah kurangnya pelatihan yang memuaskan untuk guru, kurangnya sumber daya dan fasilitas di sekolah.



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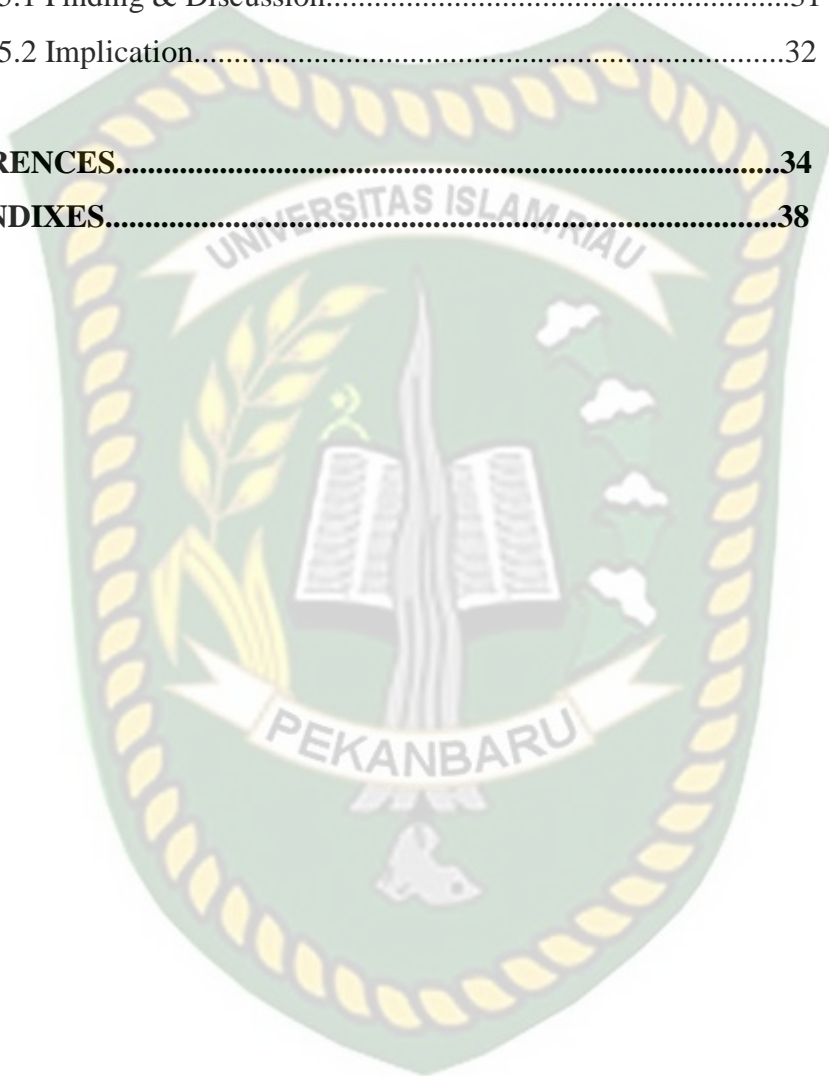
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## CHAPTER I

### INTRODUCTION

#### 1.1 Background

Every time in the world has something change, especially in Indonesia. It is happens caused by technological advances and the development of science. So, in education Indonesia need to make a changes to curriculum.

Education is the most important think in the life of society with public education can improve the quality of life, it is strenghened by the higher education study opens the possibility of increasing the insight knowledge and experienced many change curriculum directly implicates the developments in the world that inevitably requires us to adjust to the indonesian culture so as to increase the difference that each region has certain characteristic. The development of curriculum change can also take advantages of the needs of the local area so that it can be a reciprocal relationship so that the change n its core can have a positive impact for improving the quality of the nation an the state. At its core curriculum changes are reasonable for the quality improvement so that the nature of the curriculum should be adapted to the changes and not just accept and flat, the curriculum is dynamic and constanly influenced bye the changes and of an event which is very relevant education stakeholders to come up to the surface in the curriculum is also changing when there are new methods of learning that requires a change that causes the applicable curriculum is no longer relevant, its ofen we



notive any curriculum change. There fore change in the curriculum are common and the best thing for the development of education.

The curriculum change especially 2013 curriculum is purposed to increase education system to be better. Any changes of yhe curriculum caused the teacher re-learn all aspects in implementing the new curriculum, teachers should be able to learn about the palnning, teaching and learning process, and learning evaluation in implementing the new curriculum. The implementation of 2013 Curriculum has significant differences with the implementation of KTSP. In fact, many schoo in Indonesia still not able to implementing 2013 curriculum.

In Curriculum 2013 advocated the teachers use scientific approach in delivering in subject. According to Kemendikbud (2013: 161) Scientific Approach consist of five steps for all subject. First is Observing. In observing students are trained about seriousness, thoroughness and searching for infromation . The second is Questioning, students are expected able to develop creativity, curiosity and the ability to formulated questions. The third is Experimenting, here students have to communicate with others and practice to appreciate the opinion from other friend. The fourth is Associating, competencies that developed are honest, meticulous, discipline, and hard working. The last is Communicate, the students have to develop their ability to express the idea and practice their ability to use language (Sejati, 2015). Teacher are not the only resource for students. Students are asked to look for the other resource that available in surrounding them. Appropriate the significant diefferences between Curriculum 2013 and KTSP, for some English

teacher in Junior High School still confused in implementation curriculum 2013, some problem they faced, in implementation curriculum 2013 in teaching English.

Based on the above explanation the researcher tries to conduct a research on the titled **“The Implementation of Scientific Approach in 2013 Curriculum in Teaching and Learning Process by English Teacher of SMP ISLAM YLPI Pekanbaru”**

## **1.2 Identification of the Research**

Appropriate to explanation above, it can be seen that 2013 curriculum implementation is still in a controversy and some English teacher faced obstacles in implementation of 2013 curriculum. To implement 2013 curriculum is not an easy project for them. The obstacles such as in teaching and learning process.

Process is here about approach, method, etc that needed during the teaching and learning process although it has stated in the lesson plan. Teacher should implement teaching and learning strategies and methods that should be in accordance with the approach in 2013 curriculum, that scientific approach. Here, the selection of appropriate media is very important. Media in teaching are appropriate for making difficult subjects more understandable for students.

Assessment is probably the most important thing we can do to help our students learn. We may not like it, but students can and do ignore our teaching. However, if they want to get a qualification, they have to participate in the assessment processes we design and implement.

### **1.3 Focus of the Research**

From the discussion in the background of the study and the identification of the problem, the researcher focus on the implementation of scientific approach in 2013 curriculum in teaching and learning process by english teacher of SMP ISLAM YLPI Pekanbaru and also discuss about their expectation for the future the teacher.

### **1.4 Reseach Question**

Based on the background of the study above as well as the identification of the problem, the problem was formulated as follows:

1. How is the Implementation of Scientific Approach in 2013 Curriculum in Teaching and Learning Process by English Teacher at SMP ISLAM YLPI PEKANBARU?
2. What are the difficulties faced by teachers in implementing curriculum 2013?
3. What are the expectations and comments applied by teachers in implementation curriculum 2013?

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

The major objective of the carrying this research activity is as follows :  
This study aims to know the implementation scientific approach in curriculum 2013 in teaching and learning process by English teacher at SMP Islam YLPI Pekanbaru.



## 1.6 Significant of the Research

This research discuss the implementation of scientific approach in 2013 curriculum in teaching and learning process by English teacher at SMP ISLAM YLPI Pekanbaru, thought this research, the English teacher can be use the suitable methods in their teaching learning process depending on the materials in curriculum 2013, and learners achieve the materials which are thought in teaching learning process based on the objectives of curriculum 2013.

## 1.7 Definition of the Key Terms

This research is titled **“The Implementation of Scientific Approach in 2013 Curriculum in Teaching and Learning Process by English Teacher at SMP ISLAM YLPI PEKANBARU”**. In order to avoid misunderstanding in this research, it is necessary for the research to define the following terms:

1. **Implementation** is a process of applying ideas, policies, or innovations in the form of practical actions to give effect, in the form changes in knowledge, skills, values and attitude (Khasanah, 2015)
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). 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 became the basic of using scientific approach to be the basis for implementing the 2013 curriculum

3. **Curriculum 2013** is a set of plans and setting on purpose, content and materials lesson as well as a way that used a guideline implementation of the activities of learning to achieve its objectives of education certain (Undang-Undang NO.20 Tahun 2003, 2003)
4. **Teaching and Learning Process** is a process of interaction between students, students and teachers and learning environment (Peraturan Menteri Pensisikan dan Kebudayaan Republik Indonesia Nomor 103, 2014).

## CHAPTER II

### REVIEW OF RELATED LITERATURE

#### 2.1 Relevance Theories

In this chapter, the researcher discuss as some related topics in order to build comprehension frame of thinking of this research . The related topics to be discussed are:

##### 2.1.1 Definition of Curriculum 2013

According to minister of National education, curriculum 2013 is the development of the previous one. This can be inferred that the use of scientific approach is the development of GBA. Agustien (2014:25) argues that the target domains of SA are science skills whereas GBA domain targets are communication skill. Mulyana (2004) claimed that scientific method has three characteristics, namely; centered on student, involves the science process skills in constructing the concept, law and principle, involves the cognitive processes of potential in stimulating the development of intellect, especially high-level thinking skills of students and be able to develop the character of students. It means that both two approaches apparently buildsome communication skills.In learning activity, SAis applied through five steps: observing, questioning, experimenting, associating and networking or communicating while GBA is conducted through building knowledge of field, modeling of text, join construction and independent construction.



### 2.1.2 The Characteristics of Curriculum 2013

Curriculum 2013 is designed with the following characteristics (Kemendikbud, 2013) :

- Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
- Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.
- Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
- Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

### **2.1.3 The Excellences of Curriculum 2013**

The expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because the curriculum is competency and character based which conceptually has several excellences:<sup>18</sup> First, 2013 curriculum uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potentio of each. Second, 2013 curriculum is competency and character based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence. Third, many fields of study related to the development of skills which are more appropriate to use the competency approach (Mulyasa, 2014).

### **2.1.4 The Function of Curriculum 2013**

The Functions of Curriculum 2013 some meanings or definitions of the curriculum explained before, basically it has a function as a guide or reference. The functions of curriculum are different according to each of the parties such as teachers, students, principals, supervisors, parents, and community. For teachers, the curriculum should serves as guidance in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, curriculum serves as a guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn at home. As for the community, curriculum serves as a guide to provide assistance for the implementation of the educational process at school (Sahiruddin, 2013).

### 2.1.5 The Implementation of Curriculum 2013

Curriculum 2013 was implemented at school in Indonesia. Few years ago teachers used conventional teaching method and when 2013 curriculum had to be implemented, the teachers were shocked. They had to change the methodology in teaching students to meet the expectation of 2013 curriculum. The challenge in this new curriculum is that students are expected to be independent. Independent in this context refers to student-centered where students are required to participate more in learning process. The new curriculum made teachers realize that they should have pedagogy competence which means they must have better teaching skill to produce a great students (Richad & Farrel, 2005).

Dealing with the problem the use of new curriculum is give a benefit. Due to 2013 curriculum was to create better students and teachers as facilitator should change their mind which means when they do teaching have to master all the students' need. The strategy is needed to overcome the ignorance in implementing new curriculum. Implementation itself involves the actual use of the activities and tasks that are preplanned (Lewis and Hill, 1992, p. 29) maybe it was become the problem for teachers who do not understand well what should be included in 2013 curriculum. If teachers can not adapt with new English curriculum was important it will become serious problem for students. Students actually had to learn English as well because they should dig more related to knowledge about English and they should have many experience in applying English skills (listening, speaking, reading, and writing)



Furthermore, Syaodih (2007, p.7) asserts that curriculum covers all learning, activities ,and experiences of the students with the guidance from the school both inside and outside the classroom. Expert statement above suggest the new curriculum should be implemented. Because 2013 curriculum is based on the active learning approach that encourages students to do observing, questioning, associating, experimenting, and networking. Students are encouraged to find out not to be told.It could help teachers to motivate students to participate more in learning process.

### **2.2.1 Definition of Scientific Approach**

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.

He explained that one may hear something but actually, he may not listen to what is being said. Additionally, listening is a communicative skill that the listener may get the meaning from what she/he hears (M.Zaim, 2016)..

### 2.2.2 Function of Scientific Approach

The learning models to implement the whole approach, strategy, and method components which are employed holistically and comprehensively in learning process. The model selection is based on (1) time allocation; (2) material contents; and (3) assessment process of knowledge and skill (Hasanudin, 2017). The models include discovery learning, inquiry learning, problem based approach and project based approach. In addition, in implementing the teaching practice in 2013 curriculum, lesson plan has an important role to guide the learning activities to achieve basic competences (Permendikbud no.65, 2013). In this research, some lesson plan components are analyzed. The components include indicators, objectives, learning material, learning activities, and assessment (Ministry of National Education, 2013) Considering the issue stated above, this research is intended to focus on the implementation of Scientific Approach in English language teaching and its conformation with the lesson plans. It is hoped that this study can give a major contribution in the area of English teaching in new 2013 curriculum that is recently discussed nowadays, especially, Scientific Approach as a new approach in teaching English. It can help other researchers in conducting further researches on Scientific Approach.

### **2.2.3 Step in Scientific Approach**

#### **a.Observing**

There are two main activities that should be done to lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. There are seven steps in observing process, (1) determining the object to be observed, (2) determining the purpose, (3) determining the way of observation, (4) limiting the object, (5) doing observation carefully, (6) reporting the result of observation, and (7) comprehending the result.

#### **b.Questioning**

Questioning functions to encourage and inspire learners to actively learn and develop questions of and for itself; to raise skills of students in talking, asking questions, and the other can answer logically, systematically using proper and correct grammar; to encourage students' participation in discussing, arguing, developing the ability to think and draw conclusions; and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious.



### **c.Experimenting**

In experimenting, the steps are preparation, working, and follow up. There are five activities that can be done in experimenting, (1) Grouping students into several groups, (2) asking students to discuss, (3) recording the finding, (4) supervising the learning process to ensure that all learners are actively involved in the discussion, and (5) directing the group that need help.

### **d.Associating**

Associating is the ability to analyze and associate the information occurred within the group. Associating is the process of analyzing the information to find the relationship between one information to other information and to find the patterns of interrelationship of the information so that one can make conclusion from the patterns found.

### **e.Communicating**

Communicating is the ability to conclude the facts that have been observed and experimented. There are four activities that can be conducted in communicating steps, (1) asking the students to read their work to the class, (2) asking each group to listen well and provide additional input with regard to the work of each group, (3) giving explanation after the group discussion ended, and (5) structuring tasks and providing opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given. From the

explanation about the steps of doing scientific approach in teaching learning process above, it can be seen that by doing scientific approach students are hoped to be actively involved in class activities by integrating skills, attitude, and knowledge. The question is “how to implement this scientific approach in teaching English at Senior High Schools in Indonesia?” (Kemdikbud, 2013 & Hosnan, 2013).

#### **2.2.4 Past Study**

Research relevant to this study is reserach conducted by :

1. Zerna Tika Fitri (2015). She conducted the research entitled “An Analysis of the Difficulties In Implementing Curriculum 2013 by English Teachers of Junior High School in Bukit Raya Regency”. This research focused on find out teachers difficulties in the five aspects of teaching, example book/resources of teaching materials, assesment, teaching media, mastery of the material, and teaching method/classroom management. The result of this research is the teacher thought the assesment was difficult cause there are many aspect assessment.
2. Majid and Kartiningsih (2013) was write the research “An Evaluation Study on the Implementation of School Based Curriculum (SBC) in the Teaching of English as Foreign Language in SMP Negri 3 Sakra Timur”. This study is a part of a bigger study investigating teacher personal

theories (beliefs) regarding English teaching and learning. Involving forty-two English teacher of fifteen Junior High School in the city of Sukabumi, West Java, this crosssectional survey study used data gained from an open-ended quistionnaire. From the total of 3696 raw data items, the data sets were then analyzed both qualitatively and quantitatively. Relevant findings refarding the implementatio of the curriculum in the daily process of English teaching and learning show that there are gaps between the mandated curriculum as stipulated by the goverment and the implemented curriculum at the classroom level. This departure from the mandated curriculum, in turn, diverts the course of curriculum implementation and leads to a level of accomplishment of the main goals of the English teaching and learning which is different from what is stated in the mandated curriculum.



## **CHAPTER III**

### **RESEARCH METHOD**

#### **3.1.The Research Design**

Research design is based on logic and common sense and categorized as qualitative research. Its means that the research does not use statistical formula for analyzing the data. In this study, the researcher uses a descriptive qualitative technique because the main objective is to describe The Implementation of Scientific Approach in 2013 Curriculum in Teaching and Learning Process by English Teacher of SMP ISLAM YLPI Pekanbaru. This research design in this study is descriptive qualitative. Gay (1987) states that descriptive research is a research that reports phenomena as it appears in the process of the research and collects the data in order to answer that research question. According Nazir (1988) also states that descriptive research ia a method which is used in researching a humans, an object, a set condition, a system of idea or class of event an this time. According to Slavin (1992:65) says “Qualitative research is intended to explore important social phenomena by immersing the investigator in the situation for extended periods.

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

The research was carried out at SMP ISLAM YLPI PEKANBARU. It was conducted from March to April in 2019.

### **3.3 Data Collection Technique**

Data collection is the way of researcher to collect the data from sample, informant or object of the research (Putra, 2014). Sudarwin (2002) stated the researcher do the work directly and with the people who studied to collect data (Djaelani, 2013). Its mean in qualitative research, the research is the main instrument of the research. In this research, the data collected by using observation and interview.

#### **3.3.1. Observation**

In this research, the data was collected by doing an observation and interview on the teacher and students. According to Arikunto, observation is a technique of data collection which is done by conducting thorough research, as well as systematically recording. In observation activities, the researcher does not involve in teaching learning process which is done by the English teacher and his students. The researcher only observs and monitors. Research instrument used in the observation is the observation guideline related to the teaching learning process and evaluation process in accordance with 2013 curriculum.

### **3.3.2 Interview**

#### **A. Interview with the English teacher**

In order to dig information deeply about the data, the researcher also takes an interview. According to Esterberg interview is a meeting of two persons to exchange information and idea through questions and responses, resulting in communication and joint construction of meaning about a particular topic. By doing an interview with the English teacher, the more information the researcher gets. It is usefull to complete the data about the 2013 Curriculum understanding and teaching using in scientific approach.

### **3.4 Data Analysis Technique**

The data gained from the action conducted in the field. The data were analyzed from the result of observation and interview for the teacher and students. Qualitative Data analysis was used in this study. According to Miles and Huberman (1994), qualitative analysis is a comprehensive sourcebook, describing analysis that is directed at tracing out lawful and stable relationships among social phenomena, based on regularities and sequences that link these phenomena.



## **CHAPTER IV**

### **RESEARCH FINDING**

#### **4.1 Data Description**

This chapter describes the data and the result of the study. The writer presents the data description of how the this research is to know the difficulties implementation of scientific approach in 2013 curriculum teaching and learning process by English teacher of SMP ISLAM YLPI Pekanbaru. Therefore, in collection data, there are two technique have been used Observation and Interview.

##### **4.1.1 Result of Observation**

The researcher conducted observation for tree times in order to get the data from observation, the researcher has come to class and doing observation for the times :

##### **4.1.1.1 First Observation**

At this meeting begins by greeting and the teacher checking students absence. The topic is letter writing. The english teacher basically has not implemented teaching and learning procedure well. Because of the application of scientific approach was only associating activity and networking. In 2013 curriculum, the teacher should applied five steps in scientific approach, such as: observing, questionig, associating, experimenting, and communicating. Additionally, the teacher used project

based learning model in this meeting. The teacher asks, the students to have a presentation based on the result of discussion which the members of group and the discussion material had been determined at the previous meeting.

Furthermore, the group of presenter was presented the question and answer session. The teacher only monitored the course of the discussion and explained the difficult words or correct the wrong pronunciation of the students. The teacher was less to be a facilitator for the students because there is no additional explanation or guidance from the teacher during the question and answer session. The students only received information based on the answer from the group of presenter. In fact, many of students did not understand with the material.

In this case, the teacher did not use technology to create the interesting media. The discussion is only based on the students' books and paper from the group of presenter as the media in teaching and learning process. While, in 2013 curriculum desired the teacher should use technology as a media supported teaching and learning process, like used laptop and projector in presentation activity. Moreover, the English teacher invites the students to participate in thinking, but the teacher did not stimulate the students to express their answer or opinions. This situation causes the students become listener only and the class less interactive.

**Table 4.1.1.1 Observation sheet**

No	Activity	Yes	No
<b>1</b>	<b>Pre Activity</b>		
	A. Encourage of intimacy/creating the harmonious atmosphere of learning		
	B. Pre-Test		
<b>2</b>	<b>Main Activity</b>		
	A. Logical Squance		
	- Observing		
	- Questioning	✓	
	- Experimenting		
	- Associating	✓	
	- Communicating	✓	
	B. Learning consolidation		
	C. Attitude, skill, and character development	✓	
<b>3</b>	<b>Post Activity</b>		
	A. Post test		
	B. Recalling		
	C. Homework		

Source : (Khasanah, 2015)



#### 4.1.1.2 Second Observation

The English teacher just continuing the previous topic that has already taught in the last meeting. In addition, no further discussion of the next material. The teacher only gives additional explanation about the previous material that is letter writing. Because it is considered if it not explained again there are still many of students were do not understand about the learning in materials.

The students who have low english language skill get difficulty to understand the group presenters explanations during the discussion.

Additionally, the role of teacher is dominant. Ideally , in 2013 curriculum is students center rather that teachers center. The teacher did not used interesting media in the learning process and also did not used special method. Furthmore, the English teacher begins to stimulate the students to be more active. More students who want to ask or express their opinions . So as to create feedback between teacher and students and the classroom became more active. In the last, the teacher asks the students to do individual task in the form of personal letter writing.

**Table 4.1.1.2 Observation sheet**

No	Activity	Yes	No
<b>1</b>	<b>Pre Activity</b>		
	A. Encourage of intimacy/creating the harmonious atmosphere of learning		
	B. Pre-Test		
<b>2</b>	<b>Main Activity</b>		
	A. Logical Squance		
	- Observing		
	- Questioning	✓	
	- Experimenting		
	- Associating		
	- Communicating	✓	
	-		
	B. Learning consolidation	✓	
	C. Attitude, skill, and character development	✓	
<b>3</b>	<b>Post Activity</b>		
	A. Post test		
	B. Recalling		
	C. Homework		

Source : (Khasanah, 2015)

#### 4.1.1.3 Third Observation

In the third observation, followed by discussion activities as in the first observation. The topic in this meeting is cause and effect. The students who were members of the second group became the group of presenter at this meeting. Teaching and learning activities are the same as learning activities on the first observation. The teacher still used project based learning model. Teaching and learning process are based only on students book and paper form the presenter group as the media. Although in this discussion the students were active. This is seen from students participate to ask question and also expressed their opinions. However, the teacher has not been an ideal facilitator for students because all of learning process are only dominant from the students without any guidance from the teacher. Therefore, many students who can not receive learning materials well.

**Table 4.1.1.3 Observation sheet**

No	Activity	Yes	No
<b>1</b>	<b>Pre Activity</b>		
	A. Encourage of intimacy/creating the harmonious atmosphere of learning	✓	
	B. Pre-Test		
<b>2</b>	<b>Main Activity</b>		
	A. Logical Squance		
	- Observing		
	- Questioning	✓	
	- Experimenting	✓	
	- Associating		
	- Communicating	✓	
	-		
	B. Learning consolidation		
	C. Attitude, skill, and character development		
<b>3</b>	<b>Post Activity</b>		
	A. Post test		
	B. Recalling	✓	
	C. Homework		

Source : (Khasanah, 2015)



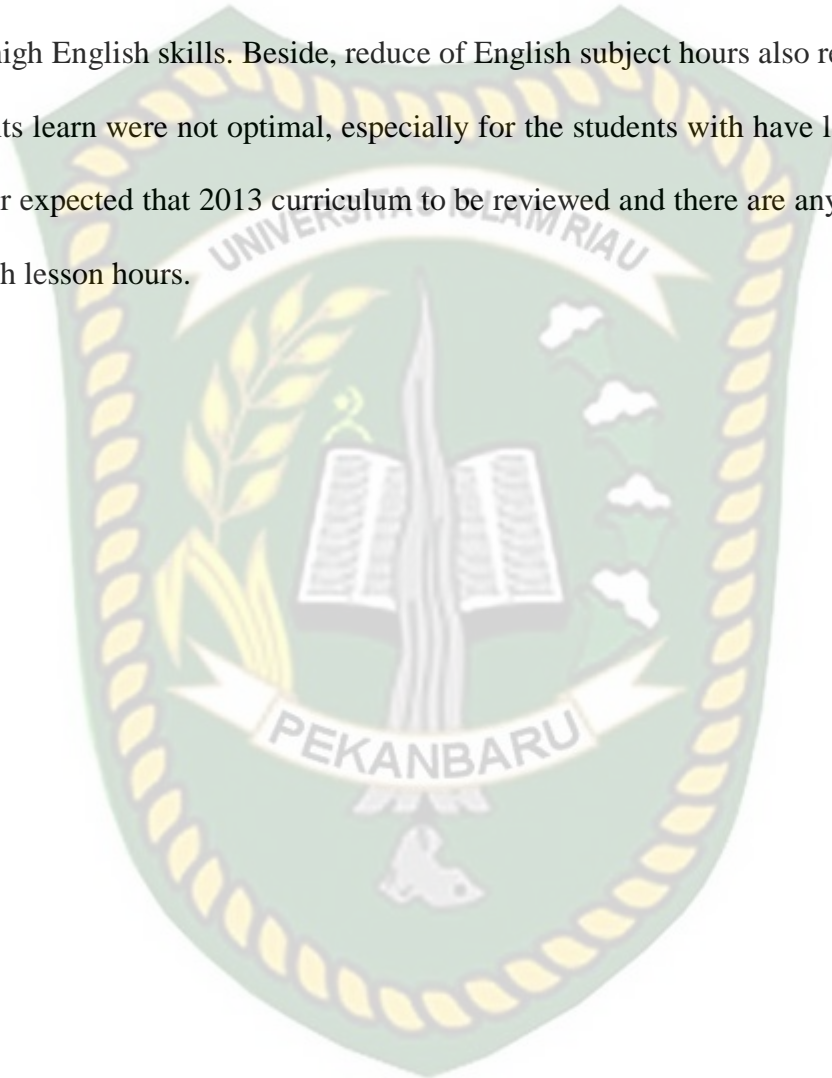
## 4.2 Result of Interview

In this data analysis focused on the result of the research and the analysis which related to the implementation of scientific approach in 2013 curriculum teaching and learning process by English teacher at eight grade at SMP ISLAM YLPI PEKANBARU. The data obtained from interview with English teacher and three students of eight grade.

### 4.2.1 The English Teacher

Based on interview for the teacher, the English teacher basically understand what 2013 curriculum wants in the English teaching and learning process. The completeness of facilities owned by the school such as laptop, infocus, speaker, etc. So that the teacher was able to apply teaching and learning process by 2013 curriculum well. The teacher used technology to create interesting media in teaching and learning process and also there is to variation method or learning model. The teacher used strategy discovery problem on learning, model pembelajaran kooperatif and metode inquiry for every meeting based on learning. Meanwhile, teacher also got additional material from the dictionary, internet or other book related to the learning material, she will give additional explanation so that the students will understand the learning material well. Before doing first learning, the teacher will ask difficult words, vocabulary and yesterday learning.

In conclusion, the difficulties who faced by the teacher in implemented 2013 curriculum in teaching and learning process is a lot of students were not active in learning process and 2013 curriculum is more suitable for students with have high English skills. Beside, reduce of English subject hours also result on the students learn were not optimal, especially for the students with have low English teacher expected that 2013 curriculum to be reviewed and there are any additional English lesson hours.



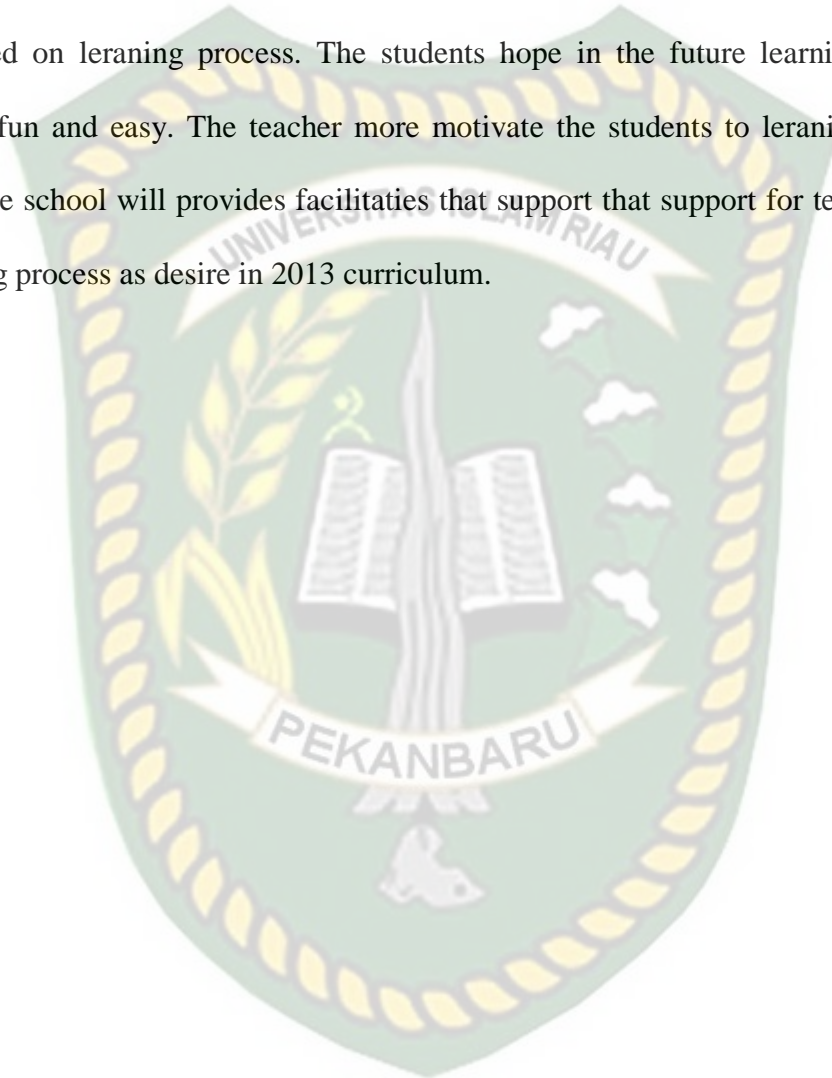
#### 4.2.2 The Students (Result of Interview)

Based on interview above with three students it is the students argues that actually 2013 curriculum was good. Even tough the students feel burdened because of full day school and lot of task given to students. In teaching and learning process the students faced difficulties to found learning material resources because the students booll that available only a fewand also did not used handphone or laptop for browsed of internet because not all of students have it. The students felt bored during learning process because there is no variation of learning model by English teacher. The teacher also did not motivate the students to interested in learning English. In discussion the teacher was not able to be facilitator for students caused the teacher was only monitoring the discussion process but she did not guided the students to understand the learning material.

And then, the students hope in the future the English teacher will be good facilitator, the learning model more varied, so the students not bored and more motivated to learn English and hope so the school will facilitate the students in teaching and learning process.

Based on the conversation can be conclude that the students argues that more better in used 2013 curriculum thsn curriculum before because 2-13 curriculum proving opportunities for students to learn independently. Although for English subject implementation of 2013 curriculum in teaching and leraning process was still not good. The facilioties does not support and the teacher who less to be facilitator to the students resulted the learning process was not effective.

For example, in discussion only a few students were active. The teacher did not use interesting media and there is no variation of learning model in teaching and learning process. Consequently, a lot of students were bored, sleepy, and does not focused on learning process. The students hope in the future learning English more fun and easy. The teacher more motivate the students to learning English and the school will provides facilities that support that support for teaching and learning process as desire in 2013 curriculum.





## CHAPTER V

### FINDINGS, IMPLICATION AND DISCUSSION

#### 5.1 Findings and Discussion

Based on the description of data in Chapter IV, the researcher find the English Teacher faced difficult in implement 2013 curriculum in teaching and learning process. The researcher find the English teacher has difficulty in determine the appropriate learning model based on 2013 curriculum. In fact, only one learning model for every meeting that is project based learning. The teacher was also did not used technology as the media to supported teaching and learning process demand of 2013 curriculum. Teaching and learning process was only used studenta book and paper as the media. Consequently, atmosphere of the classroom became boring and not alive if the teacher use media, it can help the teacher in motivate the students in learning English.

The English teacher only monitored teaching and learning process but less of explanation and guide the students in teaching and learning process. Since the beginning, the students had not a high interest to learning English. For instance, in discussion process a lot of students did not participate during discussion. Only the students with have high English ability were active in discussion. The implementation of the 2013 curriculum in the teaching and learning process has not been succesful. The teacher was not implemented five activities in scientific approach well such as Observing, Questioning, Experimenting, Associating and Communicating. From 25 students, only a few of them were active or directly

involved in the teaching and learning process. In addition, the school also have facilities to support the implementation in 2013 curriculum in teaching and learning process. Finally, the English teacher commnated that 2013 cirriculum was suitable for students with have high English skill beacuse learn independenly is hard for the students with have low skills. The English teacher expected about 2013 curriculum to be reviewed and there are any additional English lesson hours.

## **5.2 Iimplication**

From this research, there were several implication followed and resulted in the following observation and suggestions:

### **1. The Teacher**

The teacher plays important role in implementation the national curriculum. Whatever the curriculum is the failure or the succes is determined by the teacher. The strategy of teaching learning is very important to gain the better output. The real guidance in the training is very important to improve teacher competence. And strategy or learning model is very important to get good learning outcomes. Hopefully the teacher will apply the interesting learning model in teaching and learning process.

### **2. The Students**

From this research, the students know their weakness in learning English. They would try to learn more to improve their English skills.

### 3. The School

The School also has important role in implementation of 2013 curriculum in teaching and learning process. School is one of the things that support the succesful of the implementation 013 curriculum. The school is expected to more attention to the learning process of English subject and will facilitate students in taching and learning process.

### 4. The Government

National education system is the key improve Indonesian human resources. Curriculum developed by the government has to be relevant with both the neccessity in global era and Indonesia ideology. The problem with the ratio between the teacher and students should minimized in order to make English teaching leraning process optimal. The assesment should be simplified in order to solve the learning evaluation problems.

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