

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN
ENGLISH LEARNING AT SMK MUHAMMADIYAH 1
AJIBARANG**



THESIS

By :

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(1522404013)

**ENGLISH EDUCATION STUDY PROGRAM
FACULTY OF TARBIYA AND TEACHER TRAINING
ISLAMIC STATE UNIVERSITY PROF. K.H. SAIFUDDIN ZUHRI
PURWOKERTO
2022**

STATEMENT OF ORIGINALITY

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Declare that all statements, opinions, and analyses that I have written in this Thesis are my originalwork. I optionally conducted my own research with the help Of references and suggestion. If any claim related to the analyses that I made Persist in te future, I would be fully responsible for the clarification.

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Written by **Dinah Azmi Alifah**, Student Number 1522404013, English education Program, Faculty of Tarbiya and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto (UIN SAIZU), was examined on May 30st, 2022 and declared qualified for achieving the degree of Sarjana Pendidikan (S. Pd) in English Education.

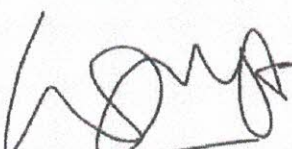
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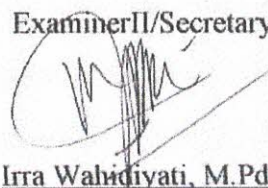
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Assalamu'alaikum Warahmatullahi Wabarakatauh

Having guided, analyzed, directed, and corrected the thesis by Dinah Azmi Alifah, Student Number 1522404013.

THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN ENGLISH LEARNING AT SMK MUHAMMADIYAH 1 AJIBARANG


I recommend the thesis to be submitted to Dean of Faculty of Tarbiya' and Teacher Training, State Islamic University of Prof. K.H. Saifuddin Zuhri and examined in order to get Undergraduated Degree in English Education(S. Pd)

Wassalamu'alikum Warahmatullahi Wabarakat

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Supervisor

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MOTTO

“Maka bersabarlah kamu dengan sabar yang baik”

(Q.S. Al-Ma’arij : 5)

DEDICATION

This thesis is dedicated to :

I dedicated this paper to the Almighty Allah SWT for supremacy and to the Redeemer of my soul, thank you for guidance, strength, power of mind, protection and a beautiful gift and for giving a healthy life.

To my parents for their endless love, support, and encouragement throughout my pursuit for education.

ACKNOWLEDGEMENT

Bismillaahirrahmaanirrahiim

In the name of Allah, the beneficent and the merciful

All praise be to Allah the lord of the worlds for the blessing, the strength and guidance to the researcher in completing this research. Peace and blessings from Allah SWT be upon to the prophet Muhammad SAW, his families, his companions, and his followers. It is a precious thing that the researcher finally accomplishes my thesis entitled **“THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN ENGLISH LEARNING AT SMK MUHAMMADIYAH 1 AJIBARANG”**. It is presented to the faculty of Tarbiyah and Teacher Training in partial fulfillment of the requirements for the degree of S.Pd. (S-1) in English Education.

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1. Dr. H. Suwito. M. Ag., As the Dean of Faculty of Tarbiya and Teacher Training of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
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3. Desi Wijayanti Ma'rufah, M.Pd., as the Coordinator of English Education Study Program of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.

4. Muflihah, S.S., M.Pd., as Thesis Supervisors who always provide encouragement and prayer support in the preparation of this thesis and has given all best for her valuable guidance advice, suggestion, and encouragement during the writing process of this thesis.
5. All the lecturers, especially the lecturers of English Education Study Program of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto for teaching precious knowledge and giving great study experiences.
6. All of the staffs and officials of State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto.
7. All of the teachers and Staffs of SMK Muhammadiyah 1 Ajibarang, especially to Mrs. Mardiana Ratnaningsih S.Pd, the English teacher of this school who has helped the writer to do the research.
8. My father, mother and sister and relative, who always provide support, prayer, and love to the writer so that the writer can complete the preparation of the thesis well.
9. All of my friends in English Education Study Program of year 2015 State Islamic University of Prof. K.H. Saifuddin Zuhri Purwokerto, who always support, helped, and motivated the writer.
10. To all my friends who have helped the writer in the process of preparing a thesis that the writer cannot mention one by one.
11. To the one and only a man who always support me by his words and always being there for me.
12. To the four my best friend to always hearing and beside me
13. To the little twin sister who always give me more laugh, love and cheerful to finish this thesis.
14. To all my favourite singer who always give me a strength with their song to inspire me finish my thesis
15. To my inspirator who can give me beauty motivating to never give up.

There is nothing that the writer can give to convey this gratitude excepting prayer. I hope that what has been given becomes a good deed and get a reply from Allah SWT. The writer realizes that this thesis is far from perfect, but still hopes that this thesis can be useful for writers in particular and readers in general.

Purwokerto, 17 Juni 2022

Writer



Dinah Azmi Alifah

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THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN ENGLISH LEARNING AT SMK MUHAMMADIYAH 1 AJIBARANG

ABSTRACT

S. N. 1522404013

English Education Department

This research was conducted in SMK Muhammadiyah 1 Ajibarang based on the observation that was the different of time learning made the problem of this research how the teacher implementing the scientific approach in English learning class. The primary focus of this research is investigate the practice of a teacher's implementing the scientific approach in English learning class and reveal the obstacle in implemented the scientific approach. This research employs descriptive-qualitative research design and written with narrative text on the result of the research. This research used three collection data there was observation, interview, and documentation. The data were ocured from the preface observation, classroom observation, teacher's lesson plan, teacher's and students' interview guide, and documentation. The findings show to some extention. First, the finding show that all five stages of scientific approach were completely executed in on three meeting class of delivering one material in each meeting class. The teacher provided plenty activities in each stage. Scientific approach implemented by the teacher could engage students in active and action in learning activities, develop various students' contributions and stimulated students' curiosity to more practice in learning English. The ways the teacher led the active learning activities and students' contribution were varied depend on the stages of scientific approach. Scientific approach implemented by teacher was successsfully fostered students' thinking and stimulated their curiosity. Second, the obstacle of implemented of scientific approach in English learning was students low English vocabulary, less focus to paid attention the teacher in learning, and less curiosity of students'.

Keywords: Scientific Approach, Learning Activities, 2013 Curriculum.

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Name : Dinah Azmi Alifah
Students Number : 1522404013
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Study Program : English Education Department

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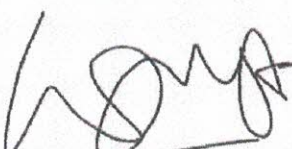
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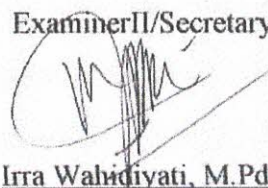
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CHAPTER I

INTRODUCTION

A. Background of the Study

Human needs communicate for life, communication is a tool for interacting between human beings that using a language. Language used has its on meaning and pronunciation. There are so many language in the world. So, it will be difficult to communicate when two people who have different language, culture, and countries meet in one place and try to speak up. One of the language most people used in this world is English. English began to become an International language during the 18th and 19th centuries when the heyday of England, which had many colonies throughtout the world from America, Asia, and Africa. Most of countries are including English as a compulsory lesson in the school. Especially, Indonesia choose English as a compulsory lesson. Because Indonesia government considers that English is important.

Nowdays, English is the most sought after language to learn because learning English has many advantages. According to Snadden as cited in Samanth, as a global language it is obvious that English plays an important role in the international interaction.¹ International interaction include economic relationship among countries, international business relationship, global trading, politics, and socio-culture.

Indonesia peoples in 1950 start to turn their attention to social and cultural matters including education. Early on, it was decided that English rather than Dutch, be the first foreign language of the country. English in Indonesia from independence to the present is necessary in information about society, business, politics, education and media.

¹ M. Samanth Reddy, "Importance of English language in today's world, international journal of academy research, Pragati Mahavidyalaya Degree & P. G. College Koti, Hiderabad, 2016, Vol.3

According to Komaria 1998 as cited in Allan 2008, the second law of 1989 on the National Education System (UU No. 2. 1989 sistem Pendidikan Nasional) gives English a place as the first foreign language and makes it one of the compulsory subjects to be taught from primary four.² English has been present in curriculum in Indonesia since 1954 until right now. The purpose of English has many change in curriculum in every developing of curriculum. But, nowadays English has more interest for students in the school.

According to Kunandar (2011) states that the definition of curriculum is a set of plans arrangements regarding the purpose, content, and teaching material and methods as a guide of the implementation of learning activities to achieve specific educational goals by Government Regulation Number 19 year 2005 in National Education Standards. Beside that Cahyono and Widiati (2011) state curriculum is a set of plans and arrangement covering educational goals, content, learning materials and learning methods intended as the guidelines in implementing the teaching and learning process to achieve the goals that have been set. It means that anything related to education system is documented which functioned as guideline for conducting teaching.

The functions of curriculum in each of the participant are different, such as teacher, students, principals, supervisor, parent, and community. For teacher, the curriculum should serve as guidance in implementing the learning process. For students, the curriculum serve as a study guide.

The educational Curriculum right now has changed from KTSP (*Kurikulum Tingkat Satuan pendidikan*) since 2006 to 2013 curriculum. As stated in Permendikbud No. 68/2/2013, theoretically, the 2013 Curriculum is learner-centered curriculum which is standardized by the government to aim life skill competences. To assist the demand of learning process in this curriculum, Abidin (2013) as cited in Nugraha and Suherdi (2017) states

² Allan lauder, "The status function of English in Indonesia", Department of linguistics, FIB, University of Indonesia, Depok, Indonesia. 2008. *Makara Sosial Humaniora*, Vol. 2

that “there are five steps of learning activity that must be conducted in learning process: (1) observing scientifically, (2) developing intellectual curiosity through questioning, (3) constructing critical thinking, (4) experimenting, and (5) communicating”. Since the 2013 Curriculum stresses on modern pedagogic dimension of learning using scientific approach, therefore scientific approach is emphasized as one of the main learning approaches in the 2013 Curriculum.

Curriculum 2013 apply one of the scientific principle called scientific approach.³ Scientific approach believed as a footbridge and designed to make students active and understanding that knowledge can be found from anywhere not depends from the teacher. According to Mulyasa (2013) states that character in the Curriculum 2013 is a combination between manner or moral and knowledge based on competency standard in every educational unit. He also states that the Curriculum 2013, students are expected to increase and use their knowledge independently and review character values and attitude to apply in daily behavior. In individual learning, students are able to learn by their own way and based on their ability. In mastery learning, students are able to learn all materials with good evaluation based on appropriate learning system. In conclusion, the Curriculum 2013 forces the students to develop their knowledge based on their own potential. The students to develop their knowledge based on their potential. The students learn from what they get inside and outside learning process naturally.

Based on the rule of Permendikbud No. 65 year 2013 about the standard of education process implies the need for a learning process that is guided by scientifically based rules. Scientific approach in learning process have 5 stage, there are observing, questioning, experimenting, associating,

³ Intan Siti Nugraha and idi Suherdi, “*Scientific Approach an English Learning Teaching (ELT) Approach in the 2013 Curriculum*”, Department of English Education, Indonesia University of Education, 2017, Vol.5 No. 2

and communicating.⁴ For doing the 5 stages is needed by teachers, but more high students grade more less teachers helped.

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

The Minister of education and cultural Nadiem Anwar Makarim us publish the letter number 4 year 2020 about the realization of education during Corona Virus Disease (Covid-19). One of the main important in this letter is the decision of school from home or online learning. The Minister was emphasize that online learning is doing to give a meaningful studying for students without feel stress and demanded to finish all the achievement of curriculum to the next level or graduation.

Nowday the offline learning was begin again and students start to get the offline learning while adapt to the new environment pasca Corona virus disease and still apply the health protocol and the learning time just half time nit full time. Many students is like used to be learning through website and just apply the assignment and task. The students must be akward to get the offline learning.

After the Pandemic Corona Virus Disease (Covid-19), peoples still continoue to adaption themself with the new activity. The presence of offline learning is not also having purpose to fulfill the necessity of students what they can not get the best education serving, good facility, and high

⁴ Pemdikbud No.60.2013

knowledge during this pandemic, but also take care the educator from bad impact, prevent distributing, spreading, and make sure them sufficiency of pshysocial support for teachers, students, and parents.

After the pandemic, School in Indonesia changing the learning process from online learning to offline learning again. Many school still apply half by half between online and offline learning that is suitable with the government rules. One of those schools is SMK Muhammadiyah 1 Ajibarang which is change the online learning back to offline learning like usual. Based on the preliminary observation through an interview with the English teachers of SMK Muhammadiyah 1 Ajibarang, namely Mrs. Mardana Ratnawati, S.Pd and Some Students of 11st and 12st grade of English Learning at SMK Muhammadiyah Ajibarang. Since the Curriculum 2013 is revealed and begin apply in school, SMK Muhammadiyah 1 Ajibarang is already using the curriculum 13 and apply the teaching using scientific approach method. Mrs Mardiana Ratnaningsih as English teacher said that using scientific approach make student have more spirit in the class, active, creative and thinking science, but the writer want to know and try to finding how the teacher implementing of scientific in English learning class and find the obstacles of implementing the scientific approach in English learning toward the students. For teaching English learning Mrs Mardiana Ratnawati still using some application to teaching students there are SEMAkin, Google Classroom and Whatsapp Messenger to support the English learning process using sciewntific approach. After this condition teacher using offline learning and apply the scientific approach in the classroom with the students still adapt pasca pandemic and online learning. Mrs Mardiana said that the students find the difficult to learn in person because during pandemic they do it online and students depend on the website that is different activity and action with offline learning .

Based on the explanation above, the researcher is interesting to observing and finding how the teacher apply the scientific approach in

English learning at SMK Muhammadiyah 1 Ajibarang after the online learning and try to find the obstacle of implementation of scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang. Therefore, the researcher become curious and tries to investigate this with a research entitled “The Implementation of Scientific Approach in English Learning at SMK Muhammadiyah 1 Ajibarang”.

B. Operational Definition

Related to this research, there are two key terms to guide to conduct this research. Those are:

1. Scientific Approach

According to Rahmat (2013,p.10) Scientific approach is the using of theory in science to approach the problem. Scientific is the way to obtain a deep understanding of the science theory then appearing many vision as call as method. States that the 2013 curriculum can be implemented successfully by using Scientific Approach. According to Rusman (2015) as cited in intan sari (2021), stated that approach is someone’s perspective toward a learning process and make the students active in the learning process by doing steps namely, observation, question, experimention, association, and communication.

According to Suharydi (2013) states that scientific approach is the process in finding out information in science by testing ideas through experimenting and making decision based on the result. It can be said that this approach can be called as a technique in investigating, observing, gaining, and also integrating the phenomena by previous knowledge.

2. English Learning

Learning English is developing English skill contextually and gratefully with the context and conditions and daily situation of students. English is a tool to communicate in orally and written a text. English is an ability to use language more than the attributem distinguishes humans from the animals. English learning have four basic skill: 1) Listening, 2) speaking, 3) reading, 4) writting.

C. Research Question

Based on the background of the research that has been explained above, the research question is formulated as follow :

“How is the Implementation of Scientific Approach in English Learning at SMK Muhammadiyah 1 Ajibarang ?”

The main research question can be divided into two sub-questions as follow :

1. How are the teacher implementing the scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang ?
2. What are the obstacle of Implementing the scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang ?

D. Objectives of the Research

The Objectives of the Research are

- a. To describe the learning process of the Implementation of Scientific Approach in English Learning at SMK Muhammadiyah 1 Ajibarang
- b. To describe the obstacle of the Implementation of Scientific Approach in English Learning at SMK Muhammadiyah 1 Ajibarang

E. Significance of the Research

a. Theoretical Significance

- 1) The researcher extremely hopes can be useful to improve teaching and support the implementing of scientific approach in English learning.
- 2) The researcher hopes this research can be used as reference for further researches

b. Practical significance

1) For Teacher

Through the research, this research is expect to help teacher to improve the scientific approach in English learning and solving the obstacle of scientific approach in English learning process and make the good lesson plan.

2) For School

Through the research, this research will helping and support in an English learning classes and motivating teacher to developing the variation teaching and lesson plan of English learning process.

F. Structure of the Research

The structure of the research will be explained as follow:

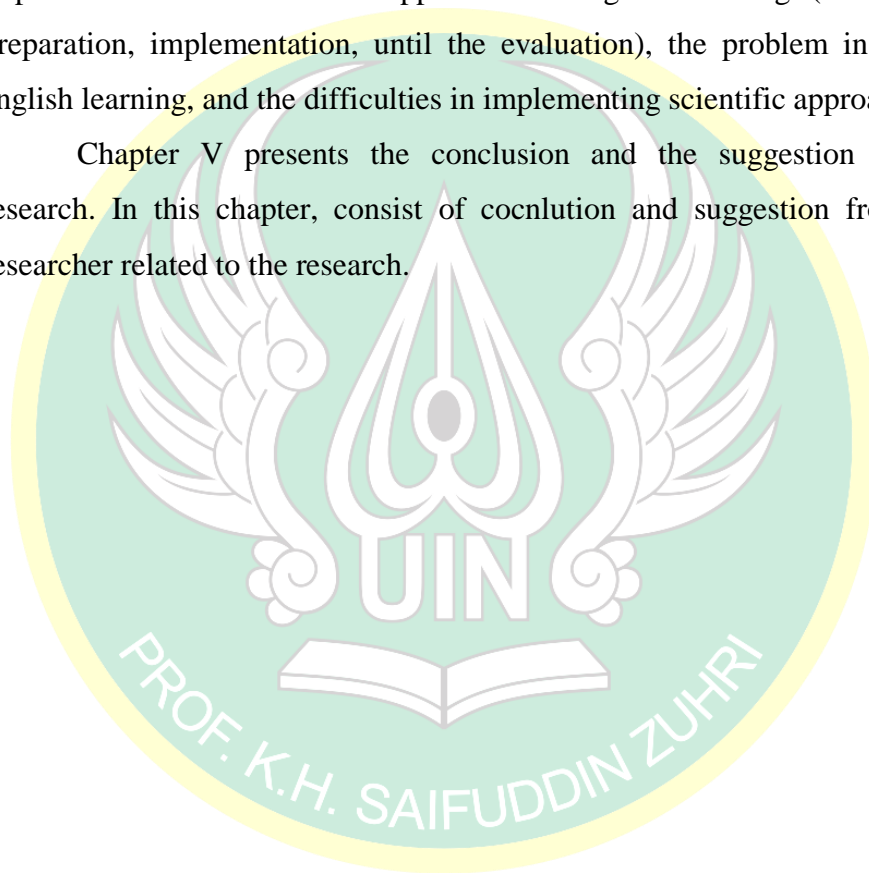
Chapter I presents the introduction, which is consist of the background of the study, operational definition, research question, objectives and significances of the research, review of relevan studies, literature review, research method, and structure of the research.

Chapter II presents the theories of the implementation of scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang which consist of explanations of those key terms, are implementation, scientific approach, online learning, and English education.

Chapter III presents the research method which consist of the type of the research, sources of data, the technique of collecting data, and the technique of analyzing data.

Chapter IV presents the result of the research which consists of the implementation of scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang based on the observation, interview and the documentations. In this chapter finding and discussions about the implementation of scientific approach in English learning (from the preparation, implementation, until the evaluation), the problem in online english learning, and the difficulties in implementing scientific approach.

Chapter V presents the conclusion and the suggestion of the research. In this chapter, consist of cocnlution and suggestion from the researcher related to the research.



CHAPTER II

THEORITICAL REVIEW

A. Theoritical Review

1. Scientific Approach

a. Definition of Scientific Approach in the 2013 Curriculum

Scientific approach is based konsep to inspiring or basically a method to teaching with applying science characteristic. Scientific Approach or scientific teaching is one of the pedagogy's approach in learning process to underlies the application of the scientific method.⁵ The approach is an ability in research to get or appear relationship between the people or research subjek with the researcher and was did to got the conclusion and explanation of research. Using Scientific Approach the students and teacher can appear the good attitude, developing more creativity and get the new knowledge while appearing this approach.

Scientific approach is one of approach in 2013Curriculum which put the student as subject to applying the scientific approach and process of searching of knowledge. The purpose of the 2013 Curriculum, as stated in Permendikbud (Regulation of Indonesia Ministry of Education and Culture) No 68/1/2013, is to prepare Indonesian people to have life skill competence as an individual and citizen who are faithful, productive, creative, and able to contribute to society, nation, and mankind life.

According to Vygotsky states that learning occurs when learners learn and handle tasks which have not learned, but those tasks are in range of the learners capability, or tasks are in zone of proximal development. The area in between current level of the learner's development which is defined as the ability to solve

⁵ DR. HM. Musfiquon, M.Pd and Nurdiansyah, S. Pd, M.Pd. *"Pendektan Pembelajaran Saintifik"*. 2015. Sidoarjo: Nizamia Learning Center. P. 51

problems under adult's or peer with higher capability supervision. The implementation of learning which refers to Vygotsky's theory is called scaffolding. It refers to the help or aid given by more competent peer or adults. It means that a large amount of support is given to the learners during early level of their learning, then it reduces to give more opportunity to the learner to take bigger responsibility soon after they are able to execute it by themselves.

According to Hosnan, 2014, p.39, Saddhono, 2013, p.440, as cited in Nugraha and Suherdi (2017), scientific approach means learning process which is structured to make students through activities of observing, hypothesizing, collecting data, and communicating the concept, laws, and principles found. As described by Mc Collum (2009) as cited in Nugraha and Suherdi (2017), a learning approach can be regarded as scientific approach if it covers some criteria explained by Ministry of Education and Culture. They are : (1) the teaching materials come from facts or phenomena that logically can be explained, (2) teacher's explanation, and teacher-students interaction are based on objectivity, (3) teaching materials support and inspire students and build students' critical thinking and accuracy in identifying, understanding, and resolving problems, (4) it encourages and inspires students to think hypothetically in looking at difference, congruence and links to each learning material given, (5) the learning material it is fosters students to understand, apply, and develop pattern of rationale and objective thinking towards learning materials, (6) the material should be based on empirically valid concept, theories, and empirical facts, and (7) learning objective are composed in simple, clear and attractive presentation way (Kemendikbud, 20013a)⁶

⁶ Intan Siti Nugraha and Didi Suherdi, 2017, *Scientific Approach an English Learning – Teaching (ELT) Approach in the 2013 Curriculum*, Journal of English and Education. Department of English Education, Indonesia University Education. Vol. 5.

b. Stages of Scientific Approach

Using scientific approach a smethod in doing the research means the the researcher should follow the steps in order. There are several steps in scientific approach that should be followed. The stages of learning in scientific approach in the 2013 Curriculum context generally are divided into five main stages. They are observing, questioning, experimenting, associating, and communicating. As follows:

a) Observing

The first stage is Observing. In this stage, observation method give priority to meaningfull learning. This method have a special quality like provide the real object and make students brave to take challenge from their teacher. Observation method is very suitable and rewarding for students who have a big curious and the learning process become usefull which was conceived by the teacher before the learning process begin.

The purpose of observation is to get the fact data and to be analyzed by the students that be suitable in each grade. In the other side, observation make the learning process more meaningful for students and teach them to finding information. As described by Kemendikbud (2013b), the materials in form on fact that can be observed for instance are interpersonal or transactional text, specific text, functional text, and linguistic feature of text, video, or recording. The activities of observation can be watching or listening a video or conversation, watching a short movie or video, reading story book, text, magazine, brochure, or posters.

b) Questioning

The second stage is Questioning. Questioning is an activity from students to show how they do not understand with the information which are observing and to get more information. In this stage, the good teacher is able to giving inspiration for the students to rising and developing a good attitude, creativity and good knowledge. When the teacher asking a question for the students then in the same time teacher leading them to be good in studying, observing, and listening. The focus of question is to take the verbal reaction, not only by the sentence question but also the expression while giving the question.

The function of asking question is raise the students skill in speaking, answering, reasonable, systematic, and using good language. That is why using scientific approach can raise the students skill not only the way how they thinking but also expression and how their words become a good language. Based on the regulation of Ministry of Education and Culture (Permendikbud No 81a, 2013) as cited in Nugraha, (2017), in this stage, students pose question from what have been observed in the previous stage for gaining more information and comprehension about the material, the question in this stage must have a good question: (1) Compact and clear, (2) Inspiring, (3) Focus on a particular subject, (4) Probing and divergent, (5) Valid and reinforced question, (6) Increasing cognitive level, and (7) Promoting interaction.

In the questioning stages, students ask or formulate question based on the identified items. The question at least cover all of the achievement indicators stated in the lesson plan. In this step of learning, students are encouraged to propose temporary

answers based on their knowledge and limited information they are.

This stage serves the following functions:

- a. To arouse the students' curiosities about, interests in, and attention on the lesson;
- b. To encourage and inspire the students to learn actively and develop questions from and for themselves.
- c. To diagnose the students' difficulties in learning and at the same time anticipate the solutions;
- d. To organize the learning tasks and provide the students with the opportunity to show their attitude, skills, and understanding of the lesson;
- e. To elicit the students to use their skills in speaking, asking questions, and answering them logically, systematically with accurate and appropriate language expressions;
- f. To encourage the students to participate in discussing, arguing, developing the thinking skills, and drawing conclusions;
- g. To encourage the students to be open in giving and accepting opinions or ideas from one another, enriching, vocabulary, and developing the social tolerance in group activities;
- h. To accustom the students to think spontaneously and quickly, as well as to respond to sudden problems quickly; and
- i. To train the students to speak politely and to develop their empathy to others.⁷

⁷ Direktorat Jenderal Pembinaan Sekolah Menengah Pertama. 2013. Kurikulum 2013. Jakarta: DITPSMP

c) Experimenting

Third stage is Experimenting. Experimenting is an activity to collect the information from many source and observation. In this stage for getting an authentic and real result in learning process the students must try an experiment especially for the material which is suitable for an example students have to understanding learning concept with the daily activity. Students have to developing the knowledge about nature and able to using the scientific method and find out the problems they were deal in everyday. Based on Regulation of Indonesia Ministry of Education and Culture No. 81/2013 as cited in Nugraha (2017), in doing the experiment, the students have to read other sources or collect extra information by several ways such as, doing experiment, observation, and interview, reading texts or books or other sources or functional texts. According to (Brown, 2011) as cited in Nugraha (2017), the role of the teacher in this stage are as a director and controller who plan an manage the activity of collecting data and it is process.

d) Associating

The fourth stage is associating. Association is an activity to collect the information and an idea which gotten by students after they observating, asking, and experimenting. Association is the stage to get more knowledge and get deep of information from the several source. In this stages, students and teacher are engaged into learning activities such as text analyzing and categorizing. Students will process the information from the teachers and draw the conclusions out of that information. Based on the stage, the students can develop their behavior like being honest, brave, carefull, discipline of education and life. As described on the Policy of Indonesia Ninistry of Education and

Culture No.81a/2013 as cited on Nugraha and Suherdi (2017), associating process must through (1) processing information that has been collected from the result of experimenting and observing activity and, (2) processing the information collected to find solution from variety of sources that have different oppinions to the contrary.

e) Communicating

The last stage is communicating. Communication is an activity from teacher to giving students a shance to explain the result that they get from the four stages before.. In this stage, students do the communication, demonstration, and publish their learning process. Communication is the presentation process from the variety of attitude, knowledge and skill which are classification in information delivery, posture visual, and posture of learning and lifing The students can do a record or write the result of information then they presentation in the class. In communication stage, the teacher is giving the true information if the students get wrong in presents the result.⁸

2. English Learning

a. Definition of English Learning

English is relatet to England or it is people or language. English is a language of England, widely used in many varieties throughout the world. English is the word originally denoted the early Germanic settlers of Britain or their language. Learning is the activity of obtaining knowledge like technique to making fun in education.⁹ According to Tomlinson (1998), learning is a conscious process involving memory associated with information

⁸ Intan Sari Nugraha and Didi Suherdi. Scientific Approach..

⁹ Cambridge Dictionary, Cambridge University Press, 2022.

being studied, for example supporting greetings, using language rule, and vocabulary. Furthermore, according to Uno (2007), learning can interpreted as an interactions process between learning participants and instructors for learning resource on a learning environment to achieve specific learning goals, an the main principles is the whole process of involvement or a large portion of the students' self-potential and it is meaning for themselves and their current life and the future come.

English is as an international language and most used by nations in this world. Learning English is necessary for today's generation to adapt in global communication, literature, media, and work in the present and future. English is important for many people to study and learned because English being easy to communicate with other people and having relationship in education, business, politic, socio-cultural. English is as a formal subject is given to young learner, junior high school and senior high school, and general people which the goal of teaching and learning English for this level are improving the four English skill. English in Indonesia is generally taught as a foreign language for one of the school subjects with the aim of communicating basic and mastering the four language skills speaking, listening, reading and writing.

According to Harmer, 2001 as cited in Sodik and Wijaya, 2017, states that the reason that many countries take English as a compulsory lesson are because of some factors like economics, travel, information exchange, and popular culture.

According to madya, (2013) Classroom goals are focused on all the componens of communicative competence and not restricted to grammatical ofr linguistic competence. The four broad domains of constituting one's communicative competence are: (1) linguistic competence, (2) the ability to distinguish

between forms-part of the linguistic competence, and the communicative function, (3) skills and strategies of using the language as a means of effectively communicating meanings in concrete situations, (4) awareness of the social meaning of the language forms.

Language learning is characterized as a process of developing the ability to do things with the language. In the English classroom, students ultimately have to use language, productively and receptively, in unrehearsed contexts. The teaching is students-centred in nature, therefore, students characterized should be taken into consideration.

With those points above, the goals of English Language Teaching in Indonesia today are formulated as follows: (1) developing the student's ability to communicate in the target language orally and in writing accurately and appropriately in the four language skills in a variety of contexts for varied purpose using a range of text types and language functions; (2) equipping the students with adequate knowledge about texts, particularly social function, text structure, grammar, and vocabulary; and (3) developing acceptable behavior in personal, social, academic, and professional contexts.

b. English Learning in Indonesia Curriculum

English language teaching and learning has been implemented in school since 1954 with its old Curriculum from the teacher-centered move to students-centered approach. In the periods of 1968-1975, English was taught through the Audio-Lingual-Method (ALM) (Lie, 2007, as cited in Pajarwati, 2021).

In 1984 was published a communicative English Curriculum that the fast developing world which English for business and correspondence. Then in 1994, the Curriculum move to Meaning-

Based English Curriculum, even the target was the same as the previous one-using communicative approach, the learning was not only know about the language but, intends to make it context.

Toward millennium English learning, the government release Competency-Based Curriculum in 2004. Students learn how to use English contextually, incorporate cultural understanding and English skill. In this era, humans are improve their quality, one of which is through professionally managed ibstitutions. In developing the 21st century curriculum, the curriculum must enable students to think globally in the sense that students can get the information which can direct themselves become productive. The curriculum 2013 is based on the science, technology, economy, politics, and socio-culture then the framework of English curriculum is the Integration of Information and Communication Technology (ICT) as a learning concept in teaching and learning English.

The concept of ICT integration in English Learning Teaching (ELT) is based on advances in information technology, convergence of science and technology, the influence and impact of technology-based science and technology, and multi-literacy. According to Pajarwati (2021), the importance of English does not lie in the large number of people who use English but lies in it is between nations. So, the youth generation, especially students are expected to be able to participate English and adapt in the face of the globalization era in this world.¹⁰

The purpose of teaching English in Indonesia is to absorb and develop science, technology and art, and also to increase international relationship. The development of science, technology and art dominantly came from the western countries,

¹⁰ Aziz, A. (2008). *Curriculum Development in Indonesia Education*

almost of those countries use English as a national language. It will be difficult from Indonesia in developing science if the Indonesia generations are not mastering English because the international literatures also written in English.

c. Four Basic Skill of English Learning

English has ability to communicate which is to understand, to produce spoken or written texts then that are realized in four language skill. The four English basic skill are listening, speaking, reading, and write. These four language skills are sometimes called the “macro-skills”. The four basic skills are related to each other by two parameters : the mode of communication : oral or written and the direction of communication: receiving or productive the message.

In English, there are receptive and productive skills, the receptive skills are listening and reading and the productive skills are speaking and writing. The word “productive” means that the learners can make their own words, and it must be correct grammatically. Grammar is the term which refers to the rule or principles by which a language works. Its system or structure. (Brinton, 2000, as cited in Sodik and wijaya, 2017).

According to school of education Bangladesh Open university, these are four skill are used to respond and understanding in public life as daily activity these are :

1) Listening

Listen to somebody or something for detailed comprehension, listening is one of the four skill to receptive language skill which can receive information or messages by listening to people or to the speech and sound produced. According to Chelli (2013), listening is

one of four English language skill which needs to be achieved before language learners master the other three skill. Listening is the ability that activities of identify and understanding what other people are saying which involves understanding a speakers accent or pronunciation, grammar, vocabulary and the meaning.

According to sadiku (2015), Listening is not just hearing an audio or record. It is state to understanding what is heard and grants in the communication process. When the listener are having a listening process he must to keep an interest to the ears.

2) Speaking

Speaking is sending and receiving messages effectively or successfully and negotiating meaning. Speaking is produce and transfer information and fill in the gaps of information. According to Hughes and Reed (2016), speaking is an ability to utter articulate sounds or words to express and convey thought, ideas and feelings. As described in Brown (1994), there are some characters that makes speaking skill difficult. First, fluent speech is phrasal. Second, the teacher has to make the meaning clearly through the language. Third, construction, reduces vowels, pointedly, express the words, convey thoughts, ideas, and feelings.

According to Sadiku (2015), Speaking is one of four skill which very special and easy because, people just express and show what was the ideas have written and thoughts and what words was read. There are the steps of being good in speaking to the native speaker: (1) read carefully the text, (2) translate the text into our words, (3)

speak what was we thoughts as good speaker, (4) proper pronunciation, (5) diction and building a good vocabulary, (6) trust yourself to speak up.

3) Reading

Reading is understanding or comprehension of some written text. Reading is doing interaction with text to reader or receiving of information. When people is reading he need to understand the meaning to receiving the messages successfully. According to Grellet (1986), reading skill is understanding a written texts means extracting the information from the text as efficiency as possible. Reading is an interactive and a thinking process of transferring printed letters into meaning in order to communicate certain message between the writer and the reader.

According to Sadiku (2015), Reading was a primary leisure activity among the educated a lot. People would spend hour reading books and travel to lands far away or enjoy love, cheris victorious moments and live-history in their winds. People have many and various skill to reading a books an it depend which one is suitable for them to read.

In this era, reading is not just a read book by physically like novel, newspaper, and magazine but nowadays reading is move to digital text and many application of reading a book is already in every play store of phobe. Reading is very interesting because, that skill can improving language-vocabulary. Reading is also become a power of words because, when people process rich vocabulary, and listen better than understand more

then people can be better with more words and can speak better.

4) Writing

Writing is the skill to express the ideas and communicate somebody through writings text. This skill is the most difficult because when people is writing he must learn the grammatical and selection of the subject matter what to write about and how to choose a topic and handle the content of the writing. Writing is the productive skill and it more complicated than it is seem. For native speakers, writing become the hardest of the skill because not just representation of speech but presentation in a structured way into grammar.

According to sadiku (2015), Writing is the skill of hard-copy of the intellectual of human expressions. There are stages of writing a good text: (1) start writing and find the topic, (2) creating a whole sentence or paragraph, (3) write the first draft which is the compilation of random thought and words, (4) revision or seeing again. Revising is consist three activiting: (a) reading the rough draft, (b) sharing the rough draft, (c) revising on basis of feedback, (5) Editing the text, (6) publishing.

B. Review of Relevant Study

First, The Scientific Approach : an English Learning-Teaching (ELT) Approach in the 2013 Curriculum by Intan Siti Nugraha and Didi Suherdi, 2017. This study employs a descriptive-qualitative research design. This study is describe about activities and the quality of the teaching process through pedagogical microscope. The data obtained

from classroom observation, teacher's lesson plan analysis and interview. In this research the teacher implementing the scientific approach in English learning class toward the five stages of scientific approach and also the implementation of scientific approach is successfully fostered student's critical thinking and developed high-thinking level of student's behavior.¹¹

Second, The Implementation of Scientific Approach in English Teaching Based on Curriculum 2013 in SMK Negeri 2 Sragen in The Academic Year of 2015/2016 by Ali Sofyan. The similiarly with this research is the current study is descriptive qualitative research aiming to describe the implementing how teacher apply the procedure of teaching English using 5 stages of scientific approach by teacher; to describe the teacher perception of implementing the scientific approach in English learning, and to describe the difficulties or the obstacle and the solution used by teacher to overcome the problem in implementing the scientific approach and applying the 5 stages of scientific approach in the English learning class.¹²

Third, The Implementation of Scientific Approach in Teaching Reading Comprehension for The Tenth Grade Students of SMA N 2 Karanganyar in 2016/2017 Academic Year by Septiana Dyan Untari from IAIN Surakarta. The similiarly of the research is this research using descriptive qualitative method. This researcher using three techniques to collecting the data. Those are observation, interview, and study document. The researcher did two observation in class. The subject of the interview is the teacher as implementer the teaching learning process. While in the study document the researcher collected by the sylaby and lesson plan. In this research the researcher implementing the

¹¹ Intan sari nughraya and didi suherdi. "*Scientific Approach: an Rnglish Learning-Teaching (ELT) Approach in the 2013 Curriculum*". 2017. Journal of English and Education. Departmen of English Education, Indonesia University of Education.

¹² Ali Sofyan. "The Implementation of Scientific Approach in English Teashing Based on curriculum 2013 in SMK Negeri 2 Sragen in The Academic Year of 2015/2016". *Thesis*. University Muhammadiyah Surakarta. 2016. Surakarta.

scientific approach and applying the 5 stages of scientific approach in English learning class.¹³



¹³ Septiana Dyah Untari. *"The Implementation of Scientific Approach in Teaching Reading Comprehension for the tenth grades students of SMAN 2 Karanganyar in 2016/2017 Academic Year"*. Thesis. Institute of Islamic state Surakarta. 2017. Surakarta.

CHAPTER III

RESEARCH METHOD

A. Type of the Research

In this research, this research apply field research and a descriptive qualitative method. According to Creswell as cited in Haris Herdiansyah said that “Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The researcher build a complex, holistic picture, analyzes words, report detailed views of informants, and conducts the study in a natural setting”. The researcher conduct the data through observing the object and visiting place of the object.

Using this method that will be found a data result of this research like a words, activity, and action from teacher and students on implementing the scientific approach in process of English learning class. The result of data analysis is presents clearly and describing with narrative text based on data observation.

B. The Place and Time of The Research

a. Place of the research

This research conduct the research in SMK Muhammadiyah 1 Ajibarang about Implementing scientific approach in English learning. SMK Muhammadiyah 1 Ajibarang is located in Jl. Pandansari No. 875, Pejalakan, AJibarang Kulon, Kec. Ajibarang, Kab. BAnyumas, Jawa Tengah 53163.

b. Time of the research

The time used by the writer is around two months from the permission letter come out it is start on 10st February until 10 April 2022, 1 month for collecting data and 1 month for analysis data that presents in a thesis.

C. The Subject of the Research

The subject in this research are :

- a. Mrs Mardiana Ratnawati, S.Pd. as the English teachers in SMK Muhammadiyah 1 Ajibarang. Mrs Mardiana was born on 1st March in Banyumas 1986. She lived in Perumahan Griya Safira blok A3 Ajibarang. She was studied in University of Muhammadiyah Purwokerto took English Learning She was taught 9 class for English learning in SMK Muhammadiyah.
- b. Some students of 11st and 12st grade in English learning class at SMK Muhammadiyah 1 Ajibarang. the count 11st grade of TKJ (*Teknik Komputer jaringan*) are 96 students but the writer just took 24 students become informant and the count 12st grade of OTKP (*Otomatisasi Tata kelola Perkantoran*) are 172 students but the writer took 20 students become informant.

D. The Technique of Collecting Data

In this research, three were technique are used by the writter to collect the research data :

a. Observation

Observation is often use to research as traditional collecting data method by the researchers and scientists to gain data and information about something or someone which give a conclusion

or diagnosis. The researcher do the observing with bring the observation data which already formerly to check between phenomenon and observation data. The writer did the observation in three times but only one time did in the English learning class using observation sheet. This research apply a passive participatory observation, where the researcher does not engage in the students activity and only observe and note down the behavior which appear or not in an activity using observation sheet that the observation sheet is about the declaration of teacher implementing the scientific approach in English learning class . This technique carry out to know the process of how teacher implementing scientific approach in English learning class at SMK Muhammadiyah 1 Ajibarang. There are three steps that the writer did in ibservation:

1. Observing the students and teacher during the English learning class
2. Note the result of observation in the class
3. Checking the observation sheet beetwen the activity and action of the students and teacher in the English class.

There is the table of observation sheets that will use in observation :

Table.1.Observation Sheet

No	Observed Aspects		Implementing		
			Yes	No	Description
1.	Obser ving	Teacher is opening the class with interesting activity to impress the student			

		Teacher is asking students to observing the learning media			
		Teacher is motivating students to note the result of observation			
2.	Questioning	Teacher is motivating students to do the answer and question toward the learning media			
		Teacher is motivating students with scientific question			
		Teacher is motivating students to get the information that used to answer the question.			
3.	Experimenting	Teacher is giving the explanation about the lessons			
		Teacher is leading the students to prepare the availability the instrument			
4.	Associating	Teacher is giving students opportunity to makes a discussion			
		Teacher is asking students to note the important information			
		Teacher is helping students to do the discussion			
5.	Communication	Teacher is motivating students to give opinion about the result of discussion			
		Teacher is leading the students to make a conclusion			

		Teacher is asking students to presentation the result of discussion			
		Teacher is giving praise and celebrate the achievement in learning process			
Observer comment	General implementation :				
	Suggestion for teacher :				

b. Interview

This research apply a semi-structured interview. This research interviewing Mrs Mardiana Ratnawati, S.Pd. as the English teacher and some student of 11st grade of TKJ (*Teknik Komputer Jaringan*) and 12st grade of OTKP (*Otomatisasi Tata kelola Perkantoran*) at SMK Muhammadiyah 1 Ajibarang. They become the informant and also the interviewers of this research to give the result of problem statement which is related to this research and also make an interview guides to confirm the data in this research. The steps how teacher implementing the scientific approach in English learning are discussing the preparation, implementating the scientific approach, and evaluation of the result of implementing scientific approach at SMK Muhammadiyah 1 Ajibarang for English learning.

There are some steps the writer do the interview in this research :

1. Interview with teacher about the process of how to implementing of scientific approach in English learning class

2. Asking teacher to fill the interview guides and answer clearly of implementing of scientific approach in English learning
3. Asking students to fill the interview guides and answer clearly of implementing of scientific approach in English learning

There are question of interview guides which the writer used in this research to the students using Indoensia language to more clearly for students :

- 1) Do you learnig English ?
- 2) Does teacher open the English class with interested activity ?
- 3) Does the teacher explain the English lesson clearly ?
- 4) Does the teacher motivate you to took notes ?
- 5) Does the teacher give you the question about the lesson ?
- 6) Does the teacher ask you a question ?
- 7) Does the teacher lead you to got the answer of question ?
- 8) Does teacher help you to got the correct answer ?
- 9) Does teacher ask you to presented the result of discussion in front of the class ?
- 10) Does the teacher give a praise and celebrated the achievement in English learning process ?

There are question of interview guides which the writer used in this research to the teacher :

- 1) How long have you been teaching an English at this school ?
- 2) Do you use a scientific approach in English learning ?
- 3) How do you explain lesson to students using a scientific approach in English learning ?
- 4) Do you often apply the 5-steps scientific approach in English learning ?

- 5) Which most difficult to implement in English learning ?
- 6) Is it difficult to implementing the scientific approach in English learning ?

c. Documentation

The documentations of this research can be reinforcement for the previous data. In this research the writer find a data from the result of observation, interview and another document which is fulfill the relevance and can be completed the data in field research.

The data which for complete this research in this section are :

1. Observation sheet
2. Interview guides of students and teacher
3. Photos of the process of collecting data implementing the scientific approach in English learning class at SMK Muhammadiyah 1 Ajibarang.

E. Technique of Data Analysis

In this research, the analysis data needed some steps to got the data.

a. Data Reduction

The result of observation , interview, and documentation, is formating in one script with narrative text after the writer analysis the data and be suitable with the format of thesis.

b. Data Display

The data display in the form of a script is make easier in this research to plan further work and understand the result in this research. The data is categorized into concrete form and understanding. In this research, the result of the data is presents clearly into narrative text.

c. Conclusion Drawing/Verification

This is the last steps of analyzing data. This research conclude and verify the data through of rechecking, reducing, and serving that is answering the research questions statement of this research. So, the credible data conclusion was found in this research.



CHAPTER IV

RESEARCH FINDING AND DISCUSSION

In this chapter, the writer presents the finding of research as the result of analyzing the data. This chapter discusses data description and discussions. In this chapter, the writer presents the answer of the problem statements, therefore: 1) How do the teacher implement the scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang. 2) what are the obstacle of scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang.

A. Research Finding and Discussion

The research finding is a result of answering problem statements that contained in the first chapter. This research was presented the data based on preface observation on 10-12 February 2022 with the teacher in the school. In the preface of observation the writer gave the permission letter and found some information about the implementation of scientific approach in English learning. The writer found that the teacher used scientific approach method in lesson plan. The next steps of observation was filled the observation sheets on 18 February 2022 in the English class. The writer was observing the activity and action of the teacher while she was teaching English learning and note down how the students respons to the teacher and saw the obstacles of the teacher implementation of scientific approach in English class. In this section, the teacher was explained the English lesson used 5 stages of scientific approach. In every stages of scientific approach: 1) observation, 2) question, 3) experiment, 4) association, 5) communication teacher have some an action to got the students respons like asking a question in several times, leading the students in the class and motivate the students to got the information or did the task.

Based on the data, the writer did the observation in the class on 11st March 2022 to take the picture of activity in the class and asked students and teacher to fill the interview guides of students and teacher as informant on 25 March 2022. The writer got a photos of school, several photos of students and teacher in the class and a lesson plan of English. In this section, the writer presents of the result on observation sheet and interview guide of implementing the scientific approach in English learning by the teacher in the classroom.

The findings and discussions were divided into four main parts. The first part presents the Implementation of scientific approach in the English learning, the second part presents the the process of teacher's implementation of scientific approach in English learning class, the third part presents the student's and teacher's perception on implementation of scientific approach in English learning and the last part presents the obstacle of implementing th scientific approach in English learning, as follow :

1. The Implementation of Scientific Approach in English Learning

According to Mrss Mardiana as the English teacher, learning process was an activity between teacher and students which were explore the material related of subject. Teaching English learning was not easy for students which could not spoke English fluently and less vocabulary. Based on observation, the teacher was often used Indonesia language to explained the material because it was more understanding for students and teacher could explained clearly.

Based on the interview, the result could be conclude that in implemented of scientific approach in English learning, the students were active and tried to found out the information or result by themselves. Based on observation, the teacher applied scientific approach, these being: observation, questioning, experimenting, associating, and communicating. According to Sani (2015) who

stated that scientific approach could be implimented on teaching learning process through the following steps: 1) observing; 2) questioning; 3)experimenting; 4) associating; 5) communicating.

Similarly, the findings also resonate Siti Nugraha and Didi Suherdi's research in 2017 in which the teacher in her study implemented all steps of scientific approach: observing, questioning, experimenting, associating, and communicating. The finding of the current study indicated the teacher have understood the concept scientific approach as well as how to implement the scientific approach in English learning in the class.

Based on the data of interviews, the teacher have attended workshop on the implementation of curriculum 2013. So, the teacher was already understand in how the scientific approach should be implemented in English teaching-learning process.

This result was also similarly with Ali Sofyan's research in 2013. The research was understanding to applied the scientific approach and teacher had the solution to overcome problem in applied the scientific approach in English learning with makes a good and clearly lesson plan and teaching In detailed as related as the lesson plan.

Based on the observation, the writer asking teacher to answer the interview guides of how to implementing the scientific approach in the English learning. The writer make 6 question to the teacher based on implemented the scientific approach in English learning. Based on the data, the teacher have been teaching for 13 years since 2009 until right now in SMK Muhammadiyah 1 Ajibarang. She start used scientific approach since the Curriculum 13 is revealed and begin applied in school.

2. The process of teacher's implementation of scientific approach in English learning class

a. Observating

Based on the observation, the students whom become object is 11st and 12st grade it is around 48 students. The students was one of the object in this research to confirm the data based on observation and teacher's perception about implemented of the scientific approach in English learning classroom during the observation, the writer was observing an activity and action of the students and teacher in the classroom and paid attention to got the students respons for teacher's implemented of scientific approach in English learning used the 5 stages on observation sheets.

In this research, the writer have done the preface observation with interviewing the teacher and observing the teacher's activity in English class using observation sheets for three times on 18st February, 11st march, and 18st March 2022 and also the writer checked the observation sheet with appropriated the result of the acticity and action in the English class. Based on the data observation in the class, the teacher was teaching the English learning based on the lesson plan and applied the 5 stage of scientific approach the first was observation stage. Teacher opening the English classroom with interesting activity and then explained the material on the whiteboard about the material. When the teacher explained the English material used English language that the students does not understand and made them could not did the task and assignment in Englishblearning process. So, the teacher explained the material used Indonesia language that could made the students felt understand, comfortable to learning

English in the class. Not just explained in the whiteboard, teacher was also explained the material from the book and giving some example about the material. Teacher was active and gave more action while explained the related material. Same with the teacher, the students was also pay attention on teacher's explanation and listening carefully what teachers's said, watching how teacher gave them an example about the English material and note the information about important material.



Picture.01 Observating

Based on the observation in the class, the students observe the example of dialogue about interview job from the English book. The students read and asked a question about the example of the dialogue and wrote what was new for students. The teacher was delivered the lesson based on the lesson plan and tried to direct the students to observe the material.

The result of the observation stage of scientific approach that was the students were respons to the observation stages did by teacher. The students were have been practice to be more active and paid their attention when the teacher was explained the English lesson, led the students to stayed focus, gave an instruction, gave a motivated for students. Although, several students still talked with their friends, played their

handphone, or does not take note of teacher explained about the English lesson in the class.¹⁴

b. Questioning

Based on the observation, the teacher began asking the question to students about the related material to make students interested with question then after that teacher was asked students to make question related to the material for teacher and giving them a chance to prepare the question. Teacher was given a several time to make the question and thought what was does not understanding for students. Teacher gave students some a clue which similarly with the material to make students active thought the question. Teacher led the students to make a question which was related to the material and does not deviate from the English material.

Based on observation, in this stage the students gave some question like : what is job interview ? how to write a job interview? How the structural text of job interview? What for job interview is ?. the teacher was walked to the students to get clearly the question and answer it. that time the students was read a material books and answer the teacher's question then happened a answer question time between students and teacher. So, could be conclude that the curiosity of students was really high and they knew how to ask question and which was suitable for the English material.

¹⁴ The result of Observation on 11st march 2022



Picture.02 Questioning

The questioning stage could develop the curiosity of students and as described on Permendikbud (81a), more than the student to practice was more than be developed to feel curious. The question become a based to found the information related the material.

The purpose of questioning stages was to emerge students' curiosity, attention, and critical thinking so that students could asked high thinking level question and good question. The students' contribution in question stages was seen on the first until third meeting. For the first meeting just two or three students who asked question until the second and third meeting there were several students who asked question to the teacher related the material. That activities was happened until giving-receiving was happened in the classroom.

The result of implementation of scientific approach in the questioning stage, the students stimulated by curiosity. According to the writer through the questioning stage of scientific approach that the stimulated of curiosity by the students which were passive could be more did the practical in order that to be more active to asked a question. More and

more bring out the practice more be curiosity to asked a question.

c. Experimenting

The experimenting activity usually Mrss Mardiana asked student to divided the students become a group and make a discussion to found out the information to answer the question. For the great result and more information, the students could found out from read the books, even the students could used their handphone to browsing and got the source related the material on internet which was suitable with the content of information. Then the students begin to discussed the information which were they got. Before the discussion activity was begin, the teacher have to divided a students become a group and sitting with their group in order to the discussion.



Picture .03 Experimenting

Based on the observation, the students tried to found out from the English material book which used by the students and internet. They search the information from many source in the internet and not forget to write the link of source to be a reference.

After got some information the students begin carry out and analyzed the result of information, the students could got the alternative answer and got more knowledge in English. The result of this discussion was the students could active in discussion with their group, divided the assignment to each member in the group for found out the information from the English book and browsing in the internet.

In this experimenting stages, the teacher just directed the students to collect information to accomplish the task. Teacher gave direction to the students what they had to do to made the task. In the made of task related material, the teacher still participated to control the group discussion and make sure the students did the task well.

d. Associating

The purpose of association stage was developed the ability to thought and behavior in science. The information of the result of associating was became a based for the next activity to collect and found out the information which related with the material and tried to conclude the result of information. After did the discussion and divided to several group discusssion., the students should collect the data was gotten by students with their friends which were found out the information and analyzed. then the students summerazed the result of information became a good answer in a form of text and picture. They construct knowledge by making sense of their environment through exploration and opportunities to work with.

The activities of associating stage were proven by the fact that the interactions happened in the observation stage in every meeting were almost dominated by students activities

in processing data collected. The result of association were also supported by the lesson plans written by the teacher.



Picture.04 Associating

Based on observation, the students read to get the information and the data result of information was written in a paper by student. Students share another result with their friends in the group. Then the students collected and mixed the result from each student in the group and conclude became a good answer in a form of text or depends on creativity of students. In this activity the students processing the data which they collect and took the conclusion by the data were found out. Then, the students conclude all the result of discussion in order that the students wrote a result of information in the paper.

e. Communicating

The last stage was communicating which the students explain their result from discussion and gave their best answer to present in the class. The students present their result in a form of oral, text, picture or graph. The communication stage was done to make students capable to

communicating the knowledge, creativity, implemented, and show their creativity to show the result of task. Based on observation the students with their group presented the result of discussion with explained clearly to their friends or another group. Before the students presents the result, the teacher was gave them an information of the steps of presentation in order that the another group paid attention for thw group when be presented. In the presentation process for each member in the group have a tasked, like to read a result, wrote the question from another group, write the answered of question from another group. The students were allowed to asked a question and answered as they could. students read the result of discussion in their chair every group in the class and gave the another group a chance to asked a question about their result. So, the students were challenged to asked and answer with another group and make the communication stage was succeeded.¹⁵



Picture.05 Communicating

In this research, the writer asked students to answered the interview guide include 10 question based on the

¹⁵ The result of observation in the class on 18st February 2022

implementation of scientific approach in English learning process using interview guides. The students have different answered but most of all was a good answered and suitable with the information they got.

Based on observation, in this stages the students performed language skills such as presenting report and their works done in the experimenting stage and associating stage. The evaluation also happened in this stage when the students and students gave feedback for their works. The process of communicating students' work were students performed language skill such as reading aloud their word, speaking with their friend through the dialogue about interview job in the first meeting. The students were made results of observation in experimenting stage then the evaluation process was indicated by the interactions initiated by teacher asked the students to gave comments to their friends work in another group discussion.

The result of this stages was the students could active and did greatly the presentation, answering the question, and asked a question for another group. According to the writer, this activity was really good to the students for expressed their opinion and made them practice to talk in front of the class.

3. The student's and teacher's perception on implementation of scientific approach in English learning.

There were the result of analysis data based on the interview guides of students:

Based on the data above, the writer conclude that the students was have done the response for the teacher' implemented of scientific approach in English learning class at SMK Muhammadiyah 1 Ajibarang. the teacher was proved to implemented

the scientific approach in English learning from the result of student's interview guide that was teacher applied the 5 stages of scientific approach.

Based on interview guide data if students, the teacher applied the 5 stages of scientific approach: 1) observing, 2) questioning, 3) experimenting, 4) associating, 5) communicating. From the 5 stages the students was active and gave more respons in every stage that was proved toward the answered of question from the writer. In each questions, the answered was informed the teacher and students were interdependent in a process of the 5 stage of scientific approach.



Picture.06 Student's Interview Guide

In this research, the writer asked a question to the teacher to answered of 6 question based on the 5 stages of scientific approach

in English learning process used interview guides. The teacher have to answered her perceptive in Implementation of scientific approach in English learning and suitable with what happened in the class. There are the result of analysis data based on the interview guides of teacher

1.	How long have you been teaching an English at this school ?	About 13 years , since 2009 till now -
2.	Do you use a scientific approach in English learning ?	Yes, I do -

(Interview guides on 20 April 2022)

The writer asked the teacher how she explained the English lessons used scientific approach. according to the teacher, she said that used 5 stages of scientific approach was makes students did the observation, inquire, associating (information process), draw conclusion and communicating while teacher leading the students in every process of English learning in the class. The teacher said that the 5 stages of scientific approach was helped students to be more active and more trust themselves to find out the information related the material and bring out the influence for the students which not active in the class. Teacher just diredct and control the students to always active through the 5 stage of scientific approach.

According to the teacher, before the teacher explained more deep the lesson and implemented the scientific approach, the teacher ensured the students to focus to the teacher that was to made the 5 stage walked fast.¹⁶

3.	How do you explain lesson to students using a scientific	By using five steps learning, they are observation, inquire, collecting information, associating (process information), draw conclusions, communicating.
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(Interview guides on 20 April 2022)

Based on observation, teacher implementing scientific approach in English learning and applied the 5 steps of scientific approach because that method was appropriate with lesson plan and become reference for the teacher in teaching English learning.

4.	Do you often apply the 5-step scientific approach in English learning ?	Yes, I do - It is based on the lesson plan -
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(Interview on 20 April 2022)

In the process of implemented the scientific approach in English learning there is a difficulties for teacher that is when applying the 5

¹⁶ The result of teacher's interview on 15th February 2022

steps of scientific approach in the class. one of the difficulties of 5 steps according Mrss Mardiana is inquire or association.

Based on teacher's interview guides, she said that there was lack of students of curiosity and motivation in learning process but it will be solved by used the properly media.

5.	Which most difficult to implement in English learning ?	The most difficult steps is ^{students} inquire . There is lack of curiosity and motivation in learning process but it will be solved by using the properly media .
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(Interview on 20 April 2022)

Based on observation, the teacher said that implemented of scientific approach in English learning was easy used the good and suitable lesson plan with the rule of curriculum 13. The result of data analysis was suitable with the observation data and teachers words in interviewing process.

6.	Is it difficult to implementing the scientific approach in English learning ?	I think it will be easy we make a good lesson plan .
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(Interview on 20 April 2022)



Picture.07 Teacher's Interview Guide

4. The Obstacles of Implementation of scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang

The scientific approach was a new method that applied in Curriculu 13 and that was begin applied in English learning but not all scholl appllied scientific approach method in the lesson plan. . Based on these reseach that the writer found out the obstacles in implemented the scientific approach in English learning toward apply the 5 stages of scientific approach: 1) observing, 2) questioning, 3) experimenting, 4) associating, and 5) communicating.

The obstacle in implementating of scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang were students does not understand how to assosciating or collecting the information to answer the result from the teacher's question. Some of the result of information does not suitable with the question. There were several students less active and not care what teacher said in the class, does not understand what teacher's order and not all students active with their group for discussions and thestudents does not new how to wrote a good sentence in English. So, that was made the answered went akward and multi-meaning.

Based on observation in the class, the students just makes a group discussion as teacher's order but not all the students gave information

about the question. They just collect the information from the book and when they found out the information from the internet they do not include the source or link for reference.

The teacher was active to apply the 5 stages of scientific approach : 1) observation, 2) Question, 3) experimentation, 4) association, 5) communication. Furthermore, the students have different ability, different interest, and not all students like to learn English that makes the students do not active in the class. According to Mrs Mardiana, teachers was difficult to understanding the students to make them active in the class although the teacher used many method and strategy to teaching in English class.

Based on observation, not all the students could speak in English and written English text. So, the students do not understand what teacher's explained related the material. Several students in their group discussion not all tried to find out the information, sometimes they talking with their friend and playing handphone.

The teacher have to direct and control the students and leading them to find out the information from the English book or internet and also teacher motivated students to understanding the lesson used scientific approach in English learning.

So, the obstacle of implementation of scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang were came from the students. The some of students has less ability to learning English , less vocabulary, and the attitude some of students to focus in the English lesson were less and they sometimes ignore when the teacher was spoken or explained the English lesson. The obstacle in the implemented of scientific approach in English learning became a challenge for teacher to applied the 5 stages of scientific approach more clearly and revision their lesson plan.

Based on the research finding presents by the writer above, there are components which are discussed in this research finding. The

components consist of the observation sheet result of the teacher implementing of scientific approach in English learning class, the interview guides of students 11st grade of TKJ (*Teknik Komputer dan Jaringan*) and 12st grade of OTKP (*Otomatisasi Tata Kelola Perkantoran*), interview guide of English teacher and the lesson plan of English learning.

In this research, the writer found that the teacher used scientific approach in lesson plan and applied in English learning process. The teacher made a good lesson plan, neated and accordance of curriculum rule education which is for reference and to made the learning process walked smooth. Based on the data observation, the teacher said that the scientific approach was very necessary for teacher in the process of English learning classroom that was would helped the teacher to explained more clearly in English lesson used the 5 stages of scientific approach, because that 5 stages makes easy for students to observing the teacher's English explanation, inquire the information of English learning carefully, collecting information from teacher and English material book, asked some question which students does not knew or not clearly, drew conclusions with discussions with another friends in the class and presentation the result of discussion by standing in their position or in front of the class.

Based on the observation, the writer found the obstacle of implemented the scientific approach in English learning class and the obstacle were came from students. But, with the good lesson plan and master the scientific approach the teacher could solve the obstacles and the problem in English learning process.

Based on the observation from the data are gotten in observation, interview and documentation with the teacher, the writer draw conclusion the teacher was applied the implementation of scientific approach in English learning at SMK Muhammadiyah 1 Ajibarang.

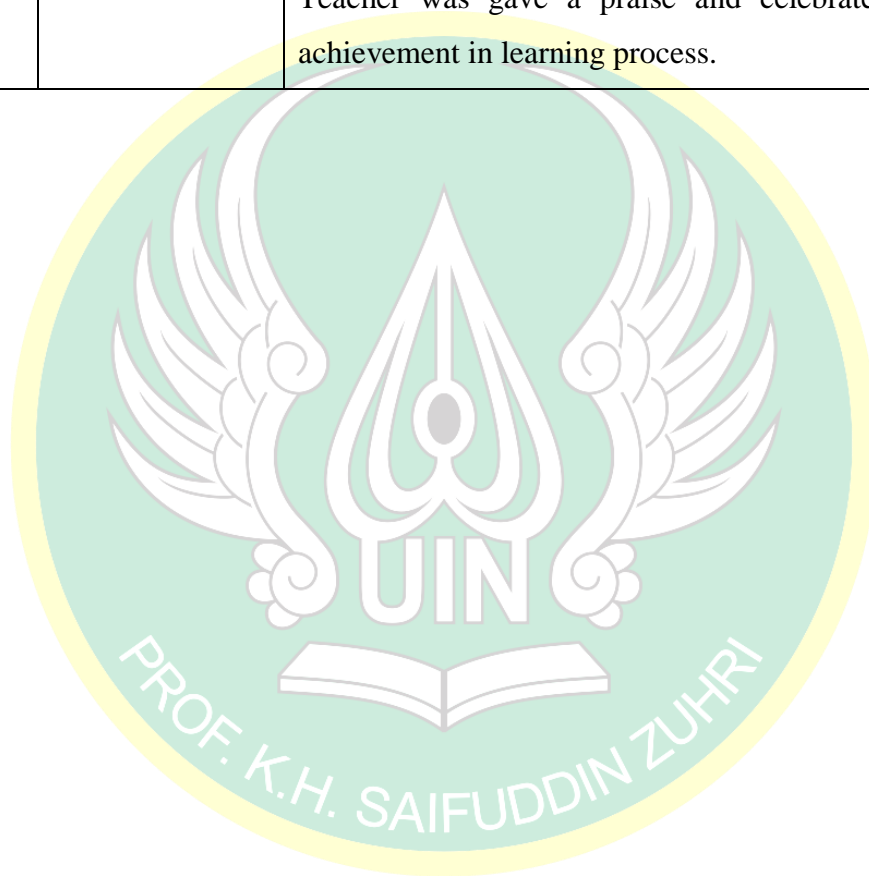
Teacher was got some the obstacle during implemented the scientific approach and could resolve used the properly media.

Several result of teacher's implementation of scientific approach in English learning, as follow :

Table.2. Present finding

No	Present Finding	
1.	Observing	Teacher was opened the class with interested activity to impress the student
		Teacher was asked students to observation the learning media
		Teacher was motivated students to note the result of observation.
2.	Questioning	Teacher was motivated students to did the answer and question toward the learning media properly.
		Teacher was motivated students with scientific question.
		Teacher was motivated students to got the information that used to answer the question.
3.	Experimenting	Teacher was gave the explanation about the lessons clearly.
		Teacher was led the students to prepared the avaiulability the instrument.
4.	Associating	Teacher was gave the students opportunity to makes a discussion.
		Teacher was asked students to note the important information.
		Teacher was helped students to done the

		discussion.
5.	Communicating	Teacher was motivated students to gave opinion about the result of discussion.
		Teacher was lead the students to make a conclusion.
		Teacher was asked students to presentation the result of discussion.
		Teacher was gave a praise and celebrated the achievement in learning process.



CHAPTER V

CONCLUSION AND SUGESTIONS

In this chapter, the writer presents (a) conclusion, (b) sugestions

A. Conclusion

Based on the findings research and discussion presented in the previous chapter, the writer conclude there was implementation of scientific approach in English Learning class. The result could be seen from the improvement of the students and teacher, as fllow :

1. The teacher was used Scientific approach method in lesson plan
2. The teacher was implemented the scientific approach in English learning class
3. The teacher was explained the 5 steps of scientific approach in English learning class
4. The teacher was led the students and gave them motivated about the 5 steps of scientific approach
5. The teacher could resolved the obstacle of implemention the scientific approach in English learning
6. The students enjoyed the English learning in the class used scientific approach
7. The students could did the 5 steps of scientific approach with leading by teacher

Therefore, it could be conclude that the teacher was used the implementation of scientific approach in English learning and the teacher applied the 5 steps of scientific approach in the process of English learning class. The teacher was did the observation, questioning, experimenting, association, and communicating.

B. Sugestion

Based on the conclusion above and based on the study that has been done, the researcher would like to offer some suggestion to the teachers of English, the students of SMK Muhammadiyah 1 Ajibarang, and for other researchers as follows:

1. For Teacher of English

For the teachers of English at SMK Muhammadiyah 1 Ajibarang the writer would like to share contribution for learning and teaching in order to develop the process of teaching and learning to be success. To achieve the purpose, it depends on the teacher whether ot not they could make a good lesson plan and applied interesting explanation and media properly to support their students in order to motivate learning situation, leading note information, and make students active to asking questions while learning English in the class especially implementing the scientific approach in English learning process.

2. For Students

For the students the writer suggests the students to be more active and giving more action to express and to build their ideas to answer the question from teacher in English learning. The writer really hopes that in the future the students could gave more respons to the teacher's implementation of the scientific approach in English learning. So that the students could learning English with scientific approach with fun condition.

3. For other Researcher

For other researcher who want to conduct the research in implementation of scientific approach in English learning can use the result of this research as a basic way for for conducting the research and as an additional references for further relevant research certainly with different variables and conditions. The other researcher also can consider the weakness of the result of this research to conduct a better research.



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APPENDICES 1

Picture.8. The interview between The Writer and The Teacher



Picture.9. The Writer with The Delegation of Students



Picture.10.The School of SMK Muhammadiyah 1 Ajibarang



(The Field of SMK Muhammadiyah 1 Ajibarang)



(The Classroom Of SMK Muhammadiyah 1 Ajibarang)



(The Classroom of SMK Muhammadiyah 1 Ajibarang)



(The Teacher's Office, Administration's Office, and Head Master's Office)

**Picture.11. The Writer with The English Teacher of SMK Muhammadiyah
1 Ajibarang**



Picture.12. The Activity of Students in the Classroom



(Observation on 18st February 2022)



(Observation on 18st February 2022)



(Observation on 11st March 2022)



(Observation on 11st March 2022)



(Observation on 18st March 2022)



(Observation on 18 March 2022)



APPENDICES 2

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

NAMA SEKOLAH	: SMK MUHAMMADIYAH 1 AJIBARANG
KOMPETENSI KEAHLIAN	: AKL, OTKP, TKJ dan PBS
MATA PELAJARAN	: Bahasa Inggris
SEMESTER	: 5 (gasal)
KELAS	: XII
KOMPETENSI DASAR	<p>3.29 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)</p> <p>4.29 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja.</p>
MATERI POKOK	: Job Interview
ALOKASI WAKTU	: 2 JP (@25MENIT)
PERTEMUAN KE	: 1

A. Kompetensi Inti (KI)

KI. 3	Memahami, menerapkan, menganalisis, dan mengevaluasi tentang pengetahuan faktual, konseptual, operasional dasar, dan metakognitif sesuai dengan bidang dan lingkup kerja Teknik Elektronika Industri pada tingkat teknis, spesifik, detil, dan kompleks, berkenaan dengan ilmu pengetahuan, teknologi, seni, budaya, dan humaniora dalam konteks pengembangan potensi diri sebagai bagian dari keluarga, sekolah, dunia kerja, warga masyarakat nasional, regional, dan internasional.
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KI. 4	<p>Melaksanakan tugas spesifik dengan menggunakan alat, informasi, dan prosedur kerja yang lazim dilakukan serta memecahkan masalah sesuai dengan bidang kerja Teknik Elektronika Industri menampilkan kinerja di bawah bimbingan dan mutudankuantitas yang terukur sesuai dengan standar kompetensi kerja.</p> <p>Menunjukkan keterampilan menalar, mengolah, dan menyaji secara efektif, kreatif, produktif, kritis, mandiri, kolaboratif, komunikatif, dan solutif dalam ranah abstrak terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung. Menunjukkan keterampilan mempersepsi, kesiapan, meniru, membiasakan, gerak mahir, menjadikan gerak alami dalam ranah konkret terkait dengan pengembangan dari yang dipelajarinya di sekolah, serta mampu melaksanakan tugas spesifik di bawah pengawasan langsung.</p>
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B. Kompetensi Dasar

3.29 Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)

4.29 Menyusun teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan), dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks penggunaannya di dunia kerja.

C. Indikator Pencapaian Kompetensi (IPK)

3. 29. 1 Memahami ungkapan-ungkapan yang dipakai dalam wawancara digunakan secara tepat

3. 29. 2 Merespon ungkapan-ungkapan yang dipakai untuk wawancara sesuai pertanyaannya dengan tepat.

4. 29. 1 Menerapkan dan merespon ungkapan wawancara kerja dengan tepat.

D. Tujuan Pembelajaran

Peserta didik dapat:

- Memahami ungkapan-ungkapan yang dipakai dalam wawancara digunakan secara tepat
- Merespon ungkapan-ungkapan yang dipakai untuk wawancara sesuai pertanyaannya dengan tepat.
- Menerapkan dan merespon ungkapan wawancara kerja dengan tepat

E. Materi Pembelajaran

- **Interview**

Typical questions asked in a job interview:

- Could you tell me about yourself?
- Could you tell me about your family?
- What are your interests in working?
- What do you do in your spare time?
- What school did you go to?
- When you graduate from that school?
- What program do you major in?
- Why did you select the program?
- What are your strengths?
- Do you have weaknesses?

Miss Firda: Have a sit please. Good afternoon.

Ani: Good afternoon Miss.

Miss Firda: How are you today?

Ani: Fine

Miss Firda: Are you ready to have a question?

Ani: Yes, of course.

Miss Firda: Okey, now for the first question. Could you tell me about your self?

Ani: My name is Ani, I graduated from University of Indonesia with bachelor degree English Literature.

Miss Firda: Why do you want to work in our company?

Ani: Because I'm sure that if I can get in to your company, your company can lead me into my career goals.

Miss Firda: Okay, and then now talking about your ability. Do you have a lot of strengt I mean, could you tell me about it?

Ani: Akay, I think I got skill in writing since is my passion and I can identify other writing easier.

Miss Firda: How about your weakness?

Ani: My weakness is sometimes I get bored and saturaded easy, so if I get in thi point I will need day off to re my spirit.

Miss Firda: Oh I see, it's sound good. And then now I want ask you about what are your carrier goals?

Ani: My carrier goals are to be a well known journalist in journalistik world and I want to make my own publishing home.

Miss Firda: Okay. Then how long do you expect to work in our company if we hire you?

Ani: I wanna to be aroun 3 unti 4 years.

Miss Firda: Next question. Talking about salary what kint of sakary do you want?

Ani: Based on my skills I want to fee 8 millions rupiah for a month. If you see that my ability can give a lot benefit to your company I want to raise that.

Miss Firda: I see. . . Okay, the last question for you. Why should we hire you?

Ani: Because I have a lot experience more than others applicant and I can make sure that if you hire me your company will ten step forward than the others.

Miss Firda: Woo, I hope so you can getting to our company and welcome with us. Thank you so much for this day Ms Ani, just wait for the announcement. Nice to meet you.

Ani: Thank you, nice to meet you too. Good afternoon.

Miss Firda: Good Afternoon.

F. Pendekatan, Model dan Metode

1. Pendekatan : Scientific approach
2. Model : Discovery Learning
3. Teknik : Discussion and learning by doing

G. LANGKAH-LANGKAH KEGIATAN PEMBELAJARAN

Langkah-Langkah Pembelajaran		Waktu
1. Pendahuluan		
a. Mengucapkan salam dan berdoa bersama. b. Memberi motivasi belajar. c. Memberi Brainstorming berupa pertanyaan yang sesuai dengan materi yang akan disampaikan seperti : - Could you tell me about yourself? d. Menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai. (Based on my questions previously, now please give your opinion about what topic are we going to discuss today ?) e. Menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus. (Yaitu materi tentang interview, bagaimana fungsi sosial, struktur teks, unsur kebahasaan dan tata bahasa, punctuation, tekanan kata dsb)		10 Menit
2. Kegiatan Inti		
A. Pemberian rangsangan (<i>Stimulation</i>);	<ul style="list-style-type: none"> Guru menuliskan kata “interview” di papan tulis Guru menunjukkan beberapa contoh dialog tentang wawancara kerja (job interview) yang diambil buku pegangan siswa dan internet -Buku Bahasa Inggris LP2IP edisi K13 Spektrum Baru AKM dan Survei Karakter halaman 69 - 80 -https://www.themuse.com/advice/interview-questions-and-answers 	40 menit

	<p>-https://www.youtube.com/watch?v=upNBA-C1L9Q</p> <ul style="list-style-type: none"> • Siswa mengamati contoh dialog tentang wawancara kerja (job interview) yang ditampilkan. • Siswa diminta memberikan pendapat dan pertanyaan terkait tentang interview. • Guru menunjukkan bacaan, guru menjelaskan genre dari teks yang akan dipelajari. Teks tersebut merupakan salah satu contoh teks yang berisi tentang dialog tentang wawancara kerja (job interview). • Peserta didik membaca teks mengenai dialog tentang wawancara kerja (job interview) <p><i>(Karakter yang dikembangkan adalah jujur, disiplin dan bekerjasama).</i></p>	
B. Pernyataan/identifikasi masalah (problem statement)	<ul style="list-style-type: none"> • Peserta didik mendiskusikan isi teks secara berkelompok. • Peserta didik bertanya dan memberitahukan isi dari teks yang diberikan. • Peserta didik menunjukkan struktur teks dan format yang digunakan dalam penulisan dialog tentang wawancara kerja (job interview). <p><i>(Karakter yang dikembangkan adalah jujur, disiplin dan bekerjasama)</i></p>	
C. Pengumpulan data (Data Collection)	<ul style="list-style-type: none"> • Guru memberikan teks dialog tentang wawancara kerja (job interview). • Guru memantau alur diskusi siswa. • Guru memberikan penilaian dan mengoreksi hasil diskusi siswa • Peserta didik secara berkelompok mempelajari berbagai wawancara kerja (job interview) yang ada di buku pegangan. • Guru menugaskan siswa untuk merinci struktur, format dan tata bahasa yang dipakai dalam teks dialog tentang wawancara kerja (job interview). • Guru mengecek dan memberikan masukan mengenai hasil diskusi siswa berkaitan dengan dialog tentang wawancara kerja (job interview) dan tata bahasa yang dirinci siswa 	

	<ul style="list-style-type: none"> • Peserta didik berdiskusi tentang rincian ungkapan dan tata bahasa yang dipakai dalam teks wawancara kerja (job interview). • Peserta didik mempresentasikan hasil diskusi kelompok di depan kelas untuk menerima masukan dari teman kelompok lain dan guru • Siswa membuat sebuah teks dialog tentang wawancara kerja (job interview) yang berkaitan dengan kehidupan sosial mereka berdasarkan situation card. <p><i>(Karakter yang dikembangkan adalah jujur, disiplin dan bekerjasama)</i></p>	
D. Pembuktian (verification)	<ul style="list-style-type: none"> • Guru meminta peserta didik memeriksa hasil penyusunan teks mengenai dialog tentang wawancara kerja (job interview) yang di buat kelompok lain. • Peserta didik memeriksa teks dialog tentang wawancara kerja (job interview) hasil kelompok lain berdasarkan kaidah penulisan baik content, grammar, spelling dan punctuation <p><i>(Karakter yang dikembangkan adalah jujur, disiplin dan bekerjasama)</i></p>	
E. Menarik kesimpulan (generalization)	<ul style="list-style-type: none"> • Guru meminta peserta didik secara berkelompok menampilkan hasil teks dialog tentang wawancara kerja (job interview) yang telah dibuat di depan kelas. • Guru menilai presentasi siswa. • Siswa secara berkelompok mempresentasikan hasil teks dialog tentang wawancara kerja (job interview) singkat di depan kelas. • Siswa membuat dialog teks dialog tentang wawancara kerja (job interview). <p><i>(Karakter yang dikembangkan adalah jujur, disiplin dan bekerjasama)</i></p>	
3. Penutup (5 menit)		
<ol style="list-style-type: none"> 1. Guru memberikan konfirmasi dan penguatan terhadap kesimpulan dari hasil pembelajaran. 2. Guru mengakhiri kegiatan belajar dengan memberikan pesan pada siswa untuk mempelajari materi berikutnya. 3. Guru menyuruh salah satu siswa untuk memimpin doa penutup. 		

H. Alat, Bahan, Mediadan Sumber Belajar :

- a. Alat : White board, board marker, laptop, LCD, HP
- b. Bahan : -
- c. Media : Internet, Power Point , Situation cards
- d. Sumber belajar
 - ✓ Forward An English Course for Vocational School Students Grade XII, Penerbit Erlangga, 2019
 - ✓ Internet
 - ✓ Bahasa Inggris LP2IP edisi K13 Spektrum Baru AKM dan Survei Karakter

I. Penilaian

Penilaian autentik:

1. Penilaian Sikap

Tabel 8. Lembar Penilaian Aspek Sikap

Bahasa Inggris

NO	NAMA SISWA	JUJUR (1-4)	PERCAYA DIRI (1-4)	KERJASAMA (1-4)	TANGGUNG JAWAB (1-4)	SANTUN (1-4)

RUBRIK PENSKORAN SIKAP

Keterangan:

- 4 = jika empat indikator terlihat
 3 = jika tiga indikator terlihat
 2 = jika dua indikator terlihat
 1 = jika satu indikator terlihat

Rubrik penilaian Sikap Jujur:

1. Tidak menyontek dalam mengerjakan ujian/ulangan
2. Tidak menjadi plagiat (mengambil/menyalin karya orang lain tanpa menyebutkan sumber) dalam mengerjakan setiap tugas
3. Mengemukakan perasaan terhadap sesuatu apa adanya
4. Mengakui kesalahan atau kekurangan yang dimiliki

Rubrik penilaian Percaya Diri:

1. Mampu melakukan presentasi di depan umum

2. Berani bertanya
3. Mengemukakan pendapat
4. Menjawab pertanyaan

Rubrik penilaian Kerja Sama:

1. Terlibat aktif dalam bekerja kelompok
2. Kesiediaan melakukan tugas sesuai kesepakatan
3. Bersedia membantu orang lain dalam satu kelompok yang mengalami kesulitan
4. Rela berkorban untuk teman lain

Rubrik penilaian Tanggung Jawab:

1. Melaksanakan tugas individu dengan baik
2. Menerima resiko dari tindakan yang dilakukan
3. Mengembalikan barang yang dipinjam
4. Meminta maaf atas kesalahan yang dilakukan

Rubrik penilaian Santun:

1. Baik budi bahasanya (sopan ucapannya)
2. Menggunakan ungkapan yang tepat
3. Mengekspresikan wajah yang cerah
4. Berperilaku sopan

Nilai akhir sikap diperoleh dari modus (yaitu skor yang sering muncul) keempat aspek sikap di atas.

Kategori nilai sikap:

- Sangat baik apabila memperoleh nilai akhir 4
- Baik apabila memperoleh nilai akhir 3
- Cukup apabila memperoleh nilai akhir 2
- Kurang apabila memperoleh nilai akhir 1

2. Penilaian Pengetahuan

Penilaian pengetahuan pada KD yang dipelajari pada bahasan ini menekankan pada aspek grammar-pola kalimat yang digunakan, kesesuaian pemakaian ungkapan dengan situasi yang diberikan

Tabel 9. Kisi-Kisi Soal Penilaian Pengetahuan

Bahasa Inggris

No	Kompetensi Dasar	Indikator	Materi	Indikator Soal	Nomor Soal
1	3.29 Menganalisis	Menunjukkan informasi umum,	JOB INTERVIEW	Disajikan secara tertulis teks	1 – 4

	fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan yang melibatkan tindakan memberi dan meminta informasi terkait jati diri dalam konteks pekerjaan (wawancara pekerjaan)	rinci tersurat/tersirat, ide pokok, rujukan makna kata dari teks laporan.		tentang interview siswa dapat menjawab pertanyaan dengan tepat	
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Direction:

A. Read the conversation the answer the questions

Tabel 10. Penilaian Pengetahuan

Teks	Number	Grammar	CONTENT	Nilai Akhir
Buku siswa halaman 77	1			
	2			
	3			
	4			

Rumus Konversi Nilai,

$$\text{Nilai} = \frac{\text{Jumlah skor yang diperoleh}}{\text{Jumlah skor maksimal}} \times 4$$

3. Penilaian Keterampilan

Penilaian keterampilan pada KD yang dipelajari pada bahasan ini menekankan pada aspek hasil karya siswa

Tabel 11. Lembar Penilaian Keterampilan

Bahasa Inggris

No	Nama Siswa	Aspek Penilaian				Total skor	Kompeten/ Belum Kompeten
		Content	Punctuation	Spelling	Grammar		
		4	4	4	4		
1							
2							
3							
4							

Rubrik penilaian keterampilan

A. Content : Isi/Pesan

1. Very good (4) = pesan tersampaikan sesuai permintaan
2. Good (3) = pesan tersampaikan dengan sedikit perubahan
3. Fair (2) = pesan kurang sesuai dengan permintaan
4. Poor (1) = pesan yang disampaikan berbeda dengan permintaan

B. Fluency : kelancaran

1. Very good (4) = pesan disampaikan dengan lancar
2. Good (3) = pesan disampaikan dengan sedikit (1-5) hambatan
3. Fair (2) = pesan disampaikan dengan terbata-bata
4. Poor (1) = pesan dibacakan

C. Performance : Penampilan

1. Very good (4) = sikap dan postur tubuh yang sesuai, suara jelas dan lantang, dan dapat menarik perhatian penonton
2. Good (3) = sikap dan postur tubuh cukup baik, suara jelas, kurang menarik
3. Fair (2) = sikap dan postur kurang baik, suara kurang jelas
4. Poor (1) = sikap dan postur tubuh kurang baik, suara pelan dan tidak jelas

D. Grammar : Tata bahasa baik dan benar

1. Very good (4) = diucapkan dengan tata bahasa yang benar
2. Good (3) = sedikit kesalahan tata bahasa
3. Fair (2) = tata bahasa kurang tepat
4. Poor (1) = banyak kesalahan tata bahasa

Nilai Akhir keterampilan:

Content + Fluency + Performance + Grammar = *Nilai Akhir*

4. Laporan Pencapaian Kompetensi

a. Ranah Pengetahuan

Nama Peserta Didik :

Nilai	Capaian Kompetensi		Nilai Akhir
KD 3.1	78		
KD 3.2	78		
Rerata KD			
Ulangan tengah semester			
Ulangan akhir semester			
Nilai Pengetahuan *)			

Keterangan :

*) Nilai pengetahuan diperoleh dari rerata nilai KD, UTS, UAS yang bobotnya diserahkan kepada satuan pendidikan berdasarkan kompleksitasnya.

b. Ranah Keterampilan

Nama Peserta Didik :

Nilai	Capaian	Nilai Akhir
KD 4.1	78	
KD 4.2	78	
Nilai Keterampilan *)	78	

Keterangan:

*) Nilai keterampilan diperoleh dari nilai optimum (capaian tertinggi) dari nilai KD yang dipelajari dalam satu semester.

Ajibarang, Juli 2021

Mengetahui,
Kepala Sekolah,

Guru Mata Pelajaran,

Bambang Wibowo, S. Pd.

Mardiana Ratnawati, S. Pd.

APPENDICES 3

Table .3. Teacher Perception about the Implementation of Scientific Approach in English Learning

Teacher	Teacher's Perception
Mrss Mardiana	Scientific Approach asked student to applied the 5 stages to learning: observating, questioning, experimenting (inquire, collecting information) ,associating (draw conclusion), and communicating.
	Applied the 5 stages of scientific approach based on the lesson plan in teaching learning process.
	The most difficult of scientific approach was inquire. There was lack of students's curiosity and motivation in learning process but it would be solved by used the properly media.
	Solution of scientific approach problem was made a good lesson plan and applied them in learning process.

APPENDICES 4

Table.4. Observation Class Summarized

Stage of scientific Approach	Observation 1	Observation 2	Observation 3
Observing	Explained the material on the whiteboard about the related materi	Explained students to make a discussion related the materi	Explained short material related the homework in together with the students
Questioning	Asked the students to make question related with the material		
Experimenting	Divided students into group, each group had to find out the information and the form of Job Interview	Divided students into group to discusse about related the materi	Asked students to read an example of related the materi
Associating	Asked the students to work in group to analyzed the structure text of Job Interview	Asked students to make a n example with the member of group discussion related the material	Asked students to analyzed the the result of information related the material

Communicating	Asked students to presents their result of discussion in the English class
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APPENDICES 5

Table.5.Result of Students' Interview Guide

No	Question	Very Often	Often	Ever	Never
1.	Do you learning English ?	3	20	24	-
2.	Does teacher opening the English learning class with interesting activity ?	8	18	22	-
3.	Does the teacher expalinnng Eng,ish clearly ?	16	25	7	-
4.	Does the teacher motivate you to take notes ?	28	16	4	-
5.	Does the teacher give you the question about the lesson?	23	19	6	-
6.	Does the teacher asking you a question ?	27	11	12	-
7.	Does the teacher leading you to get the answer of question ?	17	24	7	-

8.	Does the teacher help you to get the correct answer ?	17	19	12	-
9.	Does teacher asking you to presents the result of discussion in the class ?	27	16	5	-
10.	Does teacher give you a praise and celebrate the achievement in English learning ?	16	15	9	4

