THE IMPLEMENTATION OF SCIENTIFIC APPROACH OF THE 2013 CURRICULUM IN ENGLISH TEACHING AND LEARNING

Thesis

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RATIFICATION

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CHAPTER I

INTRODUCTION

A. The Background of the Problem

Curriculum is a set of concept for a course study to be managed by the teachers in the teaching and learning process, in order to achieve the goals of education. As stated by Richards (2013: 6) that "the term curriculum is used to the overall plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enable the desired learning outcomes to be achieved." So, without a curriculum as a plan, the learning process will not be effective to achieve the goals of education.

Curriculum implementation should be able to realize the goals of national education, but in reality often face many problems and challenges that are happening which is not as expected. In this 2013 curriculum, appears the opinions or responses occurs pros and cons from the various sides. Until the 2013 curriculum which previously removed and replaced back into School Based Curriculum (KTSP) in 2006 but The National Education and Culture Department finally decided to continue the 2013 curriculum but the 2013 curriculum will only applied in some schools which has been implemented the 2013 curriculum in the 3rd semester.

Since the implementation of the 2013 curriculum that is still premature and new applied within 1 year, there are some things that felt by many people especially those dealing directly with the curriculum itself that is teachers who are implementing the curriculum in teaching and learning. Because teacher is an important factor who has a great influence, even determine the success or failure of students in teaching and learning process. One key to success is determining the successful implementation of the 2013 curriculum is the effort of a teacher and teacher's creativity. Many competencies required in accordance developments such as character education and active learning methodologies because in 2013 curriculum students are demanded to be more active, creative and innovative in solving any problems that they face in school.

So, based on Permendikbud Number 65 of 2013 about the Standard Process of education, the preferred model of learning in the implementation curriculum 2013 is the scientific approach. Effort to apply a scientific approach in the learning process is often touted as a characteristic and become its own power from the existence of the 2013 curriculum, which is interesting to learn and explore.

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

Therefore, from that problem the researcher interested to know the teacher's perception about the Scientific Approach and try to conduct a research about the implementation of scientific approach based on 2013 curriculum to know how is the Scientific Approach implemented in the teaching learning English based on the 2013 curriculum.

B. Research Formulation

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

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

C. The Aims of the Research

This study tried to find out:

1. To investigate into how the Scientific Approach is implemented in the process of teaching and learning English.
2. To know the obstacles of the implementation of Scientific Approach in the teaching and learning English.
3. To know the benefits of Scientific Approach in the teaching and learning English.

D. The Use of The Research

The result of this research is hoped to give benefits for teachers, students, researcher, and the other researcher:

1. For Teachers and Students

This research is used to as a feedback for the English teachers and students, in order to improve the English teaching learning process. And, it may give awareness to the teachers on how to implement Scientific Approach in English teaching and learning. Then, it may give them insight to look into their action in implement the Scientific Approach.

2. For Researcher

Through this research, the researcher will be able to increase and improve her knowledge in writing good paper and also to improve her knowledge in implement the Scientific Approach.

3. For Other Researcher

This research serves as a preliminary idea for any interested researcher in this area. Then, other researchers may use the result of this research as a comparative study.

E. Frame of Thinking

1. The Concept of 2013 Curriculum

Curriculum and education constitute two things which is can't be separated, because curriculum is a whole system in the process of education. Every practices or process of education is directed on the achievement of

certain objectives, whether it is related to the mastered of knowledge, individual ability, social ability or work ability and to deliver the material or to develop those ability it is needed a tool. And the tool is the curriculum for designing and realizing that abilities. As stated by Oemar Hamalik (2003: 18) that "curriculum as a set of planning and setting about the content and subject matters also the way which is used as an orientation in the implementation of teaching and learning process." Planning a curriculum is the first step to build a curriculum how to conduct a curriculum to be effective in teaching and learning process.

As a plan or program, curriculum will not have meaning if it not be implemented in the process of teaching and learning. Then, the implementation is a process that refers to the teaching and learning can be carried out using the domain of methodology of teaching and learning.

Then, the word implementation is closely related to the teacher's role, that the role of the teacher is crucial in achieving the desired learning outcomes as listed in the curriculum objectives itself. And according to Syafruddin Nurdin and Basyiruddin Usman (2002: 76), that the teacher as an implementer and curriculum developer, has a contribution to enrich the curriculum it means that the teacher act in outline, development, and expand everything that has been written, formulated, prepared and set out in the National Education System, improve the relevance of curriculum and the needs of the students, society, and the development of science and technology which is more sophisticated. It shows that, the new curriculum will have meaning if it has been implemented and developed by the teachers who are competent in the learning process.

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

As stated by Oemar Hamalik (2003: 23) that "curriculum as a system which is have some interrelated components that is goal, subject matter/material, method, organization, and evaluation. Those components

become a main fundamental of the effort to develop the teaching and learning process". And each component will be explained as follows:

a. Curriculum objective

Curriculum objective have an important role because the objective is directed to the whole teaching and learning activities and also to the other components of curriculum. According to Nana Syaodih (2002: 103), curriculum objective is based on two things, the first is based on the development, need, demanding and social condition. And the second is curriculum objective should refer to the achievement of the national educational objective. The national educational objective is an objective which is intends to achieve in the national educational system. According to the Law number 20 in national educational system article 3/2003 that "the development potential of students to become a man of faith and devoted to God Almighty, noble, healthy, knowledgeable, capable, independent and become a democratic and responsible citizens."

Curriculum objectives are the goals to be achieved by a course of study, field of study and a subject which is based on instructional objectives. The formulation of the curriculum objectives is based on the categorization of educational goals associated with the fields of study. The instructional goals or the teaching and learning goals is the goals to be achieved after the completion of the conveying the teaching and learning process. And this goal is based on the curriculum objectives. Based on these objectives, then it can be determined or planned the subject matter/material.

b. Curriculum content (Subject matters)

Curriculum is a subject and material where taught by the teacher and learnt by the student. As stated in the Educational Law about the national educational system, it has been established that "the content of curriculum is a subject matter to achieve the objectives of the educational unit concerned in order to achieve the goal of national education." So, the content of curriculum is a subject matter which is consists of the topics in the subject matters to be learned by the students in the teaching and learning process. In the 2013 curriculum the material based on the facts and real phenomena which can be

explained in logic so that it can motivate the students to thinking critically and appropriate in identifying, understanding, solve the problem and implement in the subject matter in the teaching and learning. And the teaching and learning process are prepared to cover and balance with the competence of attitude, knowledge and skills. It means that the subject matters should give a contribution towards the formation of students' attitude, knowledge and skill.

c. Way (Approach, Method, and learning strategies)

The implementation is a process that refers to the teaching and learning can be carried out using the domain of methodology of teaching and learning. Without a method or approach the subject matter didn't convey or work well. As stated by Oemar Hamalik (2003: 26), that "the method is a way that is used to convey the subject matter in an effort to achieve the objectives of the curriculum." A method implies the implementation of the activities of the teacher and students in the teaching and learning process. Methods, approach and learning strategies occupy an important function in the curriculum, because it contains tasks that need to be done by the students and teacher in the teaching and learning process.

d. Evaluation

Evaluation as a component of curriculum because curriculum is an orientation in the implementation of the teaching and learning activities. With the evaluation it can be obtained the accurate information about the implementation of the teaching and learning process whether it is successful or not. As stated by Nana Syaodih (2002: 110) that "evaluation aimed to assess the implementation of teaching and learning activities as a whole and each activity will provide feedback, as well as the achievement of the learning objectives and the implementation of the process teaching and learning." And according to the Indonesian Minister of education and Culture, the process of evaluation in the implementation of 2013 curriculum are measuring the students' level of thinking from low to high (high-order thinking), measuring the student's work processes, emphasizing on the questions which is need a deep thought not just memorizing, and use a portfolio of the students learning.

So, in the 2013 curriculum the authentic assessment is based on the aspects of competences, attitudes, knowledge, and skills in a portfolio. And it can be conclude that the evaluation in the 2013 curriculum is used a subjective assessment.

2. Scientific Approach

a. The Nature of Scientific Approach

According to Anthony in Richards & Rodgers (1934 : 16) stated that *approach* refers to theories about the nature of language and language learning that serve as the source of practices and principles in language teaching. He also added that within one approach, there can be many methods. A technique is implementational that which actually takes place in a classroom. Approach is the level at which assumptions and beliefs about language and language learning are specified; method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content to be taught and the order in which the content will be presented; technique is the level at which classroom procedures are described.

As stated in the National Educational Rule (Permendikbud) No.65/2013 about the Standard of Process in learning and teaching, that "the implementation of 2013 Curriculum in the teaching and learning should to emphasize on the pedagogical dimension in the teaching and learning process that is use a suitable method of teaching which is based on Scientific Approach."

So, based on Permendikbud Number 65 of 2013 about the standard process of education, the preferred model of learning in the implementation of 2013 curriculum is the scientific approach. Scientific approach is the characteristic and become its own power from the existence of 2013 curriculum. So, approach is a basic concept which gives a power and has a background about how a teaching and learning method implemented based on the theory.

Scientific approach is a concept of teaching and learning which has a background about the method of teaching and learning which has a scientific characteristic. According to Hudson and Rudolph as cited in Atsnan and Yuliana Gazali (2013: 2) that scientific method was introduced to the educational America in the end of the 19th Century as the emphasize of the laboratory method which was refers to the scientific facts. Scientific method has a characteristic that is "doing science". This method facilitates the teacher to improve the process of teaching and learning. Daryanto (2013: 51) states that the teaching and learning using scientific approach is a process of teaching and learning which formulated in order to the students can active in constructs the concepts and principles of the material through the steps of observing (to identify or to solve the problem), formulates the problem, pose or formulates a hypothesis, gathering the data with various techniques, analyze the data, gives conclusion and communicate the concepts and principles which was found.

Scientific approach has purpose to give the students understanding to understand the material using scientific approach that the information or the material can be found from anywhere and whenever which was not depend on the information from the teacher. So that the condition of teaching and learning are hoped to create and motivate the students to search the information about the material from the various source through observing and did not just from the teacher's explanation. In the implementation of scientific approach in the teaching and learning involves the skills process like observing, classifying, measuring, predicting, explaining, and concluding. In those process, the students need the teacher's help. But, the help should be decrease because of the students' skill which is more improved.

Scientific method is very relevant with three learning theories they are Bruner, Piaget and Vygotsky theory. Learning theory of Bruner also called with the discovery learning. According to Carin & Sund as cited in Daryanto (2013: 52) that there are four main things related to the theory of learning from Bruner. Firstly, an individual learn and improve their idea if

they use their idea. Secondly, by doing the cognitive process in the discovery process, the students get sensation and satisfactory which is an intrinsic appreciation. Thirdly, there is one way that someone can learn some techniques in doing the discovery learning that is have an opportunity in doing the discovery learning. Four, by doing the discovery learning can force the memory retention.

Those four things are appropriate with the cognitive process which is needed in the teaching and learning process using scientific approach. The Piaget theory stated that learning related to the formation and development of schema. Schema is a mental structure and cognitive structure which enable the intellect to adaptation. Vygotsky in his theory stated that the teaching and learning works if the students learn to handle the tasks which did not learn but those tasks still in the scope of their skill.

b. The Characteristics of Teaching and Learning using Scientific Approach

Scientific approach is an approach in the teaching and learning process which gives priority to the students' creativity and discovery. Their learning experience should be gathered not through the memorization. But, their learning experience whether from the aspect of knowledge, skill and attitude they gain based on their consciousness. The material that they learn based on the facts or the current phenomenon, appropriate with the Basic Competence that they learned. Those facts and phenomenon they observed then they pose a question and they find for the answer by their self from various sources which is can be responsible based on the knowledge. According to daryanto (2013: 53) stated that the teaching and learning using scientific approach have some characteristics, they are:

1) The teaching and learning process based on the Students Centered Learning.
2) Involves the process of scientific skill in construct the concept or principle of the material.

3) Involves the potential of cognitive process to stimulate the intellect development, especially the students' critical thinking.
4) Can improve the students' character.

Also, Kosasih (2013: 72) added that the characteristics of scientific approach in teaching and learning process, as follow:

1) The material of learning should be understand with the standard of logic which is appropriate the students' knowledge stage.
2) The interaction in the teaching and learning process works open and objective that the students have opportunities to deliver their idea, feeling, attitude, and experience. But, of course they should pay attention to the scientific attitude and responsible.
3) The students forced to always think critically and appropriate in understand, identify, solve the problem and implement the material.

c. The Goals of Teaching and Learning Process using Scientific Approach

The teaching and learning using scientific approach touch three aspects they are attitude, knowledge and skill. In the teaching and learning based on the 2013 curriculum is through the scientific approach, in the attitude aspect transform the material in order the students "know why" and in skill aspect transform the material in order the students "know how". Then, in knowledge aspect transform the material in order the students "know what". From those aspects it can be gained the result of the increasing and balancing between the soft skill that is to become a human kind and the hard skills that is to become a human which have a skill and knowledge to life properly.

The teaching and learning using scientific approach based on observing, questioning, experimenting, associating, networking and the presentation of the results through the use of various sources of learning and the students find out the source of the study by their self. There are several goals of teaching and learning using scientific approach according

to Daryanto (2014:54) also based on the material in teacher's training in the implementation of 2013 Curriculum, such as:

1) To improve the critical thinking students.
2) To build a skill in solving the problem systematically.
3) To create a learning condition where the students feel that study is a needs.
4) To gain a good or high learning achievement.
5) To train the students to communicate or deliver their opinions or ideas, especially in writing a scientific article.
6) To improve the student's character.

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

d. The Steps of Teaching and Learning using Scientific Approach

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

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

networking. According to the Indonesian Ministry of Education and Culture that each of the steps are presented in the following:

1) Observing

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

2) Questioning

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

3) Associating

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

used in the 2013 curriculum because it adopts the ideas of associative learning theories.

4) Experimenting

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

5) Networking

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

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

Based on those explanations it shows that the curriculum is an orientation and the fundamental of the implementation of the teaching and learning process and also as a tool to achieve the educational purpose as stated in the law. But in the real teaching and learning process sometimes the implementation of the curriculum did not work well as hoped because there are some problem faced

during the implementation of the new curriculum they are teacher's mindset, school preparations and student's readiness. One of them is the teacher's mindset as the main problem in the implementation of the new curriculum because the actualization of the curriculum or the teaching and learning in the classroom is based on the role of teacher as the "main character" in the implementation of the curriculum or the teaching and learning process in the classroom. So that, here the researcher will try to conduct a research entitled "the implementation of scientific approach of the 2013 curriculum in English teaching and learning".

F. Significance of the Research

Theoretically, the result of this study will have a potential to help inform the teacher who actually is the implements of the changes needed of the new curriculum particularly in the learning and teaching process using Scientific Approach. In addition, this study will have a contribution to have an overview about the understanding of curriculum change implementation especially in the teaching and learning process. So, the result of this research is to give significant input to theories of teaching and learning English as a foreign language for the students, especially in the process of teaching and learning activities.

Practically, this study will give understanding about the implementation and the principles of Scientific Approach. Hopefully, it will become a reflection to the teachers in the process of teaching and learning activities, for the researcher who as a candidate of English teacher, she will have a direct experience and understanding of the use or the implementation of Scientific Approach in the teaching of English. In addition, it may help the teachers involved to reflect on their current understanding and practices of teaching and learning process using scientific approach as suggested by the curriculum policies of 2013 curriculum. And also to help the teachers to implement the curriculum change more effectively and sustain the curriculum changes in relation with the changes of teaching and learning method.

G. Research Methodology

1. The Objective of Research

The main objective of this study was to explore into how the scientific approach is implemented in the teaching and learning English. Also, this study has other objectives they are to know the obstacles that affects the implementation of scientific approach in the teaching and learning English, therefore to know the benefits of the implementation of scientific approach based on the 2013 curriculum in English and teaching learning.

2. Place and Time of the Research

This research take place in *SMP Negeri 1 Arjawinangun*, because this school is a favorite school in Arjawinangun and it has implemented the 2013 curriculum in 3rd semester. *SMPN 1 Arjawinangun* is one of the Junior High School which is implemented the 2013 Curriculum and it is located on the Post Office Street Arjawinangun, it was built in 1959. *SMPN 1 Arjawinangun* is a favorite Junior High School in Arjawinangun and it has a Very Good Accreditation. Also *SMPN 1 Arjawinangun* has supporting facilities in implementing the 2013 Curriculum especially in teaching and learning English such as Computer Laboratory and Language laboratory. Now, the headmaster of *SMPN 1 Arjawiangun* is Mr. H. Darudin, S.Pd., M.M. SMPN 1 Arjawinangun has 29 teachers with three English teachers.

Table 1.1

Research Timeline

NO	TIME	ACTIVITIES
1.	1 January – 5 March 2015	Proposal Preparation
2.	6 – 20 March 2015	Instrument Preparation
3.	21 March 2015	Coordination with English teacher for the schedules
4.	23 March 2015	Conducting the research
5.	10 May 2015	Finish the research
6.	12 May – 10 June 2015	Analyzing the data

3. Method of the Research

The method of this research will use a descriptive qualitative research. According to Sudjana (2001: 4), "descriptive qualitative method is attributive and categorized by quality like failed or successful". Based on the definition about descriptive research which is supported this research because the target of this research is to investigate a condition of teaching learning using scientific approach. It can be seen from the aims of the research, this research focus on information based on the process teaching and learning in the implementation of scientific approach, through observing the process of teaching and learning using scientific approach at SMPN 1 Arjawinangun.

The steps taken by the researcher of this research in implementing a descriptive qualitative method is to describe, understand and give meaning about the specific situation based on the process of teaching and learning using scientific approach in the form of narrative. So, this research will try to investigate and analyze phenomenon, obstacles, and the benefits in the implementation of Scientific Approach based on the 2013 curriculum in teaching English.

4. Source and Type of the Data

In this research, the researcher collects the data in the forms of primary source data and secondary source data. Primary source data is the data that the researcher takes the data of the research directly in the field of the problem she concerns while secondary data is the source of the data acquired in which to support the researcher's idea that regard to the research problem. The secondary data taken from the writing study in the form of journals, appropriate books, and the other source which is relevant in support this research. Ary Donald, et al (2010: 486) stated that "primary source data are original documents (correspondence, diaries, reports, and etc), relics, remains or artifacts. Secondary source is the mind of a non observer also comes between the event and the user of the record.

The primary data that the researcher gets they are acquired from observations, questionnaire and interview. The three techniques that the

researcher used will be analyzed and discussed. While the secondary data that the researcher takes from many kinds of book that relating to the theoretical view of this research. It uses for the additional data.

5. The Techniques of Collecting Data

The main instrument of this research is the researcher herself because the data collected are subjective, as stated by Borg and Gall (1988) as cited in Sugiyono (2012: 296) that "qualitative research is much more difficult to do well than quantitative research because the data collected are usually subjective and the main measurement tool for collecting data is the researcher herself". Therefore, there are some ways of collecting data which is used in this research, they are:

a. Interview

The researcher will try to get the data collection by interviewing the headmaster of the SMPN 1 Arjawinangun to know about the teacher's training whether the teachers in that school have done the teacher training or not. Then, the researcher will interview the teachers to know the teacher's belief or perception on the implementation of scientific approach in the 2013 curriculum. Semi-structured interview is designed in this research to know the data about the teacher belief or perception on the implementation of Scientific Approach.

By knowing the teacher's belief is one of the most important means to know the degree of implementation. As stated by Barriball and While (1994: 330) that, "semi structured interview is well suited for the exploration of the perceptions and opinion of respondent for more information and clarification of answer." And the researcher also will give the students Questionnaire about their perception on the new implementation of 2013 curriculum and about the teacher's performance in the teaching and learning process. (See the Appendix 1 & 2 for the list of questions).

b. Questionnaire

The researcher will try to get the data collection by giving a Questionnaire for students to know about their perceptions on the obstacles

and benefits of the implementation of Scientific Approach. See the Appendix 3 for the questions.

c. Classroom Observation

For this research, observation will be used to collect the necessary data in the classroom situation. The technique of observation which is used by the researcher is nonparticipant observation. As stated by Fraenkel (2012:441), that "in a nonparticipant observation study, the researcher do not participate in the activity being observed but rather 'sit on the sideline' and watch, the researcher do not directly involved in the situation which being observing." Here the researcher as an observer can note down or make a field note of some key points about the lesson and the whole process of teaching and learning English and then the researcher also use an observation checklist to get the data.

So, for this observation, the students and the teacher were involved. Then, teacher's performances in the classroom, the situation and condition in the classroom, the ways of the teacher in teaching, the relation and interaction between the teacher and the students, and the students and the other students and etc, will be observed to get data on how much the teacher can implement the Scientific Approach. As a result, the researcher makes two observations using a checklist and field note based on the Lodico format (2010: 117). See the Appendix 4 & 5 for the checklist and the format of field note.

d. Documentation

To support the result of observation the researcher will use the documentation as a technique in collecting the data. Documentation is the complement from the use of observation and interview in qualitative research. The documentation which can be gathered through this method in this research is about the view or school profile, Syllabus and Lesson Plan (see the Appendix A).

6. The Technique of Analyzing the Data

The writer used statistic descriptive qualitative to analyze the data. According to Arikunto (2013: 282), in statistic descriptive analysis, the data

divided into two they are: in the form of score, number or percentage as the data of quantitative then in data of qualitative is in the form of words and sentences which is used to complete and describe the view or the result of the data gathered from quantitative data. Because this research try to investigate and analyze phenomenon, obstacles, and the benefits in the implementation of Scientific Approach based on the 2013 curriculum in teaching English at SMPN 1 Arjawinangun. So, this research is different with quantitative research on the way the researcher interprets the data and make conclusion based on the result of research finding.

The data gathered from checklist observation and questionnaire counted into percentage. The researcher use alternative answer for the checklist observation is "Yes" and "No". The researcher counted the whole answer "Yes" into percentage.

Then, the data from Questionnaire, the researcher use four alternative answers they are "Very Agree", "Agree", "Disagree" and "Very disagree". According to Arikunto (2013: 284) that there is a weakness if the researcher use five alternative answers that is the respondent will inclined to choose the alternative answer in the middle for example "Hesitant" because they feel safe and most easy to answer. So, the researcher suggested to use four alternative answers.

The researcher analyze the data gathered from checklist observation and Questionnaire using statistic frequency, that is the researcher tabulates the data within the frequency from checklist observation and Questionnaire in the form of pie chart to know the result of calculation. To analyze those data, the researcher analyzed the data by means of percentage calculation with the following formula:

$$P = \frac{F}{N} X\ 100\%$$

Where :

P = *Percentage of the expected answer*

F = *Frequency (the number of respondents' answer)*

N = *Number of meeting / number of respondents*

100% = *Fixed Number*

After, the researcher analyzed the data by means of percentage calculation, the result of data then followed by discussion results.

H. Previous Study

Actually, this research is not the first which is conducted about curriculum but there are many research which has been conducted about the curriculum. So, in this study, the researcher takes reviews of a related literature from the other thesis as comparison. The first by Tia Tresnayani (2013), the student of State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon about the Implementation of 2013 Curriculum in English Teaching Learning at Junior High Schools in Kuningan. From her research, she found English teachers' view on 2013 curriculum, the previous curriculum, comparison between previous curriculum and 2013 curriculum and then teacher's view on the implementation of 2013 curriculum. Her research was focusing on the teacher's perception aspect of the implementation of 2013 curriculum. In the end of the research, the writer found a fact that 2013 curriculum is government' penetration that implement scientific approach in teaching learning process which is appropriate with students' standard competency, more systematically in learning stage, and compel teacher's creativity to produce student who have a good competency.

The second by Asep Yasir Fauzi in 2013, also the student of State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon about the Implementation of 2013 Curriculum in English Teaching Learning: A case Study at Tenth Grade of SMAN 3 Kuningan. He wrote that the student's respond to the implementation new curriculum 2013, there so many problems toward this crucial subject, like teacher's preparation in teaching and learning process, student's readiness toward the learning subject in the new method that forced up to the students.

The last study is by Suharyadi in 2013, the student of State University of Malang about the exploring of Scientific Approach in English Language Teaching. He concludes that Scientific Approach is old in science but new in English language teaching. Science and English are different. The way students learn and teachers teach science and English are different. Scientific Approach in

ELT (English Language Teaching) is still blurred. It is not clear yet how Scientific Approach can be applied in ELT (English Language Teaching).

From above thesis, the researcher will conducts a descriptive qualitative research entitle "the implementation of scientific approach of the 2013 curriculum in English teaching and learning." Here, the researcher wants to conduct a research about how the Scientific Approach can be implemented in the teaching and learning English and what is the obstacle and the benefits of Scientific Approach. The differences between the previous study with the researcher study is the researcher will explain the implementation of 2013 curriculum not in a broad sense but here the researcher will explain the implementation in the scope of teaching and learning process of English teaching.

Moreover, the difference between the study which is conducted by Suharyadi (2013) about the exploring scientific approach in English language teaching is still talk about the theory of the implementation of scientific approach. But here the researcher will conduct a research in a real condition of the implementation of scientific approach in SMPN 1 Arjawinangun.

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter presents the conclusion of the research, which is based on research findings and discussion in the previous chapter. This chapter also ends with suggestion for further analysis.

A. Conclusion

This study tried to know the implementation of the scientific approach at *SMPN 1 Arjawinangun*. In addition, it aimed to know the implementation of the scientific approach at *SMPN 1 Arjawinangun*, the obstacles on the implementation of the scientific approach and the benefits of the scientific approach in the teaching and learning. In order to achieve the objectives of the study, three sets of instruments are employed that is observation, questionnaire and interview. The result of observation which is used by the researcher are checklist for class observation and field note observation to get the data about the implementation of Scientific Approach of the 2013 Curriculum at *SMPN 1 Arjawinangun*.

The researcher observed the teaching and learning process by recording the whole activity in the classroom. The teaching and learning activity consists of three main activities, they are pre activity, main or whilst activity and post activity. Based on the observation towards the implementation of scientific approach at *SMPN 1 Arjawinangun*, the teacher starts the teaching and learning process by said greetings to the students with energetic and enthusiastic, checks the students' attendance if there is a students' who absent, then asks a student to lead a pray together before starts to study. Main activity in scientific approach is a process of teaching and learning which is purpose to form and build the students understanding of knowledge about the certain material, with the teacher guidance through the steps of implementing the scientific approach in the teacher training of 2013 curriculum. The activities or the steps in implemented the scientific approach are observing, questioning, experimenting, associating, and networking.

Based on the observation that the researcher has observed, the researcher found that the teacher in implementing the scientific approach is good enough but still not optimal because they sometimes still using lecturer method, where the teacher give the students a lot of explanation about the material they being learned, also the students are passive involved in the teaching and learning process. Therefore, the information that was found from interviews and field note observation helped the researcher to know the teacher's perception on the obstacles of the implementation of scientific approach in the process of teaching and learning English, they are:

1. The students are passive involved in the teaching and learning process.
2. The atmosphere of learning activity sometimes was so boring because the teachers just depend on the book.
3. Sometimes, the teacher was the authority on the activity and dominated the teaching and learning process by giving them a lot of explanation of the material.

Moreover, based on the data gathered from questionnaire with the students result, the researcher found the benefits of scientific approach on the lesson, such as:

1. The students' curiosity increase towards the material through observation activity.
2. Scientific approach can improve student's speaking skill.
3. Scientific approach can motivate and inspire the students to be an active learner in the class.
4. Scientific approach can support the students' participation in class discussion.
5. Scientific approach can build the openness students' attitude.
6. Scientific approach can make the students usual think quickly and spontaneously.
7. Scientific approach can increase students' motivation.
8. Scientific approach can make the students think critically to solve the problem.

B. Suggestion

Based on the research that conducted by the researcher during the process arranging this paper, the researcher has suggestion to the parties related.

1. For the teachers

   The writer suggests that broad their perception about the scientific approach to implement it effectively in order to reach the goal of learning. Also the teacher should prepare the lesson plan, method, strategy and media before the teaching and learning process in order the teaching and learning work well. Then, they should be more creative in using the strategy of learning in order the students can understand the material and the teaching learning process work enjoyable.

2. For the students

   The researcher suggest to the student to be more active in their English learning to improve their ability in English.

3. For further research

   The writer suggests for the next researcher to see the gaps in this thesis for example timing in conducting this research, the participants, or the location and continue this research as a comparison study or as a reference to accomplish their thesis.

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