

CHAPTER IV

RESEARCH FINDINGS

In this chapter, the researcher described the finding of the research. The findings contain the implementation of scientific approach covering five phases they are observing, questioning, experimenting, associating, and communicating. The finding will be presented based on observation, interview result, and documentation.

1. Observing

No	Phase of Scientific Approach	Activities Teaching and Learning in this Class X (Ips) Acceleration
1	Observing	<ul style="list-style-type: none">- Students observed some picture about “Giving suggestion and offer”- Students listen what the teacher read (dialogue text) and students repeat after the teacher

Students observed some pictures which were presented by the teacher with provide from the book (Kreatif English Book), the topic was “Giving suggestion and offer”. The teacher also asked students to repeat what the teacher read related dialogue text. Based on explanation above, in this phase the teacher did four skills to the students they are reading, speaking, and listening at once.

The teacher said that *“Tahap observasi atau tahap mengamati itu siswa biasanya saya ajak untuk melihat*

gambar, siswa saya beri gambar dan saya suruh untuk mengamati gambar tersebut, apa yang terjadi pada gambar tersebut, seperti itu. Untuk membaca teks biasanya di buku pegangannya sudah disiapkan beberapa bacaan, siswa disuruh untuk membaca teks tersebut dan siswa bisa mengartikan dari kosa kata yang mereka belum tau artinya. Untuk mendengarkan teks, jadi saya membacakan teks dan siswa disuruh untuk mendengarkan”. (In the observing step I usually invited the students to look at a picture. I give them pictures and I ask the students to observe it to identify what happens of the picture. Usually for reading activity I ask the students to read text, dialogue that is available in the book and the student can translate the difficult words. Meanwhile for listening, I read the text and students listen to it, and for speaking I order them to try practice English while learning)

From the transcript, can be concluded that the teacher applied integrated skills in teaching and learning at once, that means when the teacher gave the pictures, students observed and asked students to listen and repeat the dialogue text after teachers’ reading, while the teacher read the text all off students was listening. Then, the students did three skills those are reading, speaking, and listening. In this practice, the activities include Cognitive aspect because those

activities were sharpening students' knowledge and comprehension about the materials.

2. Questioning

No	Phase of Scientific Approach	Activities Teaching and Learning in this Class X (Ips) Acceleration
1	Questioning	<ul style="list-style-type: none"> - The teacher stimulate students - Students asked the teacher what they did not know about materials.

In the Questioning phase, students pose questions from what have been observed in the previous stage for gaining more information and comprehension about the material. Besides that, the teacher give the students little stimulus to come up with questions. The teacher gave stimulation by connecting them to the problem related daily life about the material was given.

Teacher said, "*Pada kelas akselerasi yang saya ajarkan dapat memberikan sedikit rangsangan terlebih dahulu dan terhubung atau memberikan topic yang berkaitan dengan kehidupan sehari-hari karena itu bisa mengeluarkan pemikiran kritis mereka*". (On acceleration class that I teach can give little stimulus first and connected or give a topic related daily life because that can draw out their critical thinking)

It is seen from the distribution of interaction started by the teacher's questions the students can trigger their critical thinking, in order to display questions to prompt students generating questions. So, in this questioning phase based observation, the students asked about difficult words that found in the dialogue text they was observed before, then, they also asked the structure and function related giving suggestion and offer. After students ask the questions, then the teacher explain the material about the topic that was suggestion and offer. During explaining the material the teacher used picture and whiteboard as the media in learning process. Then in this phase, the teacher used questioning technique with include affective aspect because that did active participant in receiving, attending, and responding the learning process well.

3. Experimenting

No	Phase of Scientific Approach	Activities Teaching and Learning in this Class X (Ips) Acceleration
1	Experimenting	<ul style="list-style-type: none"> - Students were given some different problems - Students did identification the problem and made example about "Giving suggestion and offer"

The third phase is experimenting in which student get real or authentic learning, they have to do experiments. In experimenting learning process, the teacher gives some problems to the students. In this stage the students did identification of the problems that given by the teacher what the problem tell

about then students made and write an examples in order to made like a letter related the material then changed with another friend to have answered. Then, the students can collect information from other sources like discussion, use online dictionary, interview, doing experiment, etc. in this phase. This experimenting phase is related with observing phase, while the teacher introduced the material in the first phase and the teacher also asked the students to understand the topic of the material by doing exercises. The teacher allows the students to used gadget while learning process related looking for information in other sources. From this, teacher aimed the students not use gadget juts for doing social media but it can help in learning process.

The teacher said that *“Siswa saya perbolehkan untuk membuka HP dalam pembelajaran semisal membuka kamus atau ketika mencari verb, karena saya pengen mereka memanfaatkan HP tidak hanya untuk social media tapi juga dimanfaatkan untuk belajar dan juga bisa mencari aplikasi untuk Bahasa Inggris”*.

(I allow students for opening gadget in the learning example opening online dictionary or when looking for Verb, because I want they can take advantage from gadget not only use in social media but also they can take advantage in learning. And also can download about English application learning)

On the English teaching learning process of 2013 Curriculum, actually the teacher can used some of the teaching approach for making the students more active, such as Scientific Approach, Communicative approach and contextual

teaching approach. Based on explanation above related the activities did by the teacher in teaching process, the teacher was able used scientific approach method that is problem-based learning to explain the material.

The teacher stated, *“Dalam penerapannya sendiri sih, guru bisa menggunakan metode based learning procedurnya seperti: mengamati, mempertanyakan, menjajaki, mengaitkan, dan berkomunikasi. Ada juga pendekatan lain yang digunakan oleh guru, ada yang menggunakan pendekatan kominikatif, ada juga guru yang menggunakan pendekatan kontekstual itu sih, kuncinya untuk skill speakingnya”*. (In the implementation the teacher able to implemented of method problem-based learning procedure those are: Observing, Questioning, Associating, Experimenting, and communication...there are some teaching method that used by teachers, such as communicative approach, contextual teaching approach, and the point is the teacher targeting the speaking skill)

In this gathering information or experimenting phase, the students did writing skill toward student made an examples related some problems given by the teacher and include cognitive aspect that indicated the students can applied the problems were to their examples in daily life.

4. Associating

No	Phase of Scientific Approach	Activities Teaching and Learning in this Class X (Ips) Acceleration
1	Associating	- Students discussed analyze and identified a dialogue and drama texts related “Giving suggestion and offer”

In this stage, students discussed and asked questions to each other about the materials. They discussed it in a small group with their friend on the same table. However, they were allowed to discuss it with friend on other tables.

The teacher said that *“Biasanya ketika mengaplikasikan tahap associating ini dalam pembelajaran bahasa Inggris, saya meyuruh siswa untuk membuat grop diskusi, terkadang juga sesame teman sebangku atau bekerja sendiri itupun juga tergantung materi apa yang sedang kita bahas saat itu”*.

(Usually, when applying associating phase in English learning I order my students to make group discussion, sometimes also work in pair, or individual work. It is also depends on the material we are discussing).

Based on explanation above, in this phase the teacher used discussion technique to make students actively involved in classroom activities to know the differentiate which dialogue and drama text related giving suggestion and offer.

5. Communicating

No	Phase of Scientific Approach	Activities Teaching and Learning in this Class X (Ips) Acceleration
1	Communicating	<ul style="list-style-type: none"> - Students presented the results of analyzing and identifying text that have done in associating phase - Students practice the Drama in front of class in group. - Teacher and students did evaluate the material together

The last phase of Scientific Approach is communicating. In the phase of Communicating presented the result of the product. In this activities, teacher holds role that provide correct information and the teacher gives feedbacks, suggestions, or more information related to students' works. There are interactions between teacher and students and among the students. In the practice, the teacher mostly conducted communicating stage by classroom or group discussion.

In this stage, the students performed speaking skills and psychomotor aspect at once because the activities toward practicing Drama in front of class using English and presenting the result in analyzing dialogue and drama text they have done before. The students' activities are able to presenting their material as like presenting in front of class, writing the report, publish their writing wall magazine or social media. Publishing student creation or work in wall magazine or social media and their works analyze or categorize done in the experimenting

stage and associating stage. Moreover, the process of evaluation also happened in this stage where the students and students gave feedback, to their works. Besides, the evaluation process was indicated by the interaction initiated by teacher's display questions in which the teacher asked the students to give comments to their friends work after presenting.

Teacher said that *“Presentasi hasil karya anak-anak atau tugas dengan dipajang di dinding kelas. Seperti advertisement dikirim lewat grup kelas. Hasil dari tugas mereka di respon oleh guru dan teman-teman memberi komen, atau bisa diskusi lewat grup. Masukan atau komen dari teman-teman itu yang menjadi patokan nilai karena yang tugas individu sudah saya ambil sendiri nilainya”*. (Presentation, result of student creation or task can be put on wall class magazine, like advertisement can be share in group, result from student task get response from the teacher and other students comment, or can be group discussion. Comment from students can become value because individual task has taken by the teacher).

From interview above can conclude that after the students presented their works, the teacher also did evaluation to measure the capability of the students. From the interview explained above the teacher evaluate students which is done through non-authentic assessment because still focuses on cognitive domain. It is also still become the barrier for the teacher to cover the scope of learning evaluation covering attitude, knowledge, and skill competence at once.

Teacher said that *“Hasilnya tidak ada bedanya dengan kurikulum sebelumnya, yang selalu di luar standar kelengkapan minimum/KKM. Tidak mengeherankan krena domain evaluasi masih berfokus pada kognitif yang dilakukan melalui penilaian non-authentik. Ini adalah pegahalg bagi guru untuk menutupi ruang lingkup evaluasi pembelajaran (sikap, pengetahuan, dan ketrampilan kompetensi) yang diamanatkan dalam kurikulum 2013. Evaluasi pengetahuan saja tidak adil bagi siswa yang memiliki kecenderungan kompetensi yang berbeda. Oleh karena itu, instrumen masih dipelajari berulang-ulang oleh guru bahasa Inggris baik secara individu atau bersama-sama dalam MGMP. Jika tidak ditemukan, maka bagian terbesar dari evaluasi akan selalu diambil dari yang tidak asli penilaian. Tanpa instrumen yang tepat evaluasi kompetensi sikap dan ketrampilan akan cenderung subyektif meskipun rubik penilaian disediakan. Lalu ulangan memang datanya untuk penilaian akhir, tapi judgement akhir itu dari nilai-nilai akhir yang juga mendukung (kognitif, psikomotorik, dan afektif). Porsinya tidak memungkiri memang besar ulangan atau penilaian non-authentik karena itu untuk data menentukan nilai, meski itu bukan nilai akhir. Lebih besar porsinya tapi tidak untuk memfinalisasi. Kami dalam*

kurikulum 2013, memang jujur terpaku lebih pada penilaian pengetahuan. Jadi ya kami sebagai guru diarahkan untuk sebelumnya menyampaikan materi, dan anak harus mendalami materi. Jika anak ketika di kelas itu tampil dalam kelompok atau lainnya agar guru bisa langsung menilai ke 3 aspek sekaligus dan ini berkaitan dengan metode dan teknik pembelajaran”. (The result has no difference with the previous Curriculum that is always beyond the standard of minimum completeness/KKM. It is not surprising because the domain of evaluation still focuses on cognitive which is done through non-authentic assessment. It is barrier for the teacher to cover the scope of learning evaluation (attitude, knowledge, and skills competence) which is mandated in 2013 curriculum. The evaluation on knowledge only is not fair to the students that have different tendencies of competencies. Therefore, the instrument is still learned again and again by the English teacher either individually or together in MGMP. If it is not found, then the largest portion of the evaluation result will always be taken from the non-authentic assessment. Without the right and appropriate instrument, the evaluation of attitudes and skills competence will tend to be subjective even though the scoring rubric is provided. So, examination is indeed the data for final assessment, but the final judgment is from values

others that also support (cognitive, psychomotor, and affective. The portion does not deny that it is indeed a big test or non-authentic assessment, therefore for data determine value, even if it's not final value. Greater than portion but not to finalize. We are in the 2013 curriculum, honestly it was more focused on assessment knowledge. So, the teacher is directed to before deliver material, and the child must explore the material, be a child when in that class appear in groups or others so that the teacher can directly assess the 3 aspects, and this relating to learning methods and techniques).

In evaluating the students, the teacher did not deny that her focus still on the evaluation through non-authentic assessment that given much emphasis on the aspects of knowledge only. Then, besides the teacher explained the material and students present the product of their learning in front of class individually or in a group, the teacher can directly assess three aspects of evaluation at once.