

## **CHAPTER V**

### **DISCUSSION**

This chapter presents the discussion of the findings concerning the implementation of Scientific Approach in teaching English at Madrasah Aliyah Negeri Tulungagung, including the implementation of observing, questioning, experimenting, associating and communicating.

#### **1. Obseving**

In the first phase is Observing, specifically in language learning context, is the stage of obtaining information through observation of the object or phenomenon in form of video, picture, text, or social or natural phenomenon (Abidin, 2014, p.132; Hosnan, 2014, p.40; Kemendikbud, 2013; Mulyasa, 2014). In the practice of the participant (Teacher), the teacher conducted observing activities through various activities to start teaching material. They are observing short dialogues and their pictures, observing pictures and their description.

In the practice, the students read the dialogues on the book which each dialogue was illustrated by a picture. The teacher gave opportunity for students to practice observing and get important information through reading dialogue, and looking the picture as applied in scientific approach. The students were also asked to read the dialogue aloud. The teacher also frequently asked the students to repeat, rewrite and read aloud as efforts to elicit students' learning experience is relevant to be done in observing activity to build a firm based to the learning activities.

The material used in teaching English consists of two books, first teacher book and student book. And the subject in this observation is English specialization and the topic is giving

suggestion and offer. For teacher book of MAN 1 Tulungagung especially tenth grade, the teacher used “Buku guru Bahasa Inggris 2014”. The book consists of 140 pages and written by Nurhasanah, Mahrukh Bashir, and Sonya Sinyanyuri and published by Pusat Kurikulum dan Perbukuan, Viva Pakarindo, Kemendikbud. While the student book the teacher used “Buku Bahasa Inggris Kreatif”. The book consists of 72 pages and written by Siti Nurjannah, Sri Ambarwati, Sri Widiastuti, Tatri Dwi Kaesti and Wendi Widya Ratna Dewi and published by Pusat Kurikulum dan Perbukuan, Viva Pakarindo, Balitbang, Kemendikbud.

## 2. Questioning

The second stage is questioning. Questioning is the process of constructing knowledge in form of concepts of social function in particular material, procedure of structure text through group discussion or class discussion (Kemendikbud, 2013; Abidin, 2014; Mulyasa, 2014). The teacher conducted questioning stage in forms of activities ,such as classroom discussion started by teacher’s question to trigger students’ critical thinking and students’ question.

In the activities of questioning stage conducted in meeting, based on the regulation of Ministry of Education and Culture (Pendidikbud No 81a, 2013) in this stage, students pose questions from what have been observed in the previous stage for gaining more information and comprehension about the material. Besides that, the teacher give the students little stimulus to come up with questions. It is seen from the distribution of interaction which was dominated by teacher’s stimulus to display questions to prompt students generating questions. The media used is only picture and whiteboard. Fun and challenging learning can be really appeared when there is various media used. Media also really can help the teacher when teaching learning process. According to Purwatiningsih (2014) Media is a means of communication to help transferring the

message and give power to the material presentation so it will be understood easier and staying longer in the memory retention. From that, media is really needed in teaching learning process.

### 3. Experimenting

The third stage is experimenting in which student get real or authentic learning, they have to do experiments. As stated in the Regulation of Indonesia Ministry of Education and Culture No. 81/2013, in doing experiment, the students have to read other sources or collect extra information by several ways such as, doing experiment, observation, interview, reading texts or books or other sources or functional texts.

In experimenting learning process, the teacher gives some problems to the students. In this stage the students did an observation of the problems that given by the teacher what the problem tell about. Students also do observation and understand Drama. They got a task to make report and write down information about Drama and the students can collect information from read book, search, discuss with friend, etc. According to Purwatiningsih (2014) stated that as a teacher we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. In this case, teacher will make choices about what he/she will have students do in order to learn the course content and practice it for reach the goals. It is the duty of the teacher to consider about the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy. In this dimension of strategy the teacher implemented problem-based learning of the method problem-based learning procedure those are: observing, questioning, associating, experimenting, and communicating.

#### 4. Associating

The next phase is Associating, the information or data that have been collected from the previous activity, experimenting, must be analyzed to draw conclusions. Students then will process the information from the teachers and draw the conclusions out of that information. As stated on the Policy of Indonesia Ministry of Education and Culture No. 81a/2013, 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 solutions from variety of sources that have different opinions to the contrary. Thus, students are expected to be able to relate the result of learning or experimenting to the reality they find.

In this stage, students and teacher are engaged into learning activities. Teacher order the students to read three different dialogue and do analyze the dialogue about *giving suggestion and offer* and teacher divide students into some group, every group to understand, analyze and categorize Drama related giving suggestion or offer.

#### 5. Communicating

In last stage, in collaborative learning, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively in order to create social interaction to gain meaningful learning (Wahyudin, 2015). In this activities, teacher holds role that provide correct information and the teacher gives feedbacks, suggestions, or more information related to students' work. 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 language skills such as practicing Drama in front of class using English and presenting report, publishing students 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. Everything which is planned on the dimension of planning by the English learning evaluation based on 2013 curriculum. As mentioned in Permendikbud number 104 of 2014, learning evaluation is conducted through authentic and non-authentic assessment, but authentic assessment is the main approach. Authentic assessment is the assessment that wants the students to appear the attitude, use the knowledge and skill they gained from learning in doing a task on real situation. Here, in evaluation the English teacher has difficulty in conducting authentic assessment. The teacher does not find the right instrument yet. At last, the teacher conducts non-authentic assessment as the main approach to evaluate students' learning result.