

CHAPTER IV

DATA PRESENTATION AND FINDING

This chapter presents data presentation and findings of this study. In line with the formulation of the research question, data presentation provides description about the implementation of Scientific Approach in English instruction based on the Curriculum 2013 at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar.

Before presenting the data, this part is initiated by providing information about the teacher's readiness in applying Scientific Approach in English instruction. This study was conducted at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar. This study was directed to describe the implementation of Scientific Approach in English instruction based on the Curriculum 2013. To collect data the researcher conducted observation at VIII class for 8 times. There were an English teacher (T1) and five students (S1, S2, S3, S4, and S5) became the subjects of the study. The analyzed documents about the implementation of Scientific Approach in English instruction based on the Curriculum 2013 were syllabus and lesson plan

The Curriculum 2013 has been implemented since 2014 at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar because this school was chosen by the government as one of junior high schools to implement the Curriculum 2013. Almost all of the teachers in Indonesia have been given training and socialization from the school level up to the national level. The socialization and training

conducted in the national level definitely needs many instructors who are demanded to deliver similar materials. The teacher admitted that she have ever joined the socialization and training of the Curriculum 2013 by saying *“I have joined the socialization and training session about Curriculum 2013 for not only English lesson but also general lesson.”* (See Appendix 6)

The teacher must join training about the implementation of the Curriculum 2013 held by both Ministry Education and Culture and the school itself that has applied the Curriculum 2013 with Scientific Approach. The experience of joining socialization and training program of the implementation of Scientific Approach was stated by the subject (teacher) as follows:

The training was held more than three times. The first was held by Ministry Education and Culture. The teachers were given training about Curriculum 2013. The second was held in the school. Training in the school was held by inviting an expert and all of the teachers were given training about Curriculum 2013 especially the implementation of Scientific Approach. (See Appendix 6)

In teaching and learning process the teacher designed the implementation of Scientific Approach. In the Curriculum 2013 the Ministry Education and Culture have obligated to apply Scientific Approach in every subject. It also occurred in English lesson. The Curriculum 2013 prepares Indonesian people to be devout, productive, creative, innovative, affective, and capable of contributing in social life, national, and world. The Curriculum 2013 is different from the previous one. It is intended to increase and balance the students' skill through attitude, knowledge, and skill competence. It is also proven in lesson plan as stated in Appendix 13. Practically, the learning process changes from teacher

centered into student centered. It was stated by the English teacher and the student (S2) during the interview process in which the teacher said:

I design and implement Scientific Approach as it is obliged by the government. In this approach the teacher's main role is as facilitator. I can't make my students passive in teaching and learning process because the principle of Curriculum 2013 is student center approach.

Meanwhile, S2 explained his experience when the teacher implemented Scientific Approach by saying:

In Curriculum 2013, the students are required to find their own material with the guidance from the teacher. The teacher only facilitates and gives a little explanation of the material. (See Appendix 8)

The Curriculum 2013 emphasizes on the student centered approach in which the student must be active in the class. The success in teaching and learning process is also determined by the teacher's role. The English teacher had a certain strategy to implement the Scientific Approach, as mentioned by the English teacher:

To make the students active, in observing phase we have to be smart in choosing the media. From this, the students more be active and give reward like sticker. The use of media can attract the students to be active. (See Appendix 6)

Scientific Approach is a new approach in the Curriculum 2013. This approach can be called science related to the phenomena in the natural world. The Scientific Approach has a phase in the teaching and learning process; they are observing, questioning, experimenting, associating, and communicating to creating for all the subjects. Based on her understanding, the teacher defined the Scientific Approach by saying:

Scientific Approach is the approach used in learning process and has aim to make the process of teaching and learning activity easier. Practically, those aims can be reached. The principle of Scientific Approach has five phase; they are observing, questioning, experimenting, associating, and communicating. (See Appendix 6)

Scientific Approach is important in English teaching and gives impact to students' learning process. The applying Scientific Approach assists students to have communication skill both spoken and written. The teaching and learning process through Scientific Approach get the students knowledge to increase language skill as mention by English teacher:

The teacher integrated four skills. In the listening the student must be accustomed to listen. After that, when the students have training their listening skill, they have to move in reading skill. The students speaking skill will appear when they are answering the question. In communicating phase the students are demanded to write, so their writing skill trained. (See Appendix 6)

In Scientific Approach, it is effective to integrate all of the skills in learning process. Based on the subject's experiences in implementing the Curriculum 2013 and her understanding about it, it is interesting to understand deeply and to explore how the Scientific Approach has been implemented in English instruction

4.1 Data Presentation

In this part, the data of the research or the answers of the formulated research questions are prominently elaborated. These data were collected from doing observation, interview, and documentation.

4.1.1 Data Presentation on the Implementation of Observing phase in English Instruction at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar

In the observing phase, the teacher did some activities, such as giving the picture, asking students to observe, asking the students to read the book and listening to her reading. Those activities were explained by teacher as stated below:

English subject is a language. In the observing step I usually invite the student 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 the text 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. (See Appendix 6)

Meanwhile, the students explained the experience when the teacher implemented of Observing phase in Scientific Approach. The teacher always gave the picture then asked them to listen and did exercises, in the Observing phase the student (S1) expressed her experience by saying: *“The beginning of learning, usually the teacher provide the picture for seen, or the native speaker will read the text and the students listen to it.”*(See Appendix 7)

In observing phase, the teacher also asked the students to read the book. The aim of this activity was to introduce the student materials and to know the students' understanding about the materials. In the teaching and learning process the student were understand the material as it is stated by student (S2): *“Usually teachers asked the students reading the book”* (See Appendix 8). The next activity was the teacher gave explanations about the materials and the students

provided observed the picture in the book. It was stated by student (S3): *“The students were directed to open the book, then listened to the teacher’s explanation or observed the picture in the book”* (See Appendix 9). Then, Students (S4) had some experience by saying: *“Sometimes, the teacher gave pictures and asked the students to analyze them”* (See Appendix 10)

Based on the observation conducted in the two classes, the students’ activities were seeing and listening the material. Meanwhile, the teacher’s activity was reading some materials to increase the students’ participation in this class.

The data of lesson plan for document also showed the teacher’s and students’ activities in the class. The teacher’s role was showing the topic of material. Meanwhile, the students observed, read and discussed the topic.

4.1.2 Data Presentation on the Implementation of Questioning phase in English Instruction at Madrasah Tsanawiyah NegeriKunir Wonodadi Blitar

In the Questioning phase, the teacher gave stimulation to increase the students’ active participation in this class. This observing phase, the students was train to develop creativity, curiosity, and ability to formulate questions to produce the critical thinking. Based on the observation conducted in the two classes, the teacher did different activities. The teacher’s role in the first class was giving information about the material for the students in group. The teacher explained in details the materials and gave stimulation by connecting them to the problem in environment to understand the materials easily. The teacher added some activities to do the exercise in the book. The student was impressed to the activity, as it was

stated by student (S2):”*The teachers always give questions to the students and those who are able to answer them well, they will be given reward by teacher*” (See Appendix 8). The questions that were raised related to the material and the students’ environment.

Meanwhile, in the second class the teacher explained the materials and did the exercises in the book without connecting the problem in environment. In the Questioning phase the student (S4) expressed her experience by saying: “*The teacher gives question in the handbook, but sometimes she asked the students to do exercise provided in the handbook*” (See Appendix 11). According to the observation, the teacher questions are based on the text book only. (For detail information see appendix 5). Practically, in the first class the students could formulate the questions based on their knowledge. So, the first class was more active in the questioning phase.

The teacher mentioned the purpose of the Questioning phase by saying:

From the first given material, the teacher hopes that the students can raise questions about what they have not understood yet. Besides the students can answer the question from me or answer the questions stated in the book. It can be both of them. (See Appendix 6)

Practically, the students could ask several questions related to the material. From the questioning phase the teacher was able to identify students’ active participation in the class.

In general, in the phase of questioning, the teacher asked to the student look in the book, and did the exercise. In the questioning phase, it is the most

difficult phase that applied. The Curriculum 2013 emphasizes on the students' centers approach. Hence, the students must be active in the class and the teacher job is as a facilitator. Consequently, the teacher must have good strategies in this phase to give stimulation for the students. As mentioned by the English teacher:

It is not difficult to me. But it needs a long time to wait the question from the students, because most of students are passive. Thus, I must be active to interact with the students. Usually I give the students a stimulus with a kind of question as like "is there any question or not understand", I ask them to increase the students' active in the class and response it. In other ways some of students only focused on exercise in the book. (See Appendix 6)

In the teaching and learning process the teacher give exercises like as comprehension check. She does not apply purpose yet for helping the students more critical thinking. It also the student were active as it is stated by (S2), she has same response to answer the formulated question in questioning phase as mention the student (S2): *"Yes, the students also asked any thing that can not understand yet, as like the meaning of the sentence in the book"*. (See Appendix 8)

In reviewing the document of lesson plan the teacher's role give stimulus and direct students to ask about vocabularies, structure and the social function of topic. Then, the students' role in this phase, they asked to the concerned vocabularies of topic. (For detail information see Appendix 13).

4.1.3 Data Presentation on the Implementataion of Experimenting phase in English Instruction at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar

The next phase of Scientific Approach is Experimenting. This phase was done by doing the experiment like role play and playing game, look for the material in other sources like presentation and discussion. The roles of the students focused on exploring their new knowledge and skill through completing exercise as stated by student (S3): *“The teacher always asked the student to do the exercises in the book, but sometimes the teacher give it as homework”* (See Appendix 9). The students try to express the newly learned knowledge in the topic and use language ability in the real world through the activity from many sources. Related to the Experimenting phase, student (S1) stated by saying: *“The teacher ask the students to do almost exercise in the book.”*(See Appendix 6)

In the Experimenting the teacher asked the students to do exercise for strengthening their understanding. The teacher elaborated the Experimenting phase by saying:

In Experimenting phase, usually they started with answering some exercises in order to measure their understanding. The aim of this phase is to clarified of the observing phase, that phase the teacher introduce the material. From the material we give the exercises, then the student answer it. So, the teacher knows the students ability. (See Appendix 6)

Based on the result of interview with the teacher and the students, the teacher explained detail material in this phase. This Experimenting phase is related with observing phase. The teachers introduced the material in the first

phase, and gave some information about the material in Experimenting phase. The teachers asked the students to understand the topic of the material by doing exercises. From doing some exercises the teacher knew the students' ability to master the materials. Practically, if the students did not understand yet, the teacher reexamined the material. Meanwhile, the students' roles in this phase were they did exercise in the book and explored their new knowledge about a certain topic to measure their understanding.

Based on the observation, the teacher asked the students to read loudly about the material (written text of announcement). From that activity the students got some new knowledge about the material. Then the teacher and students discussed the activity. The students got more information through other sources like internet or anything connected to the class environment. Doing exercise was emphasized. In the field the teacher asked the students to do some exercises and they wrote the result on the white board. Then the teacher explained it to strengthened the students understanding.

It proved teacher's in lesson plan that identified vocabularies in the text, the teacher give suggestion related to the topic and the students be able to responded well. That way, the students active participate in the class. For detail information about teacher's lesson plan (See Appendix 15).

4.1.4 Data Presentation on the Implementation of Associating phase in English Instruction at Madrasah Tsanawiyah NegeriKunir Wonodadi Blitar

The next phase of Scientific Approach is Associating. The phase of Associating is processing information received from experiment. In this phase the students are guided to classify and compare the material based on the social function, structure, and language feature. The activities can be in the forms of role play, writing, and communicating the fact or contextual. It was stated by student (S4): *“The teacher explains again the material and the students asked attention. If all students understand the material, the teacher gave final task about material they have studied”*. (See Appendix 10)

The teacher’s role was to help students to see pattern on material to answer question. Then the teacher asks the students to summarize about the materials. It stated by English teacher in Associating activity:

In associating phase the students have be able in summarizing the material that has studied today. For example, when they studying about announcement they have understand about the structure of announcement and the content. The student should know which one the content, the writer and the reader. In this phase the students processing information received from experiment. (See Appendix 6)

Based on the interview, the activities of Associating the teacher was continue processed information by doing experiment. The students must understand about the material, they can analyze and identify the topic in the book. The teacher also mixed the material to write other material is taken from other source and environment around the class.

Based on the observation, the teacher's role was giving some exercise in this book to be analyzed. The students solved and explained the some exercised. The teacher connected the topic of the material around in the environment. Those, the students are able to summarize and decide about the material as like the student can differ the topic of announcement; who is the reader, content of announcement and also the writer. It was stated by student (S1): *“Yes, at the last section the teacher concludes the topic she has discuss and give review.”* (See Appendix 7)

Based on the teacher's lesson plan and the reality are different information related the students study in the class. to the way how they work. The lesson plan shows the students study together in a group, but in the reality the students individual study. The following figure 4.1 showed the differences between the activities in the lesson plan and in the field.

<p>Mengasosiasi (<i>Associating</i>)</p> <ul style="list-style-type: none"> • siswa menganalisis perbedaan teks pesan singkat dan pengumuman/ Pemberitahuan (Notice) • Siswa berlatih membuat notice (When English Rings a bell VIII/2 page:. 	<ul style="list-style-type: none"> • Meminta siswa menganalisis pesan singkat dan Pengumuman/ pemberitahuan (Notice) • Guru mengamati kerja siswa dalam kelompok 	20 menit
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Figure 4.1 Lesson Plan (Announcement)

4.1.5 Data Presentation on the Implementation of Communicating phase in English Instruction at Madrasah Tsanawiyah NegeriKunir Wonodadi Blitar

The last phase of Scientific Approach is communicating. In the phase of Communicating presented the result of the product. The students' activities are able to presenting their material as like presenting in front of the class, writing the report, publish their writing wall magazine or social media. Then, the teacher's role gives feedback and correction for the result of student sheet. The description of Communicating phase was stated by English teacher as follows:

In communicating phase that is practicing, for example, now we studying announcement, they must be make announcement with well structure, then if there are have enough time I chose one of the best announcement for write in white board, so that the other student can see it. Then I give feedback for the student. (See Appendix 6)

The students strengthened the teacher's statement by saying (S1): *“the teacher usually asks the student to make greeting card, anniversary card. Sometime she gives home work to make announcement and found some picture about notice”*. (See Appendix 7)

The communicating phase, the activities teacher's role ask the students to make the result of the worksheet as like written text. Then, the teacher discusses the worksheet together and students are able to make product from the topic of the material. The teacher gave some task for students to make them active, creative, and productive in teaching and learning process. It was stated by student (S2): *“There is final task. Usually the teacher gave the task appropriate with the material studied”*. (See Appendix 8)

Feedback and correction are the teachers' respond to students' construct of new knowledge. It is clear that the teacher gives feedback and correction. It is proven in the lesson plan that the student writes the short message and presentation in front of the class. Based on the observation the teacher gave some topics (announcement) of the material in the book, then the student make spoken and written announcement based on the topic. One of the students is in front of class and writes the announcement on the white board. It was proven by the students' interview (S5): *"Yes there is, usually to make greeting card, make announcement or making a group to discuss the material"*.

The worksheet is very influence to the level of students' understanding. So, in this phase the students should be able to apply their knowledge in social life.

4.2. Finding

Referring to the data presentation above, the findings of the research are presented in the table 4.1 below

Table 4.1 The Finding

No	Phases of Scientific Approach	Activities Teaching and Learning in this class
1.	Observing	<ul style="list-style-type: none"> - The student observed 2 spoken announcement - The teacher and native speaker read loud about announcement, and ask the students to fill in the blank in Activity 1 &2 - The teacher gave spoken announcement then the students answer the sentences true or false in activity 4&5

2.	Questioning	<ul style="list-style-type: none"> - The teacher asks the student to make group. Then the student discuss about written announcement - The teacher gave explanation about the kinds of announcement - The teacher asks students to look for some notice board in school area - The students did the activity 7 about make announcement in some place with the topic
3.	Experimenting	<ul style="list-style-type: none"> - There is a text about writer announcement. The student read a loud about the text - The teacher asks the students to translate about the text - The teacher asks the students to do the activity 9 fill in blanks about the text - The teacher and students discuss the activity 9, then the result write in the white board
4.	Associating	<ul style="list-style-type: none"> - The teacher asks the students to know about who is the reader and the writer - The students decide the topic and the content about the announcement - The students conclude and decide about who is the reader, content of announcement and also the writer
5.	Communicating	<ul style="list-style-type: none"> - In activity 11 and 12 there is any topic of

		<p>announcement</p> <ul style="list-style-type: none"> - The teacher ask to the students to make spoken and written announcement based on the topic - The student look for the example of announcement in the internet - One of the student write the announcement in the white board - The teacher checks task the student one by one and gave the feedback
6.	Additional activities	<ul style="list-style-type: none"> - The teacher add some material about notice - The teacher divided into eight group - The teacher gave some notice and sigh in every group - The student analysis about the notice and sigh - And every group explain in front of class based on notice and sigh