

CHAPTER V

DISCUSSION

This chapter presents the discussion of the findings concerning the implementation of Scientific Approach in English instruction based on the curriculum 2013 at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar, including the implementation of observing, questioning, experimenting, associating and communicating.

5.1 Discussion

Scientific Approach in English instruction based on the Curriculum 2013 at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar has been implemented since it was obligated by the Government in 2013. The Ministry of Education and Culture has declared that all of schools in Indonesia must implement the Curriculum 2013 in 2020, the government needs to prepare the schools by trying out the program to be implemented (Kemendiknas, 2015 a).

The English teacher of grade VIII at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar had a good readiness in implementating the Curriculum 2013. The teacher's readiness could be identified from her statements in exploring her experiences in joining training and socialization. Moreover her proficiency in designing lesson plan of applying Scientific Approach in English instruction can be used as a consideration to strengthened her readiness. As stated Kemendikbud, No. 59b: 2014 a lesson plan contains of: (a) the identity of the school, subject or theme, class/semester, and the allocation of time, (b) Core Competence, Basic

Competence and indicators of competencies achievement, (c) Learning material, (d) learning activities that include preliminary activities, main activities, and the post activities, (e) assessment, enrichment, and (f) media tools, material, and learning resources and the phase of Scientific Approach is also write in it. It is same with teacher's lesson plan.

This research finds how five phase of Sceintific Approach; Observing, Questioning, Experimenting, Associating, and Communicating are implemented in English instruction. The teacher applies those phases in teaching and learning. As stated by the Kemendikbud No. 81A: 2013 the Scientific Approach covers five aspects; Observing, Questioning, Experimenting, Associating, and Communicating.

In teaching and learning process the teacher designed the implementation of Scientific Approach. In the Curriculum 2013 the Ministry Education and Culture has obligated to apply Scientific Approach in every subject. According to Mulyasa 2013 the Scientific Approach in the Curriculum 2013 must be applicable in all subjects, including in English instruction. The content of teacher's lesson plan has some core competences they are spiritual aspects, social, attitude, knowledge, and skill. The Minister of Education and Culture's Decree No. 24/2016 states that the objective of the Curriculum 2013 is to prepare Indonesian people to be devout, productive, creative, innovative, affective, and capable of contributing in social life, national, and world (Kemendikbud, 2016c). It means that the English teacher facilitate students to be more active and creative because

the process standard of the Curriculum 2013 uses Scientific Approach. The students could make news idea for the teaching and learning activity in the class.

The Curriculum 2013 emphasizes on the student - centered approach. The principle of this approach is it insists the student to be active in the class. The success in teaching and learning process is also determined by the teacher role. Hence, the teacher is from becoming a source of information to be a facilitator during the teaching and learning process. Meanwhile the students do the process of finding new knowledge to be more active in the learning process. It is in line with Mulyasa (2013) who states that by using Scientific Approach in the teaching and learning activity, the students should be able to find or construct knowledge by themselves through finding other sources, for example reading books. It means that the Scientific Approach belongs to learning activity which focuses on students' active participation. In addition, Suharyadi (2013) argues that Scientific Approach is very effective to increase the students' learning outcomes and stimulate them to be active in the teaching and learning activity. The practice of Scientific Approach done by the teacher is principally suited with Mulyasa' and Suharyadi's idea that in Scientific Approach the students must be active in the class.

Based on Kemendikbud (2014) Scientific Approach consists of five phases, they are Observing, Questioning, Experimenting or Exploring, Associating, and Communicating. The teacher applies all of the phases in every topic. Every phase in Scientific Approach can increase all English skill. Observing phase is suitable for listening skill, cause in this phase recognize to the

topic. Questioning and Experimenting phases the teacher invites students to propose some new knowledge. This phase automatically increases students' speaking ability. The activity of Associating phase is drawing conclusions, those the students unconsciously read the material. Thus in this phase was an increase in reading skill. In Communication phase practice the learned material, thus students make a product from the material. It is contributive to the students' writing skill.

In the first phase is Observing the researcher found the students' activities. Those are seeing and listening to the material. Then, the researcher conducts the Observing phase, the students also introduced the material by observing the pictures, listening and reading the material. According to McLelland (2006) the activity of Observing can be done by using five senses, those are seeing, hearing, touching, listening, and also reading. The Minister of Education and Culture's Decree No 81A /2013 that in this phase of Observing that the students are expected to be able to read, listen, and pay attention, or see the object (Kemendikbud, 2013a)

The researcher has to conduct the research, the second phase is Questioning. Its practices the teacher explains material and asks the students to do exercises. The teacher stimulates the students to propose some questions. In questioning phase, teacher's activity is to prepare the material to invite the students' active participation. The teacher guides questions for the students to develop their critical thinking. The activities of teacher in questioning phase are just giving the exercises only to know comprehension check to the students. This phase, the teacher should attempt to guide the students to ask. However, it is

difficult to implement. Therefore the students cannot ask a critical question. The Minister of Education and Culture's Decree No 81A /2013 mention that questioning is done by raising any questions related to the information found in observation to gain additional information (Kemendikbud, 2013a). Meanwhile, Priyana (2014) states there are three activities carried out in this step. First, teacher provides opportunity to students to conduct a question-answer. Second, teacher asks students to formulate questions based on their knowledge. Third, teacher encourages students to propose temporary answer based on their knowledge. This step aims to develop the students' creativity, curiosity, and critical thinking. Thus, the way how the teacher carries out Questioning phase is suited with Priyana's ideas (2014).

The next step is experimenting. In English instruction the teachers gave information about the topic. She asks the students to understand the topic of the material by doing the some exercises. In this phase, the students do the exercises to increase their understanding. As stated in the Minister of Education and Culture Decree No 81A/2013 on the curriculum implementation, the aims of experimenting step are to develop the students' skill in implementing their knowledge, gaining information, building learning habit, and understanding long life learning (Kemendikbud, 2013a). Meanwhile, according to Priyana (2014) in experimenting the students try to express the newly learned knowledge and use language ability in the real world through the activity like simulation, role play, presentation, discussion, and playing game. It means that, Experimenting phase the teacher should be able to improve with other ways to explain the material like

role play, presentation or playing game to present the material. In fact the researcher finds the teacher's role is explaining the material and asking the students to do exercises provided in the book without doing role play, presentation, and discussion but only gave individual project the students. Thus, in teaching and learning process the teacher's material more in handbook.

The next phase of Scientific Approach is Associating. It is a continuation from the Experimenting phase. In this phase the students summarize the topic of the material. It means that after the students understand the material, they can analyze and identify the topic in the book. According to Daryanto (2014) Associating is a process of thinking logically and systematically about empirical facts which are observable to draw a conclusion. Furthermore, It is same with Priyana's idea that (2014) the teacher's role is to help the students to see pattern, to answer question, and draw conclusion. It means that the teacher is a facilitator for the students to strengthened their understanding. In addition the Minister of Education and Culture Decree No 81A/ 2013 on the curriculum implementation states that the students are directed to improve their understanding from learning material, paying attention to the teachers' explanation, reading books, or doing any activities to strengthened the students' understanding (Kemendikbud, 2013a).

The last phase of Scientific Approach is Communicating. In fact in the communicating phase, the students are able to make a product from the topic and the teacher's role is giving feedback and correction. The students not only understand in the theory but also are able to practice the learned material in social life. The teacher's activities in the Communicating phase is in line with Daryanto

(2014) who states that the teacher has role to give feedback, correction, and enrich the students' knowledge. Priyana (2014) on the other hand says that feedback and correction are the teacher's response to the students' construct of new knowledge. In addition, Minister of Education and Culture Decree No 81A/ 2013 on the curriculum implementation states that the students are able to present the result products, to make conclusion based on the result of the analysis orally, written, or other media in this phase (Kemendikbud, 2013a). Other meaningful activities in communicating process are presenting students' materials or works in front of class, writing report, publishing their writing wall magazine or social media.