THE IMPLEMENTATION OF SCIENTIFIC APPROACH TO TEACH
ENGLISH IN JUNIOR HIGH SCHOOL

THESIS
Submitted in Partial Fulfillment
of the Requirements for the Degree of
Sarjana Pendidikan

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ENGLISH LANGUAGE EDUCATION PROGRAM
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UNIVERSITAS KRISTEN SATYA WACANA
SALATIGA
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In order to develop the education system in Indonesia, the Indonesia’s Ministry of Education created a new curriculum called Curriculum 2013, which emphasizes in the use of Scientific Approach. The implementation of Scientific Approach itself has left many pros and cons in language teaching. Considered as the new approach for language teaching, many teachers have been facing difficulties in implementing it. For that reason, this study aimed to describe how the English teachers implement Scientific Approach, and their perspective of Scientific Approach for teaching English in junior high school. The study was conducted in one of the junior high schools in Salatiga. The data were collected by using semi-structured interviews and observations to four English teachers in that school. Based on the result, it showed that the teachers had their own perspectives of Scientific Approach, the three of them agreed with the use of Scientific Approach in language teaching, while the other one did not agree, but she realized that she could not refuse to use it during the class. The researcher managed to observe two of the four teachers while they were teaching, and the observation results showed that they were able to implement it despite many issues that happened during the observations. The last was their struggle in using Scientific Approach. The most challenging was the Questioning stage, in which teachers found it hard to activate the students during the lesson.

**Keyword**: scientific approach, Curriculum 2013, adolescence

**INTRODUCTION**

Every person has their own interpretation of the term of curriculum. For example, Shao (2012) claimed that “curriculum can be seen as a plan, or a sort of blueprint for systematically implementing educational activities (p. 154).” On the other hand, Braddy (1995) perceived “curriculum as a document—an outline of a course program that is written on a piece of paper.” Although Shao saw
curriculum as a plan and Braddy saw curriculum as a document, both of them still had similar idea related to the definition of curriculum, we can conclude that curriculum is as a tool to design class activities. Considering about the importance of curriculum existence in education field, Indonesia has changed curriculums for several times. Some of them are Kurikulum 1994 (Curriculum 1994) and then changed into Kurikulum 2004 (Curriculum 2004) or known as Kurikulum Basis Kompetensi (Competency-based Curriculum). Then, in 2006 the curriculum changed again into Kurikulum Tingkat Satuan Pendidikan (School-based Curriculum). And since 2013, the curriculum used in Indonesia is Kurikulum 2013 (Curriculum 2013).

Kurikulum 13 (henceforth called K-13) is made for improving the quality of education in Indonesia and facing the globalization era. This curriculum focuses on emphasizing students’ character building, we can see that through its Kompetensi Inti/ Core Competencies (KI) and Kompetensi Dasar/ Basic Competencies (KD); the approach used, scientific approach; and the method, the student-centered. Even though K-13 has good purposes, in reality many teachers face many difficulties in implementing this curriculum, such as in English subject for Junior High School. The difficulties are in assessing students’ work and in developing teaching material. In assessing students’ work, teacher should assess student from many aspects, such as from their spiritual and social attitudes, knowledge, and their skill. And in developing the material itself, as Marsuki’s (2015) said in his study that K-13 expecting both students and teacher to be creative and independent in finding additional sources of the lesson because the
handbook provided by the government is not enough. Teacher needs to find other sources outside the book in order to help students understand the material remembering not all Junior High School students get enough knowledge of English since in their Elementary School, they might not get English lesson because it is optional to be taught. Moreover, time limitation also becomes problems in applying K-13. Although there are many problems in applying K-13, many schools still continue to use it.

As mentioned before that K-13 uses Scientific Approach. Scientific Approach itself is considered as a new approach to teach Elementary School, Junior High School, and Senior High School. In both Junior High School and Senior High School, English is a compulsory subject, so the English teachers must implement Scientific Approach in class. By implementing Scientific Approach the students are expected to be more active in involving the class activity and able to think critically in order to gain and develop the knowledge of certain topic in class. However, applying Scientific Approach in language classroom will not always make the students become active, and that’s become a problem for the teachers. In addition, the time limitation will also cause a problem in applying Scientific Approach. In fact, the teachers still have many things to do related to the K-13’s policy, such as the administration thing. Considering those problems that the teacher face made me curious, how they could implement Scientific Approach appropriately in language classroom with all the limitation.

This study focuses only on the use of Scientific Approach for teaching English in Junior High School. This study aims at describing how the English
teacher implements Scientific Approach and their perspective of Scientific Approach for teaching English in Junior High School. Based on the issue related to the implementation of K-13, especially Scientific Approach, so the research question of my study is “How do the English teachers implement Scientific Approach to Junior High School?” Later through this study we could know how the Junior High School English teacher implement Scientific Approach, their perspective and understanding toward Scientific Approach, their struggle in implementing Scientific Approach.

LITERATURE REVIEW

Curriculum 2013 for Junior High School

After six years using School Based Curriculum or known as Kurikulum Tingkat Satuan Pendidikan (School-based Curriculum), in July 2013, the Ministry of Education tried to improve the quality of education in Indonesia by changing the old curriculum with K-13. The globalization era; advances in technology; renascence of creative and culture industry, the quality; investment; and the transformation in the education sector become the background of K-13 (Kemdikbud, 2014). The changing of the curriculum includes Standar Kompetensi Lulusan (Competency Standards), Standar Isi (Content Standards) including KI and KD, process standard, and the assessment standard. Furthermore, through this curriculum the government hopes Indonesian youth generation will be able to improve their ability in communication, critical thinking, and problem solving. Not only that, A lecturer of Physical Education of Univesitas Negeri Medan,
Ridwan Abdullah Sani (2014) said, “Curriculum 2013 emphasized on the importance of students’ character building in school, especially since in the primary level (p. 27),” Indonesian young generation is also expected to become individual that can respect and be tolerant to each other, and be responsible.

Besides, facing many challenges in education and economy system, Dr Kunandar (2014), a widyaiswara (civil servants who are responsible to teach the other civil servants in educational institutes) and a lecturer in one of the universities in Indonesia mentioned that K-13 is also created by developing the theory of standard-based education and competency-based curriculum (p. 33). K-13 is the development of competency-based curriculum, so the structure of this curriculum is arranged from KI and KD. KI is organizing element that arranged KD, while KD itself is competencies that connecting the content of KD used in a certain grade with the other KD on the next grade. Actually, the previous curriculum also used KI and KD but in the new curriculum the content of KI and KD have changed. K-13 is completing the component of learning outcomes in accordance with the Law on the National Education System No. 20/2003 on the third paragraph, they are 1.) sikap spiritual/ spiritual attitude (KI-1); 2.) sikap sosial/ social attitude (KI-2); 3.) pengetahuan/ knowledge (KI-3); 4.) keterampilan/ skill (KI-4).

Besides the change of KI and KD, the teaching method and approach used are also changed. K-13 uses learner-centered teaching, where the learners are expected to be creative and independent in gaining and developing the knowledge they got in the class by themselves. It means that students can independently learn.
freely. Weimer (2002) argued that when teaching is learner-centered students are
free to set their term and condition when they are learning, the learning will be
their own responsibility, considering teacher only acts as facilitator. Besides using
learner-centered teaching, the approach used in this curriculum is Scientific
Approach, which is actually often used to teach science. However, the Indonesia’s
Ministry of Education decided to use Scientific Approach as the approach in
teaching all the compulsory subjects, including English subject in Junior High
School. The approach is used in order to help the students in developing their way
of thinking. The students will observe, and gather the information from the
material given by the teacher, and they will then develop it by themselves.
Together with the implementation of Scientific Approach, K-13 also recommends
other teaching methods, which are: Discovery Learning, Project-Based Learning,
Problem-Based Learning, Inquiry Learning, dan Genre Based Approach.

Besides the change of teacher-centered to student-centered and
emphasizing the use of Scientific Approach, the assessment system in K-13 is also
different from the old curriculum. The assessment system is prescribed by the
Ministry of Education in regulation number 53 of 2015 on the assessment of
students’ grade by the educators in the primary and the secondary school in
Chapter 1, Verse 1 and Verse 2. Based on the K-13, the assessment must be held
in every KD comprising both process and result.

As said by Kementrian Pendidikan dan Kebudayaan (Ministry of
Education/ Kemdikbud) (2014), the establishment of K-13 is expected to create
Indonesian young generation that respect, be tolerant, and be responsible to
themselves and the environment. Besides that, they can improve their critical thinking and problem solving ability in order to compete in the globalization era. Besides having positive sides, actually K-13 has some contra in the Indonesian education. Actually, the implementation of K-13 until now has not reached 100% (Widiyanto, 2016). It may be because the curriculum is complicated to apply.

Many teachers have difficulties in designing *Rencana Pelaksaaan Pembelajaran* (Lesson Plan), assessing using authentic assessment, using Scientific Approach for teaching, activating the students, and more. Considering many problems that teachers face during implementing K-13, the Ministry of Education tried to help them by revising the K-13 for several times, the latest revision being in June 2016. They decided that not all the teachers need to assess students’ spiritual and social attitudes; only Religion teachers and Civic Education teachers need to assess those two things and they simplify the assessment system that teachers should do. The other thing about K-13, the Ministry of Education also holds trainings for instructors of K-13. Later the instructors will assist teachers in implementing K-13 (Widiyanto, 2016).

The implementation of K-13 in Junior High School is not easy, especially when it comes to teach English. The method and the approach used to teach the students, the Competency Standards and the authentic assessment used for assessing the students, all the changes in the curriculum used in Indonesia might have good purposes to create a good character in each individual, but it also becomes challenges for teachers in order to reach the goal of K-13.
Scientific Approach

Scientific approach is mostly used to teach Science subject. It is rarely used in language teaching. Therefore, the Ministry of Education in Indonesia decided to use this approach as the effort to fulfill the purpose of K-13, improving students’ critical thinking, creativity, and skill. In other words, K-13 is purposed to improve students’ soft and hard skill as conveyed by Kemdikbud (2014) that the study based on intelligence will only give improvement around 50%, while the study based on skill will give higher result. According to what was cited by Kemdikbud (2014), Dyer et all (2011) claimed that people’s creativity will be gained through the process of observing, questioning, experimenting, associating, and networking. As cited by Sani (2014) on his book, Dyer et all (2011) also said that an innovator is a good observer that always questions a condition by proposing a new idea. Based on the five steps of Scientific Approach and what Dyer et all said, we can conclude that using Scientific Approach in teaching can teach students about how to be an innovator. Remembering the challenges which our country faces by the rapidly changing world, with the approach used in K-13, it is hoped to evoke students’ creativity and their way of thinking, so later they can become an innovator that can improve many sectors in Indonesia.

According to Sani (2014), the good thing from the use of Scientific Approach in the K-13 is that it can build the critical thinking ability of the students. Curriculum 2013 expects the students to be active and have much involvement in class activity. However, the adolescence seems reluctant to be active in class because they lack motivation in learning. The thing that teachers
may do is to engage them or make them curious about what they are going to learn. Actually, since a long time ago, teacher has been using students’ curiosity to enhance the learning process. As cited by Pluck and Johnson (2011), Schmitt and Lahroodi (2008) claimed that “we take curiosity to be instrumental to and even essential for education, inquiry and knowledge is confirmed by the fact that teachers often prefer techniques of instruction that excite curiosity…Stimulating curiosity is central to education and learning(p. 26).” So, some teachers prefer stimulating students’ curiosity because it will help the learning process. However, the hard thing is that teacher should get students’ attention and motivate them to learn, so that they will learn in the class by themselves, considering in the K-13 that it is learner-centered and teacher only as the facilitator.

Scientific Approach is still new for teachers in Indonesia, so it might not be easy to implement. Thus the government has prepared training sessions of K-13 for them. Nevertheless, the application of Scientific Approach in K-13 can be combined with other methods, such as discovery learning, problem based learning, project based learning. By using those methods, teacher can hook the students to do five elements in Scientific Approach which are Observing, Questioning, Collecting Information/ Experimenting, Associating, and Communicating/ Networking. The learning process in class can be done individually or in group. The example of observing are getting information from the material (in the form of pictures, written, or oral text) given by the teacher. The questioning activity can be done through teacher asks the students related to what they have observed before and gives students chance to ask what they want
to ask related to the material. The activity for experimenting/collecting information are including the students doing an experiment and making hypothesis, or collecting data from the observation they do. After collecting the information, in the associating activity, students can analyze the data they got. Lastly, is networking/communicating, K-13 is trying to help students to improve their communication skills, so in this last activity usually the students share their finding to other students in class. According to the exposition of Kemdikbud (2014), the last activity could be interpersonal or intrapersonal, and if it is needed the teacher can also give feedback to the students as the act as a facilitator.

According to Asta, Agung, & Widiana (2015) through their study, they recommended the use of Scientific Approach in class because it can be one of the alternatives to establish innovative, fun, effective learning, and raising the result of students learning. Thus, it seems that the use of Scientific Approach will help to motivate the students learning too.

The Characteristic of Adolescence

The adolescent period is often related with pubertal period. The adolescence is started from 11–21 years old which is on teenage years. Adolescences are often branded in their labile period and often portrayed with negative attitudes. The negative attitudes of the adolescent may occur because of the environment around them and they may also easily have emotional problem since they are still labile. For example, on Nurfitriani et all’s (2015) study in October-December 2012 about characteristic, emotional, and behavioral problems
of street adolescent, it showed that the adolescent they observed had emotional and behavioral problems because of the environment around them, such as school student who got bullied at school, those who received permissive parenting pattern, and the street adolescence who had been living on the street for five years that susceptible with negative influence from the street. However, the adolescent will develop as they are getting older, they will not be forever labile. There are three stages of adolescent development:

![Figure 1. Stages of Adolescent Development, adapted from the Academy of Child and Adolescent’s Facts for Families (2008), http://eclkc.ohs.acf.hhs.gov/hslc/tta-system/ehsnc/docs/_34_Stages_of_adolescence1.pdf.](image-url)
As we can see the first stage is Early Adolescence where the adolescent are starting to develop their abstract thought, develop their critical thinking, have deeper moral thinking, have desire to be independent but they are moody, still have childish behavior, and can think to have conflict with their parents because of their thought. The second stage is Middle Adolescence, the adolescent still continues developing their abstract thought, think to decide a goal, interest in moral reasoning, think the meaning of life, can feeling of love and passion, make many friends, but they start to think to distance themselves with parents because they want to be independent. The last stage is late adolescence, the adolescent start to stabilize their emotion, they think more rationally, concern about their future, concern about others, and they become more independence and rely on themselves.

According to the table above, this study is focus on adolescence in the early-middle stage since the study was conducted on Junior High School. The adolescent in the early-middle stage are still having instable emotion and poor self-concept that may cause them influenced by negative thing. Therefore they need guides that will keep them away from negative influence near them. If it is in the adolescent living environment, the parents can teach them to be a good individual. While in the school, teacher will be the one who teach them to be a good individual. In this case teacher is also need to give more attention to all their students because they are still in labile emotion, but teacher also need to teach them to have strong self-concept so that they will not easily influence by negative thing. Moreover, the education system in Indonesia, especially from Elementary
until High School used K-13, which will help the early-middle and middle adolescent to build their character through its program that emphasize on character building of students because of the challenge of globalization era.

THE STUDY

Context of the Study

This study was conducted in SMP Negeri 2 Salatiga. This school is one of the junior high schools that implement K-13 and it is one of the favorite schools in Salatiga. In the beginning, this school implemented K-13 independently because it was not chosen as K-13 piloting project school. Moreover, this school provides facilities which support enough the implementation of K-13, such as LCD projector in almost all the classes, speakers, Wi-Fi, and more.

Participants

Purposive sampling was used in this study to choose the participants. The participants were all the English teachers in SMP Negeri 2 Salatiga. I only chose the English teachers because I was curious about how they implement Scientific Approach and their perspective toward the implementation of K-13’s Scientific Approach.

This school has four English teachers, two female and two male, all of whom are English Education graduates that have teaching experience for around 7 to 26 years. The participants’ data are shown in Table 1.
Table 1
Participants’ Data

<table>
<thead>
<tr>
<th>Participants</th>
<th>Teaching Experience (Years)</th>
<th>Education Background</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>± 9 years</td>
<td>Bachelor Degree English Education</td>
</tr>
<tr>
<td>B</td>
<td>± 22 years</td>
<td>Bachelor Degree English Education</td>
</tr>
<tr>
<td>C</td>
<td>± 7.5 years</td>
<td>Bachelor Degree English Education</td>
</tr>
<tr>
<td>D</td>
<td>± 27 years</td>
<td>Bachelor Degree English Education</td>
</tr>
</tbody>
</table>

Data Collection Instruments

This study used semi-structured interview to gather the main data. I chose to use semi-structured interview technique to collect the data because it is flexible to use, I could change the order of the question and could directly ask follow-up questions during the interview. I provided 10 interview questions to explore about what is curriculum 2013, what they think about the implementation of K-13 to teach English, their difficulties in implementing K-13, how they implement K-13 in their teaching. Voice recorder was also used to record the interview. The interviews were held on March 29, April 6, 15 and 18, 2017. Each interview was held for 20-30 minutes.

The interview questions were as follows:

1. In your opinion, what is Kurikulum 2013?
2. What is the difference between Kurikulum 2013 with the previous curriculum?
3. Do you agree with the implementation of Scientific Approach to teach English?

4. Do you find any difficulties in implementing Kurikulum 2013 outside the class activity?

5. Do you find any difficulties in implementing Kurikulum 2013 during the class activity?

6. There are three assessment aspects in Kurikulum 2013 (Attitudes, Knowledge, Skill). Should those three aspects of assessment be held in every meeting?

7. Are there any advantages of Kurikulum 2013, especially for teaching English?

8. In Kurikulum 2013, the teachers are supposed to design their own lesson plans. Do you also design your own lesson plans?

9. Do you think that Kurikulum 2013 helps you in language teaching?

10. By implementing Kurikulum 2013, do you think it can help the students to improve their grade?

Besides using interview, non-participant observation was also used to obtain the supporting data. During the observation, field notes and video recorder were used to record the class activity.

**Data Collection Procedures**

Each of the teachers was interviewed once before being observed. During the interview, I used voice recording to record the interview. Both, the
interviewees and I used Indonesian in order to easily deliver the information related to the interview question about K-13.

After the interview finished I only chose two teachers to be observed because the time was limited since most of the teachers were busy preparing the Grade 9 students for National Examination. The two teachers I observed, one of them was Grade 7-teacher and the other one was Grade 8 teacher. The observation was held in one of Grade 7 classes and Grade 8 classes. Each teacher was observed twice in the same class they taught. During the observation, I recorded the whole English lesson using video recorder. In addition to keep the details of observation I also used field notes in each observation. The observation focused on how the teacher implemented Scientific Approach in class and the class activity because I wanted to see how they implemented Scientific Approach in class and whether they were able to implement Scientific Approach according to its rules.

Data Analysis Procedures

After the data gathered, I transcribed all the interview recordings and wrote the observation reports. The interview data was used as the main data, while the observation data would be as the supporting data of this study since not all the teachers were able to be observed. The data was qualitatively analyzed. During the analysis, the data gathered was more specific about in the use of Scientific Approach rather than K-13. So, the analysis were about to find out about how the teachers’ perspective of Scientific Approach, how they implement Scientific
Approach in the language classroom, and their struggle in implementing Scientific Approach.

FINDINGS AND DISCUSSION

This section will discuss how the teachers implement Scientific Approach to teach English in Junior High School. Later the sections will be divided into three sections: teachers’ perspective toward the concept of Scientific Approach, the implementation of Scientific Approach in language teaching, and teachers’ struggle in implementing Scientific Approach. The first discussion will be about teachers’ perception because it is as the basis to explore teachers’ understanding and their thoughts related to the concept of Scientific Approach.

Teachers’ Different Perceptions of the Concept of Scientific Approach

The four teachers viewed that K-13 emphasized the use of Scientific Approach to teach all the subjects, including English. Scientific Approach has five main stages (observing, questioning, experimenting, associating and communicating) that should be applied for teaching. The first four stages concern with students’ personal skills, while the last stage concern with students’ interpersonal skill (Kemdikbud, 2014). Scientific Approach itself is still considered as a new thing for English teachers.

I interviewed four English teachers and they had their own view toward the concept of Scientific Approach for language learning, and their perceptions were bellow:
The first is Teacher A, and her statement was as follows:

“As a language teacher, we sometimes think about Scientific Approach; that language is not science. It feels quite unnatural the time we need to follow it [the rules]. Though actually it is possible to be applied, it seems unsuitable.” (Individual interview, March/29/2017, my translation)

According to Teacher A’s statement, it showed that she deemed language and science as two different things, so she considered Scientific Approach as unsuitable in language teaching. However, because the school uses K-13, she still needs to apply scientific approach in her language class.

Unlike Teacher A, although Teacher D viewed language as distinct from science, he thought that Scientific Approach can still be suitable for language teaching, as shown on his statement as follows:

“It is indeed suitable, yet the implementation is not exactly the same as that in Science.... So, in my opinion, Scientific Approach is not only for Science. It’s just the implementation which is a bit different from Science.” (Individual interview, April/18/2017, my translation)

Both Teacher A and D viewed language is different from science. Nonetheless, Teacher D considered Scientific Approach is suitable for language teaching though the implementation may be different, whereas Teacher A viewed language
is language and science is science, so she considered Scientific Approach is unsuitable for language teaching although it is possible to be applied.

Teacher B also stated that Scientific Approach can be used for language teaching but it is a bit hard to be applied. Her statement is as follows:

“Ya, terkadang bisa, kadang agak sulit menerapkannya. Tapi kalau kita menggunakan, misalkan Problem Based atau Discovery gitu, ya agak bisa disesuaikan. Tapi tidak selalu bisa ya. Misalkan untuk materi, seperti yang kelas VIII. Itu ada materi Simple Past Tense. Nah, itu agak sulit juga untuk menggunakan Scientific.”

“Sometimes we can use Scientific Approach (for teaching English), but sometimes it is quite hard to be applied. However, if we use Problem Based or Discovery, we can adjust it a little bit, though sometimes it cannot. For example, materials for eight graders like Simple Past Tense; it is a bit hard to teach using Scientific Approach.” (Individual interview, April/6/2017, my translation)

Based on the statement, Teacher B thought that in language teaching, Scientific Approach can be used even though it is little hard to adjust it with the material, but according to her, combining the approach with other method may help to adjust with the material a bit; nevertheless it cannot always help because it all depends on the teaching material too.

The last is Teacher C, during the interview he did not explicitly state that Scientific Approach is suitable for language teaching but it showed that Teacher C agrees with the use of Scientific Approach in language teaching, in his opinion the learning process becomes more systematic and integrated. It is more systematic because it has five order stages and integrated because it can develop students’ personal and interpersonal skills.
The four English teachers interviewed had their different perspectives toward the K-13 implementation. Teacher A thought that Scientific Approach was not suitable for language teaching because English and Science are different. On the other hand, Teacher D agreed that English and Science were different, yet he considered Scientific Approach was suitable for language teaching. Unlike Teacher A and D, Teacher B thought that Scientific Approach sometimes could be suitable for language teaching by adjusting the teaching models with the teaching topic. The last was Teacher C, he implicitly agreed that Scientific Approach could be used for language teaching because he thought that it made the learning process be more systematic and integrated.

The Implementation of Scientific Approach in the Language Classroom

In K-13, teachers are expected to be able to apply the five stages of Scientific Approach in their teaching. Later, by using the five stages, the students will be able to develop their personal and interpersonal skill. Therefore, this section will discuss about how the teachers implement the five stages of Scientific Approach.

During the interview, Teacher A was aware that K-13 emphasized the use of Scientific Approach. Scientific Approach itself consists of five main stages, which according to Teacher A, for language teaching, they can be done not in the suggested order. Her statement was as follows:

“Awalnya kurikulum yang disusun mulai dari tahun 2013, tetapi kalau intinya ya pendekatan pembelajaran yang lebih menekankan pada Scientific Approach, dimana anak diharapkan untuk bisa lebih terlibat...
aktif dalam pembelajaran, mulai dengan langkah-langkah yang di situ tertulis lima bisa dilaksanakan secara urut ataupun tidak…”

“2013 Curriculum start to be used since 2013, it emphasized in the use of Scientific Approach where with this curriculum the students are expected to be actively involved in the class activity. Scientific Approach has five stages in it that can be done not in order…” (Individual interview, March/29/2017, my translation)

Besides that, Teacher A thought that the five stages in Scientific Approach cannot be covered at once in one meeting, her statement was as follows:

“Kadang kalau beberapa mapel kan bisa satu pertemuan bisa ter-cover, tapi kadang-kadang kalau bahasa kan, misalnya kita mau belajar teks Narrative, pertemuan pertama kira bisa menyelesaikan satu teks tapi kan tidak cukup mengajarkan anak satu teks...”

“In other subjects, a lesson can sometimes be covered in one meeting. In English subject, however, for example in learning about Narrative text, we can only finish one text in the first meeting, yet we know a text is not enough for the students...” (Individual interview, March/29/2017, my translation)

For language teaching, Teacher A thought that it is hard to focus covering the five stages of Scientific Approach because it is not enough to teach students one example of a text, so if the teacher focuses only on covering those five stages, the teacher may lack the time to teach students the deeper material.

Even though Teacher A said so, in the first observation on May 12 2017, Teacher A was able to cover those five stages in two lesson hours. Table 2 shows the activities of each stage.

**Table 2**
*Teacher A – First Observation*

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures</th>
<th>Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>10.01</td>
<td>The teacher showed printed “Notice” to the students</td>
<td>Observing</td>
</tr>
<tr>
<td>Time</td>
<td>Activity Description</td>
<td>Stage</td>
</tr>
<tr>
<td>-------</td>
<td>--------------------------------------------------------------------------------------</td>
<td>------------------</td>
</tr>
</tbody>
</table>
| 10.05 | - The teacher asked the students to work in groups consisting of four students and distribute “Notice” for each group  
- The teacher instructed the students to pay attention to the text structure and highlight the difficult words  
- The teacher instructed the students to write the “Notice” they got on to the whiteboard | Associating       |
| 10.15 | - The teacher asked all students to read the “Notice” together  
- The teacher asked the students if they found any difficult word | Experimenting/Collecting Information |
| 10.22 | - The teacher showed an example of “Notice”  
- The teacher asked the students questions related to the “Notice” shown; the questions were: What is the notice? Where can we probably find the notice? What is the information we get from the notice? Who is the notice addressed to? What is the instruction? What is the prohibition? | Observing         |
| 10.26 | - The teacher distributed a worksheet to each group and instructed the students to do that using the “Notice” they had got | Experimenting     |
| 10.41 | - The teacher chose some groups to present the result of their discussion in front of the class  
- The teacher changed the rules of the presentation after the first group finished their presentation (she asked the group which gave presentation to do Question-Answer with the other students using the questions on the worksheet) | Communicating + Questioning |

In the first observation, it showed that Teacher A was able to cover all the five stages of Scientific Approach, she even repeated observing and experimenting stages. In the Teacher A’s previous statement, she stated that it was not enough to teach only one text or example to the students, it might be the reason why Teacher A repeated some stages in order to deepen students’ understanding. The questioning stage was not really seen in the class activity, but
it was seen that the teacher gave opportunity for the students to do questioning stage through group discussion and group presentation. In the questioning stage it is not always the students who asked question to the teacher, but it could happen when the student asked other students about related topic in the class. Furthermore, the teacher also repeated some stages which meant that she did not do the five stages in order. However, in the second observation on May 15 2017, the class was started late because the students were still doing the previous class’s activity. So, Teacher A only taught for one lesson hour, the activities were shown in Table 3.

Table 3
Teacher A – Second Observation

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures</th>
<th>Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>12.35</td>
<td>- The teacher showed the students three animal pictures.</td>
<td>Observing + Questioning</td>
</tr>
<tr>
<td></td>
<td>- The teacher asked the students about what question they would asked if they met the animals in the picture</td>
<td></td>
</tr>
<tr>
<td>12.46</td>
<td>- The teacher told the students that she would read a story from (the story is in the form of dialogue p. 89).</td>
<td>Experimenting/ Collecting Information</td>
</tr>
<tr>
<td></td>
<td>- The teacher asked the students to highlight the difficult word</td>
<td></td>
</tr>
<tr>
<td></td>
<td>- The teacher chose two students to read the story together with her</td>
<td></td>
</tr>
<tr>
<td>12.54</td>
<td>- The teacher instructed the students to make a group consist of three people to practice reading the same story</td>
<td>Experimenting / Collecting information</td>
</tr>
<tr>
<td></td>
<td>- The teacher chose some groups to read the story using the expression</td>
<td></td>
</tr>
<tr>
<td>13.08</td>
<td>- After the teacher explained the structure of Narrative text, the teacher asked question related to the story they had read, the teacher asked question such as; what is the characteristic of one of the character in the story? And Why they think so?</td>
<td>Associating</td>
</tr>
</tbody>
</table>
In the second observation, Teacher A was only able to cover four stages of Scientific Approach because the time was limited due to previous class’s activity. Teacher A only taught for one hour.

Similar to Teacher A, Teacher B also thought that all of the stages in Scientific Approach should not be done in one meeting. Teacher B also said it can be divided into several meetings. In the first observation of Teacher B she was able to cover the five stages, she even repeated the stages of Scientific Approach in the second meeting with the same topic, the activities of the first observation on April 7 2017 were shown in the Table 4.

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures</th>
<th>Stages</th>
</tr>
</thead>
</table>
| 07.49| - The teacher asked two pairs of students to read a dialog from their textbook page 51  
- The teacher correcting students wrong pronunciation and discuss the content of the text  
- The teacher chose two pairs of students to read another dialogue  
- The teacher discuss the dialogue with the students | Observing |
| 08.06| - The teacher instructed the students to work in a group consist of 4 students  
- The teacher wrote down some questions on the whiteboard and instructed the students to do it with their group (the questions were related to the dialog in the textbook)  
- The teacher discussed the answer with the students | Experimenting/Collecting Information |
| 08.52| - The teacher distributed a piece paper and instructed the students to work in the same group to draw a picture based on the description text | Associating |
Teacher B was unable to cover the five stages because the time was limited, she asked the students to continue one of the activities which associating activity as the homework. In the second observation on April 12 2017, she continued the same topic as in the previous lesson, the activities could be seen in Table 5.

Table 5  
*Teacher B – Second Observation*

<table>
<thead>
<tr>
<th>Time</th>
<th>Procedures</th>
<th>Stages</th>
</tr>
</thead>
<tbody>
<tr>
<td>11.49</td>
<td>- The teacher asked the students to continue the task from previous meeting</td>
<td>Associating</td>
</tr>
<tr>
<td>12.02</td>
<td>- The teacher asked the representative from each group to give score to the other students drawing which was stick on the whiteboard</td>
<td>Associating</td>
</tr>
<tr>
<td>12.53</td>
<td>- The teacher asked each group to present their drawing and read its description</td>
<td>Communicating</td>
</tr>
<tr>
<td>13.01</td>
<td>- The teacher asked the students to open their textbook on page 160-161 and distributed a piece paper consist of questions - The teacher asked the students to do the task on the “Buku Tugas” and asked it to be submitted by the end of today’s meeting</td>
<td>Experimenting</td>
</tr>
</tbody>
</table>

The activities that Teacher B did, showed that with the same topic in the lesson, the five stages of Scientific Approach could be divided just like Teacher B did.

After discussing the observation of Teacher A and B, it seems that all of the five stages can be covered in one meeting or not it depends on the teacher’s strategy, just like what Teacher C said as follows:

“Okay, it depends on each teachers’ strategy. Sometimes we have to prepare plan A – plan B. Everything is uncertain. There are many possibilities. It might be possible to finish those five stages in one meeting, two times forty minutes, or two hours of the lesson. So once again, it depends on teacher’s strategy in implementing it.” (Individual interview, April/15/2017, my translation)

Teacher C thought that it is possible to cover the five stages in one meeting if the teacher has such a proper strategy, so it all depends on the strategy of each teacher. If the teacher did not design the lesson plan which was appropriate with the class situation, there would be a problem in the Scientific Approach implementation. This perception is in line with Albana (2016) on his study that when the teachers are reluctant to design and neglect in designing the lesson plan it will affect the lesson plan’s implementation. His study revealed that one of the factors that made the implementation of K-13 unsuccessful was because the teacher did not want to design lesson plan. So, the teacher’s strategy such as lesson plan might affect the implementation of Scientific Approach in class.

Different from other teachers, teacher D stated that in K-13 the stages in Scientific Approach is not the main point of the lesson, his statement was as follows:

“Nek menurut saya, guru memang harus kreatif membelajarkan siswa bahkan tantangannya memang siswa harus kreatif belajar, tidak hanya terpancang oleh teori itu. Urutan teoritisnya begitu, lalu prakteknya sehari-hari guru juga tidak melulu menerapkan metode itu sebenarnya. Guru pun itu boleh mengembangkannya dengan metode yang lain. Semenjak awal dilakukan Scientific Approach bahkan saya selalu mengajak teman-teman guru untuk mengkreasikan, menggabungkan, kalau perlu menemukan metode baru yang penting siswa belajar....
Mengajak anak belajar sendiri, menemukan sendiri itu jauh lebih penting. Guru menginspirasi, bukan siswanya dituntun setahap demi setahap, anak hanya mengikuti apa perintah gurunya, bukan seperti itu sebenarnya...”

“In my opinion, teacher should be creative in teaching the students. Students’ creativity in studying even becomes the challenge, where they do not only stick to the theory. That’s the theoretical order. Then in the daily practice, teachers do not need to always apply that method. Teachers can actually develop it also (Scientific Approach) with other methods. From the beginning of its implementation [Scientific Approach], I always persuade other teachers to create, combine, and find a new method if needed to ensure students learning... Persuading the students to do self-study and independently discover knowledge is more important. The teacher should inspire the students instead of guiding them step by step. Students do not need to always follow teacher’s command, actually, it is not like that.” (Individual interview, April/18/2017, my translation)

According to Teacher D, what is important is not the five stages of Scientific Approach, but how the teacher can persuade the students to learn and discover knowledge by themselves, as how the K-13 should work. Azizah (2015, p. 187) also said in her study that one of the criteria of Scientific Approach is that the learning process should push and inspire the students to think critically, analytically, in solving the problem and applying the knowledge they get.

Based on the interview and the observation it showed that Teacher A, B, and D thought that the five stages should not be done in one meeting and it could be repeated too which mean the stages of Scientific Approach were done not in order. According to one of the teachers of SMP Negeri 1 Doro Pekalongan which is also a lecturer in STIMIK WP Pekalongan, Solikhin (2014), the stages in Scientific Approach could be done not in order, however it depended on the teaching models used by the teacher. Furthermore, Teacher C claimed that whether all the five stages of Scientific Approach could be done in order or not, it
depends on the teacher strategy. In addition, the other factors affecting the implementation of Scientific Approach that were found during the interview and observation in language classroom are the material, students’ responses, and the time limitation.

**Teachers’ Struggle in Implementing Curriculum 2013**

Curriculum 2013 has been used for Indonesia’s education since 2013; therefore, many teachers are still facing difficulties in implementing it. Based on the interview and class observation, it is found that teachers were struggling in implementing the Scientific Approach.

In order to activate the students through learner-centered method, K-13 emphasizes the use of Scientific Approach. During the interviews, the four Teachers admitted that the second stage of Scientific Approach which is Questioning was difficult to get positive responds from the students, making the students ask questions during the lesson is hard. The first is Teacher C, his statement was as follow:

“...Kemudian mungkin dalam penerapan Scientific Approach, langkah yang kedua itu, menanya. Mungkin hampir sebagian besar kesulitan untuk menerapkan itu. Meminta anak untuk bertanya itu kesulitan. Itu sudah menjadi kendala.” 

“...Then in applying the second stage of Scientific Approach, Questioning. Most of the teacher may be in trouble to apply the second stage. Asking the students to ask question is hard. It has already become an obstacle (in implementing K-13).” (Individual interview, April/15/2017, my translation)
Based on interview with Teacher C, it showed that he was in difficulty in implementing the questioning stage of Scientific Approach and he thought that it was not only him who faced such difficulty. Teacher A also felt the same thing as Teacher C, her statement is as follows:

“Itu sulit. Kadang kita diminta untuk memancing anak bertanya, tapi kan tingkat keingin tahu anak tidak begitu. Kendalanya juga di bahasa juga, ketika di pelajaran lain mereka bisa bertanya dengan bahasa Indonesia, kalau di bahasa Inggris. Kalau di video Kurikulum 2013 anak-anak bertanya dengan bahasa Inggris yang benar, cuma kenyataannya yang saya temui sebagian masih tidak bisa menggunakan bahasa Inggris, enggan atau tidak biasa atau kurang PD, takut dianggap sok atau bagaimana.”

“It is hard to make students asking question. We sometimes are asked to provoke students to ask, but students’ curiosity level is not like that. The obstacle is also from the language used itself, when in the other lesson they can ask using Indonesian, while in English lesson they cannot. In the Curriculum 2013 video, the students ask question using English appropriately, in fact I still see most of the students cannot use English, do not want to, do not accustomed or do not have confidence in using English because they are afraid to be considered ostentatious.” (Individual interview, March/29/2017, my translation)

Based on the interview, Teacher A did not only agree that making the students question is difficult. She also revealed the reason why the students are reluctant to ask question during the lesson. It might be because they cannot speak in English, they simply do not want to use English, unaccustomed to use English, or do not feel confident to use English because they are afraid of other people’s judgment. In addition in this adolescence age, their emotion was still labile and it made them hard to receive criticism (Chao Zhang, 2009, p.133-137). It also proved by Hamouda (2013) that there are many factors which make the students reluctant to speak using target language, and some of them are: fear of
volunteering to ask or answer a question in class, shy, lack of practice, peer evaluation. Moreover, Teacher D also revealed that the difficulty in implementing questioning stage might be because the students were lack of motivation in learning, as stated in Teacher D’s statement below:

“...Scientific Approach saja mungkin bermasalah sendiri bagi anak karena bertanya sajaalah, menanyakan bukan ask questioning harusnya. Anak-kan tidak selamanya rasa ingin tahunya selalu ada dan besar. Ada anak yang cuek, ada anak yang ke sekolah saja sekedar sekolah, tidak punya motivasi,...”

“...Scientific Approach is a problem itself for the students because questioning not ask questioning, the students do not always have big curiosity. There are students who are careless, only attending school without having motivation,...” (Individual interview, April/18/2017, my translation)

According to Teacher D’s statement, students’ lack of motivation showed when they do not have such a big curiosity toward the learning topic. Whereas if the students do not have desire to know, then the second stage of Scientific Approach will not work considering the purpose of this stage is to make the students ask questions or to raise the students’ curiosity toward the learning topic.

It seems that the four teachers had already tried to implement all the stages in Scientific Approach, especially the questioning stage. However, the teachers were still in difficulties in implementing that approach because most of the students did not want to ask question during the lesson due to the their limitation in speaking English, not confident to speak English, or they do not have motivation in language learning so they prefer to be inactive students. The students’ inactivity, later may make the students become less creative. On top of
that, according to Teacher B, the students who are less creative sometimes will affect the lesson plan that has already been prepared, and Teacher B’s statement is as follows:

“Ya kadang kendalanya dalam kegiatan pembelajaran itu adalah terkadang kita menjumpai siswa yang kurang kreatif. Sehingga apa yang sudah kita rencanakan, rencana pembelajaran yang sudah kita susun itu terkadang tidak bisa berjalan dengan lancar atau kalaupun masih bisa berjalan itu waktunya mungkin tidak sesuai yang diharapkan atau molor itu.”

“The obstacles in the learning activities is that sometimes we find students who are less creative, so what we have already planned, the lesson plan which already prepared sometimes cannot work well, or even it works, the time needed is not as expected or delayed.” (Individual interview, April/06/2017, my translation)

According to Teacher B, the students who are less creative and less active will cause the delay of learning activities. The teacher may have already prepared an appropriate K-13 lesson plan where the students must be actively involved in the class activities. Nevertheless, if the students cannot be active and creative in joining the learning activities, the activities planned will not work well as expected and the teacher will need more time to finish the learning activities.

Based on the discussion above, it could be concluded that the teachers struggle in implementing Scientific Approach, especially in the Questioning stage. The struggle was caused by the students’ English ability, the relationship between teacher and students, students’ lack of confidence, and students’ lack of motivation.
CONCLUSION

This study was conducted to describe how the English teacher implements Scientific Approach and their perspective of Scientific Approach for teaching English in Junior High School. Based on the interview and observation of English Teachers in SMP Negeri 2 Salatiga, it showed that the teachers had a good understanding of K-13. They were aware that in the K-13, the teaching process must include the Scientific Approach. In addition, they had their own perspective toward the concept of Scientific Approach. The first was Teacher A, she thought that Science and Language are two different things, so Scientific Approach was considered inappropriate for language teaching. The second was Teacher D, he also considered Science and Language are different, however he thought that Scientific Approach was not only for Science, it could be used for language teaching too. Agreeing with the use of Scientific Approach, Teacher B thought that sometimes the problem in implementing the approach was on the material itself, so the teacher needed to adjust the material and the teaching method used without forgetting include the Scientific Approach in it. The last was Teacher C perception, he implicitly agreed with Scientific Approach was used for language teaching because he thought that it made the learning process be more systematic and integrated.

The next finding was about how the teachers implement Scientific Approach in Language Classroom, through the observation it showed that the teachers were able to implement the Scientific Approach, as for the problems in implementing the approach were the material itself, the students’ responses, and
the time limitation. Based on observation and interview the five stages of Scientific Approach could be done not in order, it could be done at once in one meeting or not, it all depends on the teachers’ strategy.

The last finding was about the teachers’ struggle in implementing Scientific Approach, especially in the Questioning stage. The four teachers agreed that making the students actively ask questions was difficult. It was indeed hard for activating the students in adolescence age. The teachers said during the interview that what made the students hardly ask questions was because of students’ lack of English ability, the culture of student-teacher relationship, and the lack of motivation. Overall, the result of this study showed that the teachers had understood Scientific Approach and were able to implement it appropriately, despite facing some problems.

The teachers should be more active in activating the students, considering the K-13 is focused on the use of Scientific Approach and student-centered method. In applying the five stages of Scientific Approach, it may make the students feel bored because the stages are monotonous. In order to avoid the monotonous activities, the teacher should use other teaching aids, not only printed paper and handbook in order to make the class activities become more fun.

Since the study was contextual, it only focuses on the implementation of Scientific Approach to teach English. Although all the teachers could be interviewed, I could only observe two teachers since the time was limited. For the further research, first, it is needed to observe all the four teachers or choose more
than one school. Second, increase the numbers of observation, make sure to observe the whole activity of the chapter of the material (usually one chapter can be for 2-3 meetings).
ACKNOWLEDGEMENTS

Finally, I was able to finish writing my thesis. Firstly, I want to thank God because without Him, I might not be able to finish this. This thesis may not be finished without the support from the others too, so I would like to thank:

1. Ms. Anita Kurniawati, my thesis supervisor, for your patience when helping me in writing my thesis and keeping telling me that I need to finish this thesis as soon as possible.

2. Mrs. Gita Hastuti, my examiner, for being patient, supporting, and helping me, so I could finish my thesis.

3. My beloved father, mother, and sister, my spirit in finishing this thesis, thank you for supporting me and keeping telling me that I can do it when I feel like want to give up.

4. The English teachers in SMP Negeri 2 Salatiga for allowing me and sparing their time to be interviewed and to be observed.

5. My best friends for cheering me up, Andrew Marpaung, Dista Arfian, Karlina Heti, Airin Maylaraswati, Natalia, Gita Evanti, and especially Prahesti Johan Anggun Mayasari who helped me a lot to finish this thesis.

5. All the lectures of FLA UKSW for giving me the knowledge and experience which are very precious for me.
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