

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING
READING REPORT TEXT FOR THE ELEVENTH GRADE STUDENTS
OF MAN 1 SURAKARTA ACADEMIC YEAR 2017/2018**

THESIS

**Submitted as a Partial Requirements
for the degree of Sarjana in English Education**



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DEDICATION

This thesis was dedicated for:

1. My beloved Allah SWT and Rosululloh Muhammad SAW
2. My beloved parents (my father's name Sunarto and my mother's name Sri Sumarni)
3. My beloved old sisters (Atik Pratiwi and her family, Lisa Pratiwi and her family,
4. My beloved young brother (Usman Abu Bakar)
5. My beloved all of my friends in IAIN Surakarta
6. My beloved English lecturers in IAIN Surakarta
7. My beloved almamater, IAIN Surakarta

MOTTO

“In the truth, I am is a human same as you. I forget as well as you, remembering me when i forget.”

(H.R Bukhori)

Don't leaving person behind you, waiting it with patiently and sincerely

(Hasan Al-Bana)

PRONOUNCEMENT

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I hereby sincerely state that the thesis titled "The Implementation of Scientific Approach in Teaching Reading Report Text for The Eleventh Grade Students of MAN 1 Surakarta Academic Year 2017/2018". The things out of my masterpiece in this thesis are signed by citation and referred in the bibliography.

If later proven that my thesis has discrepancies, I am willing to take the academic sanctions in the form of repealing my thesis and academic degree.

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ACKNOWLEDGMENT

Alhamdulillah, all praises be to Allah SWT, the lord of the world who has been giving us mercies and blessing. Because of him the researcher finished this thesis untitled **“The Implementation of Scientific Approach in Teaching Reading Report Text for the Eleventh Grade Students of MAN 1 Surakarta Academic Year 2017/2018”**. Sholawat and salam always be with our prophet Muhammad SAW who has guided us from the darkness to the lightness.

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5. Hj. Sri Hartatik, S. Pd, M. Pd., as the English teacher of MAN 1 Surakarta who helped the researcher searched in XI IPS 2 and XI IPS 1 of MAN 1 Surakarta Academic Year 2017/2018

The researcher realizes that this thesis is far from being perfect, accepts the comment and suggestion and hopes this thesis will be useful for the readers.

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ABSTRACT

Lusiana Pratiwi. 2014. *The Implementation of Scietific Approach in Teaching Reding Report Text for The Eleventh Grade Student of MAN 1 Surakarta*. Thesis. English Letters Study Program, Islamic Education and Teacher Training Faculty.

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Key words : Implementation, Scientific Approach, Teaching Reading Report Text

The problem of this resarch is how implementation of scientific approach in teaching reading report text for the eleventh grade students of MAN 1 Surakarta Academic Year 2017/2018. The problem which is discussed in this research can be stated as follow is How is the classroom activities based on the implementation of scientific approach in teaching reading report text for the eleventh grade students of MAN 1 Surakarta academic year 2017/2018? The research objective of this research is to describe the classroom activities based on the implementation of scientific approach in teaching reading report text for the eleventh grade students of MAN 1 Surakarta academic year 2017/2018.

The research methodolgy used descriptive qualitative research. The subject of this research is the teacher from the eleventh grade students of MAN 1 Surakarta. There are XI IPS 1 and XI IPS 2. The students in XI IPS 1 consist of 34 students and in XI IPS 2 consist of 36 students. MAN 1 Surakarta is located in Jl. Sumpah Pemuda No. 25 Kadipiro Surakarta. The time for observation is divided to three parts. The first part is the pre-research that will be held on January-February. The second part is the while-research that will be held on March-April. Third is post-research will be held on Mei-Juni.

Teaching reading report text using scientific approach in XI IPS 2 and XI IPS 1 both first and second meetings implemented five steps in scientific approach (observing, questioning, experimenting, associating and communicating) except XI IPS 1 in the first meeting. It was not implemented the questioning section

because the students understood. Then teaching reading report text included the social function, generic structure, grammatical, context of vocabulary, identifying exception. Furthermore both classes completed the 2013 curriculum competencies.

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CHAPTER I

INTRODUCTION

A. Background of the Study

Talking about Teaching English, absolutely the first researcher will talk about language. Oxford dictionary define the definition of language, language is a system of sounds and words are used by humans to communicate thoughts and feelings. As a human, language are the main important things because human need communication for all aspects. According to Fauziati (2009:178) stated that language is a system of communication whose rules and norms are an integral part of culture like any other system of knowledge and behavior. Second the researcher goes to English. The international language is English. The ministry of education and culture decorate general secondary education, 2013 stated English is the primary language interracial and it is needed in world association participation. Then, English is an internal language that people use in the world for communication in formal and non-formal communication. The communication is not only used for each individual but also used for business, interracial relationship, social, culture event in education.

There are four English skills. They are listening, reading, speaking and writing. Reading is the student ability in understanding a reading text. Then the reading skill is important thing because people need reading ability to understand something. Text is something to read. In reading a

text people have to know the content also. There are many kinds of text. One of them is report text. Report text is the text which talks about the factual information. It is important to study this material in every single level especially for second grade level. The characteristic of second grade level are have a whole range of live experiences and draw on and clear of understanding then want to get out from it (Harmer, 2007:8). According that statement, learning report text for senior high school especially for eleventh grade is appropriately because in report student can explore the factual information and present it well for people because they can understand the material well and get out from it.

Nowadays, we are in globalization era which is followed by people who have progress. This globalization influenced also in education. Education is guiding people to make our life is better than before. Indonesia implementing the education in formal education is school. In the school there are teachers and students that need guiding system to guide in teaching. Thus, Indonesia implemented the curriculum. Curriculum is the main part in education especially in education system. Because it is the guidelines for the teacher in teaching, make the teacher understand what they will do in teaching learning. Because of that globalization era that was explained above, the curriculum in Indonesia often changes. Starting *Kurikulum Sekolah Dasar*, *Kurikulum Proyek*, *Perintis Sekolah Pembangunan* (PPSP), 1984 Curriculum, 1994 Curriculum, Competency Based Curriculum (KBK), School Based Curriculum (KTSP), and the latest is 2013 Curriculum.

In past, education just need how to make their students clever in the subject of study, have the high score of the study, and told about the subject of the study. The other hand, Now, in education not only need the objective score of their students but also the skill and attitude of their students. Because of this, curriculum in Indonesia was changed to be 2013 curriculum. Implementing 2013 curriculum here hopes it will help education progress in Indonesia as Peraturan Pemerintah No. 32 said that the educational system of Indonesia has launched the 2013 curriculum. The aim of this curriculum is preparing Indonesian people to be religious, productive, creative, and innovative. Furthermore it is hoped that they also can give contribution for their social life, nation, country and world civilization”. Implementing the 2013 curriculum has core and basic competence. Alexander and Martin (2013) said that the competitiveness of a company is based on the ability to develop core competences. A core competence is, for example, a specialized knowledge, technique or skill. Thus, Indonesia in implementing 2013 curriculum used scientific approach. Scientific Approach is approach that hopes it can make the motivation both teacher guiding in teaching and student in improving their skills. Scientific Approach has five steps to guide the role in the class. There are observing, questioning, experimenting, associating, and communicating.

The researcher in this research choosed MAN 1 Surakarta to be the object. Looked at MAN 1 Surakarta background, MAN 1 Surakarta is the school that appropriate to be the object research untitled “The

Implementation of Scientific Approach in Teaching Reading Report Text for the Eleventh Grade Students of MAN 1 Surakarta Academic Year 2017/2018". MAN 1 Surakarta is the school that has religion basic but the achievement in General Subjects were not lost. It could be seen that the interested person to joint be the students in MAN 1 Surakarta were increase in each years. Many achievement both religion and general subject were gotten.

Based on the pre-research, the researcher found that MAN 1 Surakarta has been implemented scientific approach since three years later. Before use scientific approach, MAN1 Surakarta used *KTSP*. The differences of using Scientific Approach and *KTSP* are looked from the teacher and student activities. In *KTSP* the teacher combines the teaching learning in class and the student as the passive learner, the other hand in Scientific Approach the teacher as the facilitator and the student as the active learners. The researcher took two classes in each class with twice observation. It is caused in the first observation in each classes the researcher feels decreasing of the data because of loosed the student activeness in the first observation in XI IPS 2 and the questioning steps in the first observation in XI IPS 1.

In XI IPS 1 and XI IPS 2 are classes that have the specialized thing. First, XI IPS 1 and XI IPS 2 are followed "English Wajib" Classes. "English Wajib" Class is the English class that applied complicated steps in teaching English learning. It more complicated than "English Peminatan" Class. It is the added of English Class that applied only the

task of English material. Second, the interesting thing of these classes is caused the classes are more active than the other classes. It could be seen from the process on teaching learning when the researcher did the pre-research. Third, the material of teaching reading report text in these classes actually still simple. It is about thing. Both of them took the animal to be the topic because the teacher actually was not gave the limitation of the topic.

Although they took the animal to be the topic, but the discussion in these classes is not simple like the discussion in Junior High School that they were discussed about the physical of animal itself, then in Senior High School discussed more than it. Next, the interesting of these classes, they discussed the report text used full of scientific approach and also they used the facilities in their classes well (LCD Projector). Moreover, although the unique of these classes whenever the teacher gave direct instruction to read the report text, all of them already to do the instruction and they have evidences to read it. This technique uses context for vocabulary. Last, in report text discussed about the generic structure and tenses were used so the teacher used the identifying exception technique. Identifying exception is the teaching reading technique that the reading activity is not only read the text but also discussed the grammar. The interesting thing of these cases, when the teacher gave the instruction, the students have spirit to do it. Perhaps, it is the effect, because they are the superior classes.

First is talk about improving students' skill in writing report text with all about animal VCD. The subject of this research is the third students of SMP 2 Kudus academic year 2009/2010. The research type is the action research. The collecting data used pre-test, cycle-test and post-test. The result showed the post-test is better than pre-test (Tristy, 2010). Second research is about Discovery Learning Method based on scientific approach in curriculum 2013 in teaching English at senior high school. The subject of this research is SMP 2 Padang. The result showed is it can be applied well (Efrini, 2016). The third researcher analyzed scientific approach in various text of speaking. The subject of this research is the case of study is three teacher candidates of Wiralodra University Indramayu in The Academic Year 2013/2014). The research type used qualitative research (Wati, et all, 2014).

The fourth research described about teaching reading focused on narrative text through PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy. The research used an experimental research. The subject of this research is the ninth grade of SMP Ma'arif Jatinegara in the Academic Year of 2015/2016. Research collect the data is try-out (Fatuni'mah, 2015). Last is a research search about the use of discovery learning strategy in teaching reading report text to senior high school student (Rahmi, 2014: 1)

The differences between the researchers searched with the five researchers are the first researcher is talk about the teaching but in writing using the media and focused on animal VCD. Then the second is talk

about the Discovery Learning Method, Scientific Approach, Curriculum 2013. The third is talk about scientific approach, teaching speaking and various texts. Fourth is talk about Reading, PQ4R Strategy and narrative text. The last is talk about reading, report text, teaching reading to senior high school, and discovery learning strategy.

B. Problem Identification

The problem identification of this research is:

1. Indonesia change the curriculum in the several time
Starting *Kurikulum Sekolah Dasar, Kurikulum Proyek, Perintis Sekolah Pembangunan* (PPSP), 1984 Curriculum, 1994 Curriculum, Competency Based Curriculum (KBK), School Based Curriculum (KTSP), and the latest is 2013 Curriculum.
2. Implementing scientific approach in teaching learning 2013 curriculum
Implementing 2013 curriculum here hopes it will help education progress in Indonesia as Peraturan Pemerintah No. 32 said that the educational system of Indonesia has launched the 2013 curriculum.
3. Reading is one of the English skills which important to lean
According to Brown (2000) reading is a skill that is taken mostly
4. Report text is the important genre to learn for senior high school.
Report text is the genre in senior high school material then the student interest when learn report text use scientific approach.

C. Problem Limitation

As the problem that was showed, the researcher focuses on her research. The research problem is how implementation of scientific approach in teaching reading report text for the eleventh grade students of MAN 1 Surakarta Academic Year 2017/2018.

D. Problem Statement

Questions of The Research based on the description of the research above, the researcher would like to make questions of the research. The problem which is discussed in this research can be stated as follow: How is the classroom activities based on the implementation of scientific approach in teaching reading report text for the eleventh grade students of MAN 1 Surakarta academic year 2017/2018?

E. Research Objective

The research objective of this research is to describe the classroom activities based on the implementation of scientific approach in teaching reading report text for the eleventh grade students of MAN 1 Surakarta academic year 2017/2018.

F. Research Benefit

The results of this study are expected to give both theoretical and practical benefit as follows:

1. The theoretical benefit

- a) The researcher hopes that this research result that can be used for another researcher when observing about the implementation of scientific approach in teaching reading report text
 - b) The researcher hopes that the result of this research will be useful for the readers who are interested with this research.
2. The practical benefit
- a) For the Researcher
The result of this research can be used in developing researcher knowledge and experience.
 - b) For the Reader
The readers will get more information and develop the reader knowledge in using scientific approach.

G. Key Terms

1. Descriptive Study

Brumfit and Rosamond (1995: 11) state that descriptive research will aim at providing as accurate an account of what current practice is, how learners do learn, how teachers do teach, what classroom do look like, at a particular moment a particular place. This research collects the data, analyze them, and draw a conclusion based on the data only, without taking general conclusion.

2. Report Text

Report text is text which describing the way of thinking with ranges the natural, man-made and social phenomenon (Linda, 1995:196)

3. Reading

Reading is a skill that is taken mostly (Brown, 2000, 298)

4. Teaching Learning

Teaching is a language defined as giving the learners opportunity and learning is a learner opportunity how to learn using the language in real communication (Hamruni, 2009:2)

5. Curriculum

Curriculum is a set of plans and arrangements about the purpose, content, teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals (UU No.20 Tahun 2003 pasal 1 butir 19)

Curriculum 2013 is an educational response to the needs of society and language in developing the nation youth. In pedagogical, education curriculum is designed to give learners the opportunity to develop students' potential in a fun learning environment and in accordance with his ability to have the desired quality of the community and nation. In juridical, the curriculum is a public policy that is based on the philosophical foundation of the nation and judicial decisions in the field of education (Permendikbud No. 81 A)

6. Scientific Approach

Scientific approach is approach use scientific process that organize teaching learning with logic sequence, there are: observing, questioning, experimenting, associating, and communicating (Permendikbud No. 103).

CHAPTER II

THEORETICAL REVIEW

In research theoretical review was used to give the evident for stronging the reserach that research has the supporter. In this theoretical review the researcher explained about the theory that the researcher used in this research. The reseacher will explain one by one the part of the theory.

A. Review on Related Theories

1. Teaching Reading Report Text

a. Report Text

1) Definition of Report Text

Knap and Watkins (2005:29) A text is any completed act of communication such as a greeting between friends in the street, a television advertisement, a novel, or a film and so on. Anderson (2003:1) as far as speech and writing are concerned, a text stands alone as an act of communication. Halliday and Hasan (1984:1) said that a text is a social exchange of meanings. Read a text it has to understand not only the meaning but also the context.

Anderson (2003: 1) mentions two kinds of text. The first kind is literary and the second is the factual text. The literary is text which needs the feel, emotion, and imagination such as: Narrative, Poetic and Dramatic text. Another hand, the factual

text is the text which show and present the information, and tell or persuade the reader such as: Response, Discussion, Explanation, Exposition, Report, Recount, and Procedure.

According to Linda, (1995:196) Report text is text which describing the way of thinking with ranges the natural, man-made and social phenomenon. The subject of report text is telling about the living or non-living things. For examples of living things are plants, animals, and people. Other hand the examples of non-living things are television, motorcycle, oceans, etc. The fact of an information report based on Anderson (1997) defined that information report is a piece of text that tells information about a subject. It is usually contains facts about the subject, a description and information on its parts, behavior and qualities. The fact contained the subjects, a description and detail information of its aspect or features such as parts of component, shape, color and behavior habit , how to reproduce, what to eat it is living things. An information report usually contains facts about the subjects, a description and information on its aspects or features like appearance (parts of components), qualities (shape, color, and behavior habits, how to reproduce, what to eat if it is living things).

- 2) Generic Structure and language feature used in report text by Mark Anderson and Kathy Anderson (1997: 2)

a) Generic Structure.

(1) General Classification

General classification is showed in the first sentence or paragraph. A contain of this sentence or paragraph is general description

(2) Description

In description here is describing more specific in each new paragraph. Each new paragraph describes beginning in topic sentence followed by the supporting sentence

(3) Conclusion

Conclusion is concluding the information and signals the end of the report but it happens optionally. The conclusion here is to make the contain of the text clearly and briefly to make the student more understand what the passage is saying

3) Language feature

- a) Use timeless present tense
- b) Use action verbs (climb, eat) linking verbs (is, has, belongs to)
- c) Use language of defining (are called) classifying (belongs to), comparing and contrasting (are similar to, are stronger than, like)

- d) Use descriptive language (color, shape, size, function, habit, behavior)
- e) Use technical terms.

b. Reading

1) Definition of Reading

According to Brown (2000:269) reading is a skill that is taken mostly. Then Harmer stated that reading is one of the four skills which helping teacher to simply the learner in learning process. Receptive skill is the reading skill has. Receptive skill is the student will learn discourse use either see or hear. In addition, Jack Richards said that reading is activity which receives the information from written text to understand the meaning of the context. According to Urquhart & Weir (in Ueta, 2005) reading is the process of receiving and interpreting information encoded in language form via the medium of print. Moreover, Anderson (1999:1) states reading is an active, fluent process which involves the reader and the reading materials in building meaning.

2) Types of Reading

Harmer explained that the there are two types of reading, that is following is extensive and intensive reading.

a) Extensive Reading

Extensive reading according to Brown (2000: 270) is carried out to achieve a general understanding of a

usually somewhat longer text (book, long article, or essays). For improving general knowledge the principal of extensive reading is to obtain the general understanding of the student in reading the text. To support this principal the teacher usually gives the instruction for the student to search the passage that student like based on themselves. It is the one of the way to make the student easy in training reading extensively because the student like read the passage based in their choose.

b) Intensive Reading

Different with extensive reading whose reading based on the general understanding only, the intensive reading is reading use more concentration because it reads the passage with the grammatical focus, comparing with other passage, and analyze the passage seriously. According to Brown (2000), Brown explains that Intensive reading is usually a classroom-oriented activity in which students focus on the linguistic or semantic details of a passage. In general perspective intensive reading is popular in grammatical form, discourse markers, and structure detail such as literal meaning, implication, rhetorical relationships, and the like. In intensive reading the reading activity is make the student read directly. The activities are take the text, study in line, finding the vocabulary and the correct grammatical

structure then comparing, analyzing, translating and retaining every expression that it contains.

3) Technique of Reading

To achieve the purpose of reading one should read effectively. Rahman (1998:8) states that effective reading means being able to read accurately, efficiently and to understand as much of the passage as you read in order to achieve your purpose. According to Nur (2012:15) the techniques of reading are:

a) Previewing

Previewing technique is reading focused on the topic of the passage. The way through this technique student have to read the only in the first and the last paragraph because the topic usually showed in the first or the last paragraph or both of them.

b) Reading for main ideas

In this technique, reading focused behind the scene of text. The text which is displayed is not sure it is the main idea. The students who use this technique have to find the meaning of the passage. Usually the meaning shows in point of view of the author.

3) Using contexts for vocabulary

In reading something, the reader was demanded connecting with the context. The reader sometime find the same vocabulary but it has different meaning, this is called using context of vocabulary. Before reading using context the reader has to know the vocabulary word by word after that understanding the context.

4) Scanning for details

Scanning is the guiding of reader in finding the answer from the passage. It is usually the reader have to concentrate which are the words similarly same with the question.

5) Making inferences

Making inferences it is for the reader who wants to conclude a passage implicitly. To find the conclusion the reader has to search the explicit answer using the evident to strongest the answer.

6) Identifying exceptions

Exception is means that reader who has the deep in understanding grammar. This ability makes the reader taking easy in distinguishing each meaning.

7) Referring to the passage

In reading, sometime the reader forgets about the passage that already in read. They have to repeat again to catch the

word missing. In high speed and understand the reader have to concentrate along reading.

c. Teaching Learning

According to Collins English Dictionary in Timisela (1987:24) teaching described as:

- 1) Telling or Showing someone how to do something
- 2) Giving information or lessons in a subject to students
- 3) Causing to learn or understand

According to Stern, cited by Johson, English language teaching is defined broadly as creating situations that promote second language use and learning. According to Hornby (1995:37) stated that teaching means giving the instruction to (a person): give a person (knowledge skill, etc). According to oxford English Dictionary learning is defined as being the acquisition of knowledge through study, experience or being taught. Brown (2000:7) said that breaking down the components of the definition of learning, we can extract domains of research inquiry is:

- 1) Learning is acquisition or “getting”
- 2) Learning is retention of information or skill
- 3) Retention implies storage systems, memory, and cognitive organization
- 4) Learning involves active, conscious focus on, and acting upon events outside or inside organism.
- 5) Learning is relatively permanent but subject to forgetting

- 6) Learning involves some form of practice, perhaps reinforced practice
- 7) Learning is a change behavior

According to Timisela and friends (1987:14), said that learning has three important components. There are:

- 1) Learning reflects a change in the potential for a behavior
- 2) Changes in behavior due to learning are relatively permanent
- 3) Changes in behavior can be due to processes other than learning

According to Hamruni (2009:2) teaching is a language defined as giving the learners opportunity and learning is a learner opportunity how to learn using the language in real communication. Teaching learning is the learning process which has the important aspects there are teacher for teaching and learner for learning. In this process need the method to guide in learning process including the how the way of the teaching learning process and what the necessities are need in teaching learning process.

The component of teaching learning is the student, teacher and the materials. Teacher is the person who guides student and transfer the source, the learner is people who received information and the materials is something which support the learning process.

- a) Teacher and Student's Role
 - (1) Teacher's role

According to Nunan and Lamb (1996:138) stated that there are teacher holds role in the classroom:

(a) Teacher as a controller

To be the teacher has to control the class including surrounding class and the students. the good conducting class is depend on how the teacher can control the surrounding class, how the teacher confront the student when the student make the noisy, not give pay attention for the teacher, etc.

(b) Teacher as an assessor

The assignment of assessor is to asses. Here, teacher has to assess the student in class.

(c) Teacher as organizer

In every single community has the organization, of course in class.

(d) Teacher as prompter

Prompter here same as motivator teacher has to be professional. Teacher is the prompter for student to get sprit in learning.

(e) Teacher as participant

Participant in class is not only for student but teacher also.

(f) Teacher as resource

Teacher as the source assistant in helping student needed.

(2) Student's role

According to Nunan (1995:80) is possible in the language class are:

- (a) The learner is passive recipient of outside stimuli.
- (b) The learner is an interactive and negotiator who are capable who is giving as well as taking.
- (c) The learner is a listener and performer who have little control over the control of learning.
- (d) The learner is involved in a personal of growth.
- (e) The learner is involved in a social activity and the social and the interpersonal roles of the learner cannot be divorced from psychological learning process.
- (f) The learner must take responsibility for their own learning, developing autonomy and skills in learning how-to-learn.

(3) Teaching Materials

To do something we need the materials to support the way or the thing that want we do. In teaching here, we need also the material to support the way of teach in teaching learning. Mulyasa (2007) explained that the sources of learning are anything that can give the learner information, understanding, experience, and abilities in learning process.

Then, in teaching learning material need for creating or using electronic media such as: LCD Projector, tape recorder, photograph, etc. Moreover, the material in teaching not only creating or using electronic media but also it can using the event or fact that happened combining with the several teaching methods. In teaching, the material has the criteria. For the first, the material has to improve the student rate, in various ways, possibilities for independent study and use and possibilities for self-evaluation and development in learning. Furthermore, Mulyasa (2007) mention the kind of teaching learning materials. There are:

(a) Human Being

In human being human here is the main material. Teacher use interaction teacher with student and student with student. Usually, teacher design the class in conversation, game, etc.

(b) Instructional Media

Media, when we here about this we know that the using in teaching material here is use media such as laptop, tape recorder, LCD Projector and the other materials.

(c) Surrounding

In teaching, the material is not only form with human and media itself. Sometimes, teacher can use the surrounding naturally. Take the nature insides the class

furthermore goes outside. For example using table inside the class to explain the descriptive subject, go to language lab to make the scene is real, make the mini research outside the class, etc.

d. Teaching Reading Report Text

The process of teaching reading was explained by William (1998:51). William stated that three activities in process teaching reading. First is Pre-Reading Activity. Pre-reading activity is making question and answer activity to help student building the prediction of the content of the text. Second is while-reading activity. In while-reading activity of student predict about the text structure. Third, post-reading activity is student was understood the text and they can retell or paraphrase the text.

2. The Implementation of Scientific Approach in Teaching Reading Report Text

a. Curriculum

1) The Definition of Curriculum

In Etymology perception, Curriculum comes from Latin, Greek, and France language. First, according to Latin Language is “Curriculae” it is mean the distance of race that must be taken by a runner. Second, curriculum according to Greek language is “curir” that the meaning is runner and “curere” that

has meaning traced placed. Third, it comes from France language, is "curier" that have meaning was to run.

In Terminology perception, because of curriculum is universal necessary in every single word so that there are definition from researchers in every single word. According to Thomas and Berlin, (2014: 3) in Dictionary of Education he said that Curriculum is a general overall plan of the content or specific studies of that the school should offer the student by way qualifying him for graduation or certification or for entrance into a professional or a vocational. Nunan (1998: 14) states that curriculum is usually used to refer a particular program of study. It refers to all aspects of planning and managing of education program. Olivia argues that curriculum is a set of subject, course of study, program study, a series of experiences undergone by learners in school, everything that is planned by school personals (Olivia, 1997:5).

From the researchers opinion above, the researcher give the underline word, that curriculum is the guide in pre-teaching activity, teaching activity and post-teaching activity with the purpose is to makes the top result for students will become professional, have the good society in environment. Thus, the conclusion of definition based on researchers above was included in Pasal 1 butir 19 UU No. 20 th. 2003 about National Education system, that Curriculum is a set of plans and

arrangements about the purpose, content, teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals.

2) The Function of Curriculum

Creating something absolutely have the purpose same as creating curriculum also has the purpose. The functions of curriculum are different in each people in the school. For teachers, curriculum is for guiding students in teaching learning process in the class. For students, the curriculum serves learning styles because of the curriculum as a study guide. For the principals, curriculum is to guide the principals in conducting supervision. There are 6 functions of Curriculum according to Alexander English in his book "Principles of Secondary Education". Alexander explained that 6 function of this curriculum are the ad justice or adaptive, integrating function, differentiating, propaedeutic, selective and diagnostic function.

The first is adjustive or adaptive function. This function is viewed by the environment. In every people live in environment then the environment is dynamic. People have to adapt quickly with their dynamic. The adjustive or adaptive function here is to make students character in environment adaptation both in physical and social environment. Thus the

students will have good adaptability in the whole of environment.

Second is the integrating function. Live is different aspect either from the human, character, place, or condition that make the world is colorful. Nevertheless in each people sometimes cannot feel comfort with those differences so the function of integrating here is to be a tool in education that hope that the condition in teaching learning understand with variety character.

Third is differentiating function. In this function, talk about the adaption of person in different aspect, is to provide services to the differences between each person in the community.

Fourth is the propaedeutic function. Nowadays we are in progressive era or we called in globalization era so we need the higher quality in every aspect. Thus creating the propaedeutic function is to be the tool of education especially in preparing student to catch the higher quality in social life.

Fifth is the selective function. This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.

The last is the diagnostic function. This function is as an educational tool, the curriculum serves to help students

understand the potentials and weaknesses that exist in them. This is useful for students to develop the potential and improve its weaknesses. It will guide the students to be able to develop optimally.

3) 2013 Curriculum

a) The Definition of 2013 Curriculum

According to Permendikbud, 2013:81A 2013 curriculum is improves mindset, strengthens governance curriculum, deepens, and expands the material, reinforces learning, and adjusts learning load in order to ensure compatibility between what is desirable to what produced.

2013 curriculum is the curriculum for designed among 2013 period. 2013 curriculum was published in 2013 then has revisions in 2015 and 2016. Though it has revisions it had been used in this period. 2013 curriculum according to Daryanto (2014: 1) is an educational response to the needs of society and language in developing the nation youth.

In pedagogical, education curriculum is designed to give learners the opportunity to develop students' potential in a fun learning environment and in accordance with his ability to have the desired quality of the community and nation. In juridical, the curriculum is a public policy

that is based on the philosophical foundation of the nation and judicial decisions in the field of education.

The implementation of 2013 curriculum is shown in Permendikbud No. 81 A. That regulation states that the implementation of 2013 curriculum are include in Guideline for the Management of Education Unit Level Curriculum, Guidelines for Development of Local Content, Guidelines for Extracurricular Activities, General Guideline for Learning and Guidelines for Curriculum Evaluation. According to Daryanto (2014:12) the implementation of 2013 curriculum is applied for elementary high school (SD/MI), junior high school (SMP/MTs), senior high school (SMA/MA), and the Vocational school (SMK/MAK).

b) Principles of Learning Curriculum 2013

To get the great achievement 2013 curriculum wants to create the individual who want to be autonomous in teaching learning and give benefits for society. It is also create the individual to be creative, autonomous, group worker, solider, leader, emphaty person, clever.

To get that quality that was arranged in 2013 curriculum it needs the principals. There are four

principals based on Permendikbud No. 81 A. These follow:

- (1) The teaching learning process in 2013 curriculum centered for the students.
- (2) Developing the student creativity is needed in 2013 teaching learning process.
- (3) The teaching learning process in 2013 is creating the happy and challenging condition in classroom.
- (4) The assessment are needed in this curriculum is ethic, aesthetic, logic, kinesthetic.
- (5) Creating classroom uses varieties strategies, methods, contextual, effective, efficient, and mind full.

The principles of 2013 curriculum also explained by Daryanto (2014: 16-19). From the students were told to the students to find out. From the teacher as the sole source of learning into a variety of learning-based sources. Textual approach is the process as strengthening the use of the scientific approach. Use competency-based and integrated learning lessons. The truth of learning uses multi-dimensional answer. It uses applicable skills. The increase and the balance between the physical skills (hard skills) and mental skills (soft skills). Acculturation and learning that

promotes the empowerment of students as lifelong learners.

Lessons that apply to the values of exemplary members (ing ngarso sung tulodo), and develop the creativity of students in the learning process (Tut Wuri Handayani). Learning takes place at home, at school, and in the community. Learning to apply the principle that anyone who is a teacher, anyone who is a student, and in which alone is class. It uses Utilization of information and communication technology (ICT) to improve the efficiency and effectiveness of learning. Recognition of individual differences and cultural back ground of students, the ideals, family background, how was educated at home, perspectives, way soft learning, ways of thinking, different students' beliefs.

b. Scientific Approach

1) Definition of Scientific Approach

Scientific Approach is particularly relevant to the three learning theories, namely the theory of Bruner and Piaget's theory. First, Bruner theory of learning is called discovery learning theory. There are four main things related to learning theories of Jerome Bruner (Thorsett, 2002:2). There are:

- a) Individuals learn and develop his mind only when he uses his mind.
- b) By doing cognitive processes in the discovery process, students will gain sensation and intellectual satisfaction which is an intrinsic reward.
- c) The only way that a person can learn the techniques of doing discovery is that it has the opportunity to conduct discovery.
- d) By making the discovery will strengthen memory retention.

Second is Piaget's in Castronova (2013:2). Piaget creates the basic concept. There are schemata, assimilation, accommodation, and equilibrium. Schemata are group of concept. Then assimilation is correcting the new information between past information. Accommodation means discussing something. Equilibrium is if the balance is attended new information will be gotten for students. Because of the approach is appropriated for creating 2013 curriculum. Thus Permendikbud No. 103 declares that scientific approach is approach use scientific process that has to use in for 2013 curriculum. It organize teaching learning with logic sequence, there are: observing, questioning, experimenting, associating, and communicating.

Thus, from the discovery learning as a background the researcher conclude that the definition of scientific approach is

approach that used scientific for teaching learning process with using many methods or media (Permendikbud No. 81 A: 2013:3).

2) The Characteristic of Scientific Approach

The necessary of learning process in scientific approach is the interaction of the object of the study. It is between student with student, student with the teacher, and student, teacher, and with the material of study. There are characteristic of scientific approach based on Permendikbud No. 103. For the first characteristic the learning process has to activity and characteristic basis. What are they? They are creating the interactive, inspire, happy, challenging and motivate student to be active participant. Next, the classroom create the contextual and collaborative, there is enough place to develop the student initiate, creative and autonomous. Then the classroom classified based on the ability and interest of student.

For the explanation of the characteristic above the scientific learning process applied the approach, strategies and the models of learning. The scientific approach is the teacher perspective to create the environment so the learning process is getting the target. The strategies of the scientific approach is systematic steps that teacher use to create the great environment. It is the conceptual concept and learning operational that have name, logical sequence, regulation and

culture. It is means that the techniques in teacher use are speech, asking and answer and discussion.

3) The objective and the principles of Learning by using Scientific Approach

Beside explain the definition and the characteristic of scientific approach. Daryanto (2014: 54) added the objective and principle of scientific approach. There are six objectives and eight principles. The six objectives are:

- a) In especially high-level thinking skills of student is needed to improve the intellect ability
- b) Student could solve the problem systematically
- c) It is important to set the creative classroom condition in learning process.
- d) The result of the study obtain a high learning result
- e) Teach student to express their idea
- f) Because of student character have to improve here so that the student character have developing

The objective level are many aspect not only for how the student learn but also how the teacher setting perfect in teaching and classroom condition. Next, there are eight principles according to Daryanto (2014: 54). The eight principles are:

- a) The student is the centered in teaching learning process

- b) The student built self-concept learning
 - c) The teacher avoiding verbalism learning
 - d) The student have to provide the opportunities to assimilate and accommodate the concept and responsible the law and the principle
 - e) The purpose of the learning is to lead the student to increase their thinking skills
 - f) Improving the lesson based on the student motivation in learning and the teacher motivation to teach in teaching
 - g) Student is demanded to practice their ability in communication
 - h) The cognitive structure is to existence of the validation process.
- 4) The steps of Learning by using Scientific Approach

In 2013 curriculum there are two type of the way of learning there are indirect and direct process. Indirect process is the process that happened in learning process but it is not arrange specific. This learning focused on the student attitude assessment. In other hand the direct learning focused on the assessing student to be participant in steps of learning. This is scientific approach steps. There are five steps in scientific approach (observing, questioning, experimenting, associating, and communicating (Permendikbud No. 103). The explanations

of the steps of scientific approach are explained in Permendikbud No. 81 A, as follows:

Table 1.0: Classroom Activity Based on Scientific Approach

Steps	Learning Activity
Observing	Viewing, reading, listening, scrutinizing (with or without instrument).
Questioning	The question for not understanding about the material. Then asking for getting the information. It begins from the factual question then hypothetical question.
Experimenting	<ul style="list-style-type: none"> - doing experiment - read other source in other book - observing the phenomenon. - applied the activity - interviewing with interviewer
Associating	Processing the collecting information. Then analyzing of the collecting the information that was collected.
Communicating	Presenting and concluding through writing or speaking

a) Observing

Observing is the activity that happened in the beginning class. In beginning class teacher opens with the variety opportunities for students. The activities in observing are: observing, scrutinizing, listening and reading (Permendikbud 81 A). 5 senses are need in this activity (Ridwan, 2014:54). He added the opinion that observing

used five senses to obtain information. The advantages of observing make the student feel happy. Moreover because of using the real media, it makes the student challenged and easy to apply. Nevertheless observing need much time if it applied all activities. Thus the teacher uses part of it. It is to make it simple but interest.

b) Questioning

Based on Permendikbud No. 81 A, questioning in learning activity is asking question that happened when the students have no understanding in observing. The function of questioning is also to add some information. The teacher can give the factual question (use environment) and hypothetical information (student opinion).

c) Experimenting

Experimenting according to Permendikbud No. 81 A is the next steps from questioning. It is to collect the information from the any resources. Because of that, the students read more books, focused on phenomenon that was sourced, even do the experiments. Moreover based on Daryanto (2014: 78) the student here have to make experiment to obtain the real learning used appropriate substance and material. According to Daryanto, (2014: 78) to obtain the result of real or authentic learning, learners have to try or experiment, especially for material or substance

that is appropriate. In this experiment will create the attitudes, skills and knowledge.

Daryanto (2014: 78) also give the kinds of learning activities. There are three kinds of learning activities:

- (1) Chooosed the theme or topic in learning based on curriculum basic competencies
- (2) Learning use tools and materials
- (3) Concept the learning process finding relevancies between theoretical basis previous studies and observe of the experiment. Studying the relevant theoretical basis and the results of previous experiments and observe the experiment.

d) Associating

After the experimenting steps, the next step is associating. Associating in learning activities presented in Permendikbud as No. 81a, 2013. The activities in experimenting are collecting information steps and the information which was collected by the student will process the information to find the other information.

e) Communicating

Communicating step based on Permendikbud No. 81 A is communicate the information which was collected and through the associating step (processing the information). The expressions to show the information are writing or

speaking activity. Communicating use text usually shows with writing down in the paper then submit for the teacher. Speaking activity expressed in presentation in front of the class either individual or group.

c. Teaching Reading Report Text using Scientific Approach

1) Teaching learning Process in 2013

Teaching learning in 2013 curriculum in English teaching materials need is four skills (listening, speaking, reading, writing). In 2013 curriculum teacher is not focused in teaching the student should be active and competent. Connecting with scientific approach, scientific approach is used in every single subject including in English teaching learning. The methods in this scientific approach for teaching English are problem based, discovery, and project based learning. Fadilah (2014:174) stated there are principles to guide the teacher in implementing teaching and learning process of 2013 curriculum.

Fadilah (2014:174) explain the teaching learning process in 2013 curriculum. In the previous curriculum the student be clued, the teacher is the one source of study, textual approach implementing, learning is content-based learning, partial learning, the verbal learning, emphasizing single answer, and focused on acculturation and inventive. In other hand, in 2013 curriculum teaching learning process is the student seeking for the clue, the from the varieties sources, using scientific

approach, the competency-based learning, integrated learning, the applicative learning, the right answer in varieties sides, learner along his life. Moreover in 2013 curriculum use learning apply the values by giving good example (*ing ngarso sung tuladha*), building presentation (*ing madya mangun karsa*), and developing creativity for the student (*tut wuri handayani*).

The steps of learning in 2013 curriculum (Faiq: 2013) are opening, core activity, and closing. Opening activity is the first activity that teacher should do. The activity of this such as warming up, reviewing the previous material, giving an outline. Core activity is the suitable methods to the students' characteristic that teacher's should do. In this section applied the scientific approach: observing, questioning, experimenting, associating, and communicating. Closing is resuming of the material by the teacher to ensure the student more understand.

2) **Teaching Reading Report Text using Scientific Approach**

The processes of teaching reading are pre-reading, while-reading, post-activities. Those are implemented in based in 2013 curriculum steps using opening, core and conclusion activity. Then student has to pay attention with the teacher then concentrate in scientific approach: observing (observe the report text material), questioning (question about report text), experimenting (classifying the generic structure and language

feature of report text), associating (find the classification) and communicating (presenting in presentation), then closing by the teacher (NOH, 2013)

The researcher used two scientific approach theories. There are Permendikbud 103 and Permendikbud 81 A. They have not only the similarities but also have the differences. The similarities are both of them mentioned the definition of scientific approach and mentioned the steps of scientific approach. Nevertheless, in Permendikbud 103 just mention the five steps then in Permendikbud 81 A mention and end explained the five steps of scientific approach. Both of them declared the use of scientific approach. Unfortunately the explanation about the characteristics of scientific approach just explained in Permendikbud 103. The similarities and differences of Permendikbud 103 and 81 A will show in the table below:

Table 1.1 Similarities and Differences of Permendikbud 103 and Permendikbud 81 A

No	Permendikbud 103	Permendikbud 81 A
1.	Mentioned the definition of scientific approach	Mentioned the definition of scientific approach
2.	Mentioned the steps of scientific approach	Explained the steps of scientific approach
3.	Explained the characteristics of scientific approach	explained in each steps briefly and clearly (Observing, questioning, experimenting, associating, communicating)
4.	Declared the use of scientific approach	Declare the use of scientific approach

B. Previous Study

There are the previous studies in this research. First is talk about improving students' skill in writing report text with all about animal VCD. The subject of this research is the third students of SMP 2 Kudus academic year 2009/2010. The research type is the action research. The collecting data used pre-test, cycle-test and post-test. The result showed the post-test is better than pre-test (Tristy, 2010). Second research is about Discovery Learning Method based on scientific approach in curriculum 2013 in teaching English at senior high school. The subject of this research is SMP 2 Padang. The result showed is it can be applied well (Efrini, 2016). The third researcher analyzed scientific approach in various text of speaking. The subject of this research is the case of study is three teacher candidates

of Wiralodra University Indramayu in The Academic Year 2013/2014). The research type used qualitative research (Wati, et all, 2014).

The fourth research described about teaching reading focused on narrative text through PQ4R (Preview, Question, Read, Reflect, Recite, and Review) Strategy. The research used an experimental research. The subject of this research is the ninth grade of SMP Ma'arif Jatinegara in the Academic Year of 2015/2016. Research collect the data is try-out (Fatuni'mah, 2015). Last is a research search about the use of discovery learning strategy in teaching reading report text to senior high school student (Rahmi, 2014: 1)

The differences between the researchers searched with the five researchers are the first researcher is talk about the teaching but in writing using the media and focused on animal VCD. Then the second is talk about the Discovery Learning Method, Scientific Approach, Curriculum 2013. The third is talk about scientific approach, teaching speaking and various texts. Fourth is talk about Reading, PQ4R Strategy and narrative text. The last is talk about reading, report text, teaching reading to senior high school, and discovery learning strategy.

Table 1.2 Differences Previous Study with Researcher Search

No	Title	The researcher	The Differences
1.	Improving students' skill in writing report text with all about animal VCD	Tristy, 2010	The effectiveness focused on analyse animal in VCD
2.	Discovery Learning Method based on Scientific Approach in Curriculum 2013 in Teaching English at Senior High School	Efrini, 2016	Explained the Discovery Learning Method, Scientific Approach, Curriculum 2013
3.	Scientific approach in various text of speaking	Wati, et all, 2014	Described the scientific approach, teaching speaking and various texts.
4.	Teaching Reading Narrative Text Through PQ4R (Preview, question, read, reflect, recite and review) Strategy	Fatuni'mah, 2015	Described the Reading, PQ4R Strategy and Narrative
5.	discovery learning strategy in teaching reading report text to senior high school student	Rahmi, 2014	reading, report text, teaching reading to senior high school, and discovery learning strategy

CHAPTER III

RESEARCH METHOD

A. Research Design

The researcher use descriptive qualitative method in this research. According to Brumfit and Rosamond (1995:11) descriptive qualitative research method is descriptive research will aim at providing as accurate an account as possible of what current practice is how learners do learn, how teachers do teach, what classroom do look like, at a particular moment a particular place. The researcher just want to know how the way of something which want to is researched not why it is happened or how the problem solving of this result in research.

B. Subject

The subject of this research is the teacher from the eleventh grade students of MAN 1 Surakarta. There are XI IPS 1 and XI IPS 2. The students in XI IPS 1 consist of 34 students and in XI IPS 2 consist of 36 students.

C. Place and Time

MAN 1 Surakarta is located in Jl. Sumpah Pemuda No. 25 Kadipiro Surakarta. MAN 1 Surakarta is the school that the idol of muslim and muslimah who want to continue their study in Islamic senior high school. Beside Islamic school basis MAN 1 Surakarta has complicated class. Program Keagamaan Class for student in understanding Islam deeply, Boarding School Class for student in understanding science deeply,

Regular Class that two side of class there are science (IPA) and society (IPS) class.

The time for observation is divided to three parts. The first part is the pre-research that will be held on January-February. The second part is the while-research that will be held on March-April. Third is post-research will be held on Mei-Juni.

1.3 Time of Research Table

Month Activity	Pre-Research	While-Research	Post-Research
January- February	√		
March-April		√	
May-June			√

D. Data and Source of the Data

1. Data

The data of this research is the implementation of scientific approach in teaching reading report text for the eleventh student of MAN 1 Surakarta academic year 2017/2018.

2. Source of the Data

Source of data is the subject or something from which data is obtained (Arikunto, 1998:116). Arikunto added his statement that there are three sources of data, Event, Informant and Document. This theory is used by the researcher to collect the source of data. The research source data collecting is from the observation of the implementation of scientific approach in teaching reading report text for the eleventh grade student of MAN 1 Surakarta. The events are described in the paragraph below:

The planning of event that research will do is the researcher will observe in three class of eleventh grade of MAN 1 Surakarta. The teacher of XI IPS 1 and XI IPS 2 classes are Mrs. Sri Hartatik, M. Pd. The reason why will be chosen this class because the class is *Bahasa Inggris Wajib* which is used the full of learning and the other class applied *Bahasa Inggris Peminatan* which is do the exercises. The observation is divided into three parts. There are pre-research, while-research and post-research. The pre-research will be held on February-March. The while-research will take on April-Mei and the post-research will take on Mei-June.

The steps of using scientific approach in teaching reading report text. In opening the teacher will give the stimulant or motivation and review the previous materials. Next is the core activities is using scientific approach. In observing step is the teacher show the slide about report. Then the next step is the teacher asks about that material

in questioning step. Then the teacher make in a group in experimenting step. Then the student discuss based on their group in associating step. Then the student present in oral or written in communicating step. The last is the closing step. The teacher backs to handle again and give the conclusion of the teaching learning process days. It activities include for other observations.

E. Technique of Collecting Data

In this research the data used is qualitative data. This research needs many data to be analyzed. Collecting of the data is important of the research because the data will not ever happen if the data is not applied in the research. In this collecting data the researcher uses *Simak Libat Cakap* (SLC). *Simak* is the collecting data done by listening (Sudaryanto, 1993: 133). Sudaryanto adds his statement that *simak* divided into two part of *Simak Libat Cakap* (SLC) and *Simak Libat Bebas Cakap* (SLBC).

SLC the technique is that the researcher listens and does the conversation with the respondent. While, the SLBC is the technique is the researcher does not involve directly, just pay attention to get the data. SLC refers to participant and SLBC refers to non-partisipant. Thus the researcher uses the SLBC technique.

In SLBC there are 3 steps. The first step is *simak*. *Simak* in SLBC the researcher has to pay attention in all of the activity, the researcher need to listen also. Second, after did *simak*, the next steps is recording. The recording step is the researcher has to take a note for the important

activities in paper. The record technique held when the teaching learning process beside record the data the researcher take note. Thus with this technique the researcher know what the conversation is. Then the next step is *Cakap*. According to Sudaryanto (1993, 137) *Cakap* is the methods where the contact person happens directly is namely *Cakap Semuka*.

The researcher used *simak* methods that used *sadap*, *lihat*, *catat* techniques. *Sadap* means take a record of observation, *lihat* means the researcher as an observer, *catat* means the researcher takes a note of all observation.

F. Trustworthiness of Data

To get the validity and reliability of the research, the researcher used triangulation. Setiyadi (2006: 31) defines triangulation as the combination of two methods or more in collecting the data, to enrich the data and to make conclusion accurately. According Lexy (2000:178) triangulation is a technique of examining the trustworthiness of data by using something excluding the data to check or to compare the data. According to Wiliam Wiersma triangulation is assesses the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedure. Sugiyono explain about the William state in Sugiyono 2017 that triangulation is divided into three steps there are triangulation by using source, technique, and time. Denzin in Lexy (2000: 178) divides triangulation into four kinds, they are: triangulation by using sources, triangulation by using methods, triangulation by using investigator, and triangulation by using theories.

1. Triangulation by using the resources means that the researcher will compare and check the credibility of information found in the observation with the data of interview and compare it with the related documents.
2. Triangulation by using methods, there are two strategies:
 - a. The researcher check the credibility of the data of the research and the data resources by using several data collection techniques.
 - b. The researcher checks the credibility of the data by analyzing them with the same methods.
3. Triangulation by using investigator is that the researcher will recheck the credibility if his data by his own research or other researcher.
4. The last techniques used in triangulation by using theory. It is a technique of examining data by finding standard of comparison from an analysis explanation as a supporting data to get a valid evidence of the research result.

In this research, the researcher used triangulation of methods. In triangulation by using methods, the researcher clarified the data from observation with some methods. The method was used by the the researcher is *SIMAK* method that used *sadap, lihat, catat* technique. It is mean the researcher will get the data from event but clarifying with informant and document.

G. Technique of Analyzing Data

After getting some data, according to Moleong (2001: 103), the next step the researcher should do in his/her research is analyzing data. According to Strauss and Corbin (in Moleong, 2001:213), the process of data analysis in qualitative research is as below that data are broken into discrete parts, closely examined, compared for similarities and differences, and questions are asked about the phenomena as reflected in the data. Through this process, one's own and others' assumptions about phenomena are questioned or explored leading to new discoveries.

In other words, analyzing data is the process of arranging raw data in order to make the reader understand it easily. It is organizing, arranging in order, categories, and basic arrangement so that the researcher can find themes and enable to arrange hypothesis of researcher as what the data proposed. The technique of data analysis that the researcher uses is from Sugiyono analysis. According to Sugiyono (2017) there are three main components of data analysis. Those are data reduction, data display, and conclusion.

1. Data Reduction

Reduction is the process of selecting, focusing, simplifying, and abstracting the data. According to Sugiyono (2006: 338), reducing data is summarizing the data, choose the basic material, focus on the important thing, search the theme and the pattern based on research, and clear the unnecessary in the research. It starts

when the researcher was in the field. There is data collected from the observation clarifying with interview and documentation. In this research, the researcher limited only to the implementation of scientific approach in teaching reading report text for eleventh grade students of MAN 1 Surakarta.

2. Data Display

According to Miles and Huberman (1984) the most frequent of data display for qualitative research data in the past has been narrative text. It is mean that in data reduction the researcher take the main point then in the data display the researcher has to explain the data clearly and briefly. Display of the data is a description of the data. Data display is a set of information which have been classified and organized based on the data reduction which leads to conclusion (Miles and Huberman, 1992: 17). This technique used in arranging information description or narration in order to draw the conclusion. By presenting the data, the researcher considered what should do. The researcher displayed the data then described it. After describing the data, the researcher presents the data from the implementation of scientific approach in MAN 1 Surakarta.

3. Conclusion

The last step is conclusion. There are two parts in conclusion there are temporary and credible conclusion. Temporary conclusion is the conclusion that there is no evident in the next research. In other hand

in credible conclusion there is evident in the next research (Sugiyono, 2017). Conclusions were draw continuously throughout the course of the study. The researcher was likely to write up not only what she has seen each day but also her interpretation of those observation. The researcher took conclusion after presenting and analyzing data.

CHAPTER IV

Research Finding and Discussion

In this chapter, the researcher explained the research finding and discussion of the research finding. The research finding consists of the implementation of scientific approach in teaching reading report text for the eleventh grade student of MAN 1 Surakarta Academic Year 2017/2018.

MAN 1 Surakarta is one of school in Surakarta that implemented scientific approach since three years later. Before implementing scientific approach, MAN 1 Surakarta used *KTSP*. In *KTSP* the students became the passive learners. The teacher in teaching learning process used “*ceramah*” methods that the methods made the teacher explained in front of the class and students listens. The other hand, in scientific approach learning, the students have to be active learners. The students have more to be the presenter to explain the material than the teacher. This approach made the teacher easily in teaching because the students could be asked working together.

XI IPS 2 and XI IPS 1 were two of classes in MAN 1 Surakarta that were implemented scientific approach. XI IPS 2 consists of 34 students and XI IPS 1 consists of 36 students. Both the students XI IPS 2 and XI IPS 1 are females. The teacher’s name is Hj. Sri Hartatik, S. Pd, M. Pd. The researcher took these classes because both classes have more interest than the other classes. The interesting of these classes both of them jointed the “English Wajib” that the lessons of English used complete scientific approach. Besides the other classes, in both of classes are

the most active and ready to present. Moreover, they enjoyed to presents the material used LCD Projector, showed the videos, and Power Points while that were not found in other classes.

The researcher had two researches in each class. In XI IPS 2 took on Wednesday, April 4 2018 and Wednesday, April 8 2018. In XI IPS 1 took on Friday, April 6 2018 and Friday April 13 2018. The schedules of these classes are described in the table below:

Table 1.4

The Schedule of English Teaching for XI IPS 1 and XI IPS 2.

No	Class	Day	Date	Subject Matter	Teacher
1.	XI IPS 1	Friday	07.00-08.20	English	Hj. Sri Hartatik, M. Pd
2.	XI IPS 2	Wednesday	07.00-08.40	English	Hj. Sri Hartatik, M. Pd

A. Research Finding

The researcher research finding of the implementation of scientific approach in teaching reading report text for the eleventh grade student of MAN 1 Surakarta academic year 2017/2018 is hold in XI IPS 1 and XI IPS 2. Teaching reading report text in XI IPS 2 and XI IPS 1 used 2013

curriculum which there were three steps in teaching learning process. The steps are opening, main activity and closing.

1. Teaching Reading Report Text using Scientific Approach in XI IPS 2

Scientific approach was implemented in XI IPS 2 in teaching reading report text. Based on the result of the research the researcher found seven steps in teaching learning process including five steps of scientific approach in that steps. First steps is opening, second steps is main activity (here was explained the five steps of scientific approach), third steps is closing.

a. Opening

Opening is the learning process that happens in beginning section of teaching learning. Opening in XI IPS 2 and XI IPS 1 were begun with reciting holly Qur'an, singing Asmaul Husna and praying during 15 minutes starting on 07.00-07.15. The teacher sometimes came in the middle of praying or after the praying finish. After reciting holly Qur'an, singing Asmaul Husna and praying the teacher open the lesson with saying greeting and asked the students news today.

Then, the teacher asked for the students to focus in material that will be discussed today. Discussing the material is about 15 minutes starting 07.15-07.30. First meeting in XI IPS 2, in opening section the teacher want to discuss about the report text. Before they discussed it the teacher asked the students to search the

definition and kinds of report text in internet. Different with second meeting in XI IPS 2, the opening section still discussed about report text but the different thing in this section the teacher checked the students found about the report text before they present in front of class.

b. Main Activity

1) Observing

In the first meeting in XI IPS 2, the teacher asked one of the students, namely Nanda Ingka Prasuci. Nanda read the report text untitled “Beach”. Nanda read all of the text that consists of three paragraphs. The source of her text was from Internet. Because this is the first meeting, Nanda was not prepared yet to present using LCD Projector. When Nanda read the text the teacher and others students became the listener.

In the second meeting in XI IPS 2, the teacher asked one of the students again to read the report text untitled “Tiger” including the meaning. The students name here is Febri. She reads all of the text which consists of two paragraphs. Febri read the report text in front of the class used LCD Projector. The teacher and other students became the listener.

2) Questioning

Implementing questioning in XI IPS 2 and XI IPS will be explained by the researcher here. First meeting in XI IPS 2, questioning activity was done by the teacher. After Nanda read

all of report text untitled “BEACH” the teacher asked Nanda to show the meaning of the text. The other students could help her if she had difficulties. The purpose of the teacher asked that question is for making sure that the students understood about the meaning of the text or not. Nanda could translate the text although it was not perfect translation.

Then, in the second meeting in XI IPS 2, the questioning section was done by the students who presented in front of class. After the presenter read all of the report text untitled “Tiger” she asked to her friend which part that made them not understood. Nevertheless, nobody asked to her. The teacher here became the guiding in the way of presentation.

3) Experimenting

Experimenting did in XI IPS 2 and also XI IPS 1. Experimenting activity in the first meeting in XI IPS 2 was the teacher asked to the students to analyze the generic structure and the tenses used in “BEACH” text. In second meeting in XI IPS 2 the experimenting did by the students, presenter, the presenter asked to her friend to analyze the text, “TIGER”, that was read before. The presenter gave the time for students to analyze it.

4) Associating

Associating did in XI IPS 2 and XI IPS 1. In the first meeting in XI IPS 2 after the teacher asked the students to analyze the

generic structure, the teacher waited them for discussing the generic structure, the students did individual.

In the second meeting in XI IPS 2, the associating activity in this class was instructed by the student (presenter) after the student gave instruct to analyze which one the generic structure and tenses used of “Tiger” report text, the presenter asked their friend to build the answer individually.

5) Communicating

In the first meeting in XI IPS 2, One of the student present generic structure and tenses that were used in “BEACH” report text. In the first paragraph is the general classification, the second paragraph is the description and the last paragraph is the conclusion. Moreover the student explains the tenses that were used in that text. For the first tenses is simple present tense in the first paragraph and sentence “A beach is a landform along a body of water”. The student said that “A beach” is the subject and there is “is”, it is to be V1. Thus it is called simple present tense. Second is simple present tense passive voice in the third sentence of second paragraph. “Wild beaches,....., are not developed”. “Wild beaches” is the subject. “Are not” is to be and followed with “developed” is V3. Thus, this sentence is called simple present passive voice. Third, the student found the simple future passive voice in the last sentence of second paragraph. The sentence is “Wild beaches can be valued”.

“Wild beaches” is subject. “can” is the modal auxiliary and followed with “be” and “valued”. “be” is the passive voice characteristic when followed by “can” then “valued” is V3. Thus, this sentence is called simple future passive voice tense.

The second meeting on XI IPS 2, Febri gives the command of her friend’s opinion. She said that her friend’s opinion is correct but in tenses she wants to shows other tenses used in this text. In order contains with simple present tense in the first sentence there are three tenses contained in this text. First is Simple present tense passive voice in “The species is classified” sentence. Next, the sentence in the last sentence of the first paragraph “This,....., has caused”. It is called simple present perfect passive voice tense. Furthermore, in “They have been extirpated”. It is called simple present perfect passive voice tense. After she explained about the generic structure and the tenses used she want to closes her presentation but the teacher will give the command of her presentation. The teacher wants to command about the second tenses that were found by Febri. It is about simple present perfect passive voice tense in “This has caused” sentence. The teacher explains that is not simple present perfect passive voice tense but that is simple present perfect tense without passive voice. Because the characteristic of simple present perfect passive voice tense is “S+has/have+been+Verb 3” in other hand, the characteristic

sentence that was showed in “This has caused” is “S+has/have+Verb 3”. Thus this sentence is just called simple present perfect tense.

c. Closing

In the first and second meeting in XI IPS 2 and , the closing activities were the teacher gave the conclusion of the definition and what is report text actually then asked the students to prepare in the next meeting to present the material better than today.

Then the closing activities were the teacher concluded the materials today that were about the generic structure of report text and the grammatical was used. The teacher recommend the students to more learn again to make the understanding more deeply than today.

Based on the research in XI IPS 2 hold two times, the result of the research quit different. The first meeting in XI IPS 2, the teacher did five steps of scientific approach. In observing teacher activity was the teacher asked the students to read the report text then the students read that report text, then the teacher asked one students in questioning steps while others students became the listener.

All of the description above will describe in the table below that will contain the activities in XI IPS 1 in first meeting below:

Table 1.5
Teaching Reading Report Text using Scientific Approach in XI IPS 2 /
First Meeting

No	Steps	Teacher Activity	Students Activities	S. F	G .S	G	V	I . E
1.	Opening	Teacher guide the students	The students listen					
2.	Observing	Asked students to read the report text	Students read the text					
3.	Questioning	Asked the students about the meaning	Students as listener	√			√	
4.	Experimenting	Teacher as a facilitator	Asked the generic structure and grammatical		√	√		√
5.	Associating	Teacher as a facilitator	Students analyze the generic structure and grammatical		√	√		√
6.	Communicating	Teacher as a facilitator	Students present the result of generic structure and grammatical		√	√		√
7.	Closing	Teacher handle the class	The students became the listener					

In this step the teacher discussed about social function of report text and used the context for vocabulary reading technique. In experimenting the teacher became the facilitator and the students activity is the presenter (student) Asked the generic structure and grammatical to the other students. Next, in associating steps the teacher became the facilitator and the students analyze the generic

structure and grammatical. In communicating steps the teacher as a facilitator while the students present the result of generic structure and grammatical. The researcher used the symbols in describing inside the table. S. F (Social Function), G. S (Generic Structure), G (Grammatical), V (Context for Vocabulary), I. E (Identifying Exception).

The second meeting in XI IPS 2, the teacher did five steps of scientific approach. In all steps the teacher became the facilitator. The students activities in opening is present the report text, in observing students read the text, in questioning the students asked her friends about the meaning, in experimenting the students asked the generic structure and grammatical. In communicating students present in front of class. Last, the teacher closed the activity today.

All of the description above will describe in the table below that will contain the activities in XI IPS 2 in second meeting below:

Table 1. 6

The Activities in XI IPS 2 / Second Meeting

No	Steps	Teacher Activity	Students Activities	S. F	G. S	G	V	I. E
1.	Opening	Teacher facilitator	One of students present in class					
2.	Observing	Teacher as a facilitator	Students read the text					
3.	Questioning	Teacher as a facilitator	Asked her friends about the meaning	√			√	
4.	Experimenting	Teacher as a	Asked the		√	√		√

		facilitator	generic structure and grammatical					
5.	Associating	Teacher as a facilitator	Students analyze the generic structure and grammatical		√	√		√
6.	Communicating	Teacher as a facilitator	Students present the result of generic structure and grammatical		√	√		√
7.	Closing	Teacher handle the class	Students listen					

The researcher used the symbols in describing inside the table. S. F (Social Function), G. S (Generic Structure), G (Grammatical), V (Context for Vocabulary), I. E (Identifying Exception). In this second meeting the teacher mostly be the facilitator and the students be more active than the teacher. It could be seen that the activity of the students here as a presenter of the lesson. The student is the lead the way of discussion in the lesson today.

2. Teaching Reading Report Text using Scientific Approach in XI IPS 1

Scientific approach was implemented in XI IPS 2 in teaching reading report text. Based on the result of the research the researcher found seven steps in teaching learning process including five steps of

scientific approach in that steps. First steps is opening, second steps is main activity (here was explained the five steps of scientific approach), third steps is closing.

a. Opening

Next, in first meeting in XI IPS 1, the teacher asked about the report text. Either any students answer or not. The answer of the students were quite perfect that report text is different with description, for example when description just discusses about my butterfly but report text discussed about the butterfly. Different with the second meeting, before the students discussed about the report text materials the teacher give motivation for the students in learning report text that it is easy. It happened because some students had no evident to present their report text material in front of the class.

b. Main Activity

1) Observing

In the first meeting in XI IPS 1 teacher asked the students to make a group. The teacher gave the change for the students to read the report text in each group. The students directly joint with their groups to read the report text that were found by them. In each groups consist of four students.

Then, the second meeting in XI IPS 1, observing activity, the teacher asked one of group to read their report text in front of the class. The titled of their report text is "PANDA". The

group consists of four students. Before one of them read all of the text, the group showed the video. The video showed the definition of report text and PANDA itself. They present it used LCD Projector. The teacher and others students became the listener.

2) Questioning

Next, the first meeting in XI IPS 1, there was not questioning section. After observing, the teacher directly went to the next section.

Last, the second meeting in XI IPS 2, the questioning in this section was done by the group who present in front of class. The group asked to their friend which part was not understood by the students. The teacher here became the guide. Nevertheless, there is nobody asked for them.

3) Experimenting

In the first meeting in XI IPS 1 experimenting did by the students, the students discuss about the characteristic of report text in each group. This instruction was given by the students who presents in front of class.

In second meeting in XI IPS 1, experimenting activity the students explain the generic structure and tenses used in the report text that was read in each group.

4) Associating

In XI IPS 1 in the first meeting, the discussing section still in way. They found that the characteristic of report text are social function, generic structure and tenses used. After that, they continued to discuss which one the social function, generic structure, and tenses used of “Dolphin” report text. The teacher became the source. Last, is the second meeting on XI IPS 1. In this associating, after the student got the explanation by the group about the definition, character of report text and also read about their text, the students have to search, what are the characteristics used in “Panda” report text.

5) Communicating

In the first meeting in XI IPS 1, in communicating activity, the students present in group. The group that have chance to present today is “Dolphins” group. The group consists of four students that want to present report text about Dolphin. The first presenter opens the presentation with introducing their partner. After introduction section the second presenter read the text following the meaning. The third presenter explains about the generic structure. The generic structure in ”Dolphin” text. This text consists of four paragraphs. The third presenter said that the first paragraph is the general classification, the second and third paragraphs are the description and the last is

conclusion. Then the fourth presenter explains the tenses that were used in the “Dolphin” text.

The groups found simple present tense, simple present perfect passive voice tense and simple future tense. Simple present tense that was found is in first sentence of first paragraph. The sentence said “Dolphins are very intelligent”. She said that “Dolphins” is a subject and followed with “are” that “are” is to be. Thus, this tense is called simple present tense. Second is simple present perfect passive voice tense. It can be seen on the last sentence in the first paragraph. The sentence said “They have been know” . “They” is subject and “have been” + “know (V3)” they were called simple present perfect passive voice tense. The last the sentence that they found is simple present future tense. It can be seen on the second sentence in the last paragraph. The fourth presenter said that “They can jump out”. “They” is subject “can” is modal auxiliary that was followed with Verb 1 “jump out”. Thus this sentence used simple present future tense.

The last is the second meeting in XI IPS 1. The presenter wrote the result of generic structure and tenses used in whiteboard. After she reads it, she explained it. She found the tenses used. It is called simple present tense passive voice in “Panda is the largest species found” sentence. It was called simple present tense passive voice because “Panda” is the

subject meets “is...found” is tobe+Verb3. The teacher gives command that there is “the largest” in “Panda is the largest species found” sentence.

c. Closing

The first closing in XI IPS 1 was the teacher gave the conclusion of the definition and what is report text actually then asked the students to prepare in the next meeting to present the material better than today.

The second closing in XI IPS 1 is the closing activities were the teacher concluded the materials today that were about the generic structure of report text and the grammatical was used. The teacher recommend the students to more learn again to make the understanding more deeply than today.

All of the description above will describe in the table below that will contain the activities in XI IPS 1 in first meeting below:

Table 1. 7

The Activities in XI IPS 1 / First Meeting

No	Steps	Teacher Activity	Students Activities	S. F	G .S	G	V	I. E
1.	Opening	As guider	Had interaction with the teacher					
2.	Observing	Teacher give instruction to search the meaning, generic structure and grammatical	Student do it in group	√	√	√		√
3.	Questioning	-	-	-	-	-	-	-

4.	Experimenting	Teacher as a facilitator	The students discussing	√	√	√		√
5.	Associating	Teacher as a facilitator	Students found the result of the generic structure and grammatical	√	√	√		√
6.	Communicating	Teacher as a facilitator	Students present the result of generic structure and grammatical	√	√	√		√
7.	Closing	The teacher handle the class	The students as a participants					

The researcher used the symbols in describing inside the table. S. F (Social Function), G. S (Generic Structure), G (Grammatical), V (Context for Vocabulary), I. E (Identifying Exception).

The activities in XI IPS 1 in the first meeting used five steps of scientific approach. The opening section teacher became a facilitator. In five steps of scientific approach the teacher gave instruction for the students then the students do it in group. There are not questioning section. In experimenting the teacher was a facilitator while the students discussed in group. In associating steps the teacher is a facilitator and the students found the result of the generic structure and grammatical. In communicating the teacher still the facilitator and the students present the result of generic structure and grammatical. Last, the teacher closed the activities today.

All of the description above will describe in the table below that will contain the activities in XI IPS 1 in second meeting below:

Table 1. 8

The Activities in XI IPS 1 / Second Meeting

No	Steps	Teacher Activity	Students Activities	S. F	G. S	G	V	I. E
1.	Opening	Teacher as a facilitator	Students be the listener					
2.	Observing	Teacher as a facilitator	Showed video and read the text	√				
3.	Questioning	Teacher as a facilitator	The presenter asked about the material to the other students	√			√	
4.	Experimenting	Teacher as a facilitator	Explained the definition, generic structure and grammatical		√	√		
5.	Associating	Teacher as a facilitator	Discussing generic structure and grammatical based on text		√	√		√
6.	Communicating	Teacher as a facilitator	Students present the result of generic structure and grammatical		√	√		√
7.	Closing	Teacher is a guider	Students as a participants					

The researcher used the symbols in describing inside the table. S. F (Social Function), G. S (Generic Structure), G (Grammatical), V (Context for Vocabulary), I. E (Identifying Exception).

The activities in XI IPS 1 in the second meeting used five steps of scientific approach. The opening section teacher became a facilitator. In five steps of scientific approach the teacher gave instruction for the students then the students do it in group. Questioning section the teacher is a facilitator and the presenter (students) asked about the material in other friends. In experimenting the teacher was a facilitator while the students discussed in group. In associating steps the teacher is a facilitator and the students found the result of the generic structure and grammatical. In communicating the teacher still the facilitator and the students present the result of generic structure and grammatical. Last, the teacher closed the activities today.

3. The Implementation of Scientific Approach in Teaching Reading Report Text in XI IPS 2 and XI IPS 1

In teaching learning section, the activities in both classes, XI IPS 1 and XI IPS 2 did three steps on teaching learning used scientific approach. Both the first and second observation in both classes had differences activities.

a. Opening

All of class did prayer in opening. After opening, the first meeting in XI IPS 2 and XI IPS 1 handled by the teacher. In the other hand the second meetings in XI IPS 2 and XI IPS 1 handled by the students.

b. Main Activity

1) Observing

a) First Observing in XI IPS 2:

Observing activity in this class is reading of the report text. Here, the student as a performer and the teacher as a resource. The student read all of her text that was collected before use identifying exception.

b) Second Observing in XI IPS 2:

Observing activities in this class is quite same as the first observation the student reads all of the text used LCD Projector Student as the presenter and the teacher as the resource.

c) First Observing in XI IPS 1:

The reading process used identifying exception.

d) Second Observing in XI IPS 1:

Showed the video and read all of the text in LCD.

2) Questioning

The teacher in all of observations asked about the meaning of the text except in the first observation in XI IPS 1. The reading technique in used is using contexts for vocabulary. In reading something, the reader was demanded connecting with the context. The reader sometime find the same vocabulary but it has different meaning, this is called using context of vocabulary.

3) Experimenting

The Teacher asked the students to search the generic structure and tenses used in text. From questioning is to collect the information from the any resources. In all of experimenting observation showed analyzing the generic structure and the tenses used.

4) Associating

Students analyze the text which one called generic structure and what are the tenses used. In this step used identifying exceptions reading techniques. It activity is to make the student deep about the grammar. Student discussed the generic structure and the tenses used in all of observations.

5) Communicating

The student presents the result in front of the class use oral. The expressions to show the information are through write or speak. In all of observation, communicating is activity presented the result of the discussions. All of observation practices the communicating used oral except in second observation of XI IPS 1 class. It read the result of discussion in whiteboard in front of the class then already to present the meaning of passage that was written.

c. Closing

In the first meeting in XI IPS 2 and XI IPS 1 the closing was given by the teacher to give the motivation for the next meeting. Then, in

Information:

O : Observing	S.F : Social Function
Q : Questioning	G.S : Generic Structure
E : Experimenting	G : Grammatical
A : Associating	V : Context of Vocabulary
C : Communicating	I.E : Identifying
K : Kompetensi	

Teaching reading report text using scientific approach in XI IPS 2 and XI IPS 1 both first and second meetings implemented five steps in scientific approach (observing, questioning, experimenting, associating and communicating) except XI IPS 1 in the first meeting. It was not implemented the questioning section because the students understood. Then teaching reading report text included the social function, generic structure, grammatical, context of vocabulary, identifying exception. Furthermore both classes completed the 2013 curriculum competencies.

B. Discussion

Based on the researcher exposure data obtained from observation and showed the data reduction, are not explained unnecessary data, the researcher performing the analyzing of the data reduction. The implementation of scientific approach in teaching reading report text for the eleventh grade student of MAN 1 Surakarta will be explained by the researcher in this section.

The Characteristics of report text that were explained in chapter II that report text focused on social function, generic structure and grammatical

(Anderson, 1997:2). In all of meetings based on the researcher observation, all of classes both XI IPS 1 and XI IPS 2, teaching report text discussed about the social function, generic structure and grammatical. In presenting them, the teacher is as the facilitator and the student as the presenter. Different class is different text.

Furthermore in all of classes based on the researcher observation explained that the social function of report text is to describe the thing in general, the generic structure is general classification, description and closing, and the grammatical used in all of text that discussed in all of classes is simple present.

Based on the research, all of classes in researcher observation used Context for Vocabulary and Identifying Exception. In reading something, the reader was demanded connecting with the context. The reader sometime finds the same vocabulary but it has different meaning, this is called using context of vocabulary. Before reading using context the reader has to know the vocabulary word by word after that understanding the context. Identifying Exception is one of technique of teaching reading. Identifying Exception means that reader who has the deep in understanding grammar. This ability makes the reader taking easy in distinguishing each meaning (Nur, 2012:15). The using context of vocabulary used in questioning steps. Then, the identifying exception can be seen in all of meetings but in different section.

In teaching section, the activities in both classes, XI IPS 1 and XI IPS 2 did observing, questioning, experimenting, associating and

communicating. Both the first and second observation in both classes had differences activities.

In the first observing in XI IPS 2 is Observing activity in this class is reading of the report text. Here, the student as a performer and the teacher as a resource. The student read all of her text that was collected before use identifying exception. Second Observing in XI IPS 2 is Observing activities in this class is quite same as the first observation the student reads all of the text used LCD Projector Student as the presenter and the teacher as the resource. First Observing in XI IPS 1 is the reading process used identifying exception. Second Observing in XI IPS 1 is showed the video and read all of the text in LCD. Observing is the activity that happened in the beginning class. In this beginning class teacher open with the variety opportunities for students the activities in observing are: observing, scrutinizing, listening and reading (Permendikbud 81 A). Based on the theory, all of class did base on the theory.

The teacher in all of observations asked about the meaning of the text except in the first observation in XI IPS 1. The reading technique in used is using contexts for vocabulary. In reading something, the reader was demanded connecting with the context. The reader sometime find the same vocabulary but it has different meaning, this is called using context of vocabulary. Before reading using context the reader has to know the vocabulary word by word after that understanding the context (Nur:15, 2015). It based on Permendikbud No. 81 A, questioning in learning activity is asking question that showed about the not understanding in

observing then to add some information. The teacher can give the factual question (use environment) and hypothetical information (student opinion).

The Teacher asked the students to search the generic structure and tenses used in text. Experimenting according to Permendikbud No. 81 A is the next steps from questioning is to collect the information from the any resources. In all of experimenting observation showed analyzing the generic structure and the tenses used. Students analyze the text which one called generic structure and what are the tenses used. In this step used identifying exceptions reading techniques. It activity is to make the student deep about the grammar (Nur: 15, 2015). Student discussed the generic structure and the tenses used in all of observation.

The student presents the result in front of the class use oral. Communicating step based on Permendikbud No. 81 A is communicate the information which was collected and through the associating step (processing the information). The expressions to show the information are through write or speak. In all of observation, communicating is activity presented the result of the discussions. All of observation practiced the communicating used oral except in second observation of XI IPS 1 class. It read the result of discussion in whiteboard in front of the class then already to present the meaning of passage that was written.

CHAPTER V

CONCLUSION AND RECOMMENDATION

In this chapter, the researcher presents the conclusion of the research and suggestion for developing the implementation of scientific approach in teaching reading report text for the eleventh grade student of MAN 1 Surakarta Academic Year 2017/2108.

A. Conclusion

Based on the research finding, it can be concluded that the implementation of scientific approach in teaching reading report text for the eleventh grade student of MAN 1 Surakarta Academic Year 2017/2018 is teaching reading with several technique of reading used five steps of scientific approach. There are observing questioning, experimenting, associating and communicating. In teaching learning process, the teacher uses three main steps in conducting teaching and learning process in classroom activity, namely: opening, main activity (implementation), and closing. In all of observation, both XI IPS 2 and XI IPS 1, the opening activities described that the opening activities in all of class is reciting *Al-Qur'an* and praying. The the teacher made the condition for bringing the students to the new material.

The teacher in all of observations asked about the meaning of the text except in the first observation in XI IPS 1. The reading technique in used is using contexts for vocabulary. The Teacher asked the students to search the generic structure and tenses used in text. In all of experimenting observation

showed analyzing the generic structure and the tenses used. Students analyze the text which one called generic structure and what are the tenses used. Student discussed the generic structure and the tenses used in all of observation. All of observation practiced the communicating used oral except in second observation of XI IPS 1 class. It read the result of discussion in whiteboard in front of the class then already to present the meaning of passage that was written.

The last steps in teaching learning is closing. The closing happened in the last of learning that happened in all of classes. The activities in closing is the teacher gave the commad or suggestion in material that was discussed today. Then the teacher gave conclusion of the material today. Last, the teacher closed the meeting with saying greeting and salutation.

B. Recommendation

After conducting research about the implementation of scientific approach in teaching reading report text for the eleventh grade student of MAN 1 Surakarta Academic Year 2017/2018, the researcher found that it needed evaluation in order to get the improvement in the future. As the result, there are several important things that can be suggested in the last report and it is hopefully can be useful for:

1. For the English teacher, it would be better if the teacher used variety of method in order to avoid the students felt bored, and make noisy.

2. For the students, the student should more active in the teaching learning process. The other hand the student should improve their grammatical ability.
3. For the other researcher, the result of this research, it would be helped the next researcher as the source to conduct the next research with the similar to problem of scientific approach in teaching reading report text for the eleventh grade students.

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APPENDIXES

APPENDIX 1

FIELD NOTES

1. First Meeting / XI IPS 2

In the first meeting there were activities in Classroom. Bell ringed on 07.00 o'clock, the teacher came after prayed. Next, the teacher wanted to bring with the new material namely report text. The students were given the time observes about report text individually. Next, one of the students read the text that she gate (Beach), read in English then the teacher asked to translate it in Bahasa. Then, continued with discussed of Beach report text. In discussed beach report text, the students discussed with their friend, while the teacher was as a guided person. They discussed about the characteristic of report text and the grammatical used of report text based on the beach text. After discussed it the teacher gave the conclusion and suggestion to the students to more prepare in the next meeting, because still discussed about report text. Finally, the teacher closed closed the meeting today with say *hamdalah*.

2. Second Meeting / XI IPS 2

In the second meeting the beginning of classes with prayed together. After prayed the teacher open the class and instruct one of the students who wants to present the report text. One of the students presented report text untitled "Tiger". She presented used LCD Projector. After she read the text including translate in Bahasa, she asked to her friends which one text were not understood, but nobody asked it. After that, she asked to her friend to analyze the characteristics of report text and grammar used based on the "Tiger" text. Next, the student search the characteristics and grammar used based on "Tiger" text then showed up in class. After that, the presenter gave correction of the one of the student opinion. Finally, after discussed the "Tiger" text, the presenter gave the time for the teacher again. The teacher closed the lesson today.

3. First Meeting / XI IPS 1

In the first meeting in XI IPS 1, same with XI IPS 2, the beginning class begins with praying. Then the teacher opened the class and brought the student to the new material that was about report text. The teacher gave the stimulant of report text with asked the students what the students know about report text and what is the differences between report text and description. After that, the teacher made group. The group consisted of four students to search the report text including the characteristics and the grammar used based on the text. Directly they search and discussed in group. After the discussed they found all of the answer. Then they present the text in front of class in group. After they presented in front of

class the teacher gave evaluation of the material that was discussed then closed the meeting today.

4. Second Meeting / XI IPS 1

In second meeting of XI IPS 1 began with praying. After praying the teacher asked to the students to check the material that was brought before. Directly the teacher instructed one of group to present in front of class. One of group present in front of class with the “Panda” was the title. For the first they showed the video of definition of report text and “Panda”report text. They read and translate in Bahasa. After that, they asked to their friend which one material that they were understood yet. Then, they explained the characteristics and generic structure of report text. Then, they asked to their friend to discuss what the characteristic and grammatical used based on “Panda” text. Then, the presenter wrote the result of the discussion. Then in last section the teacher closed the meeting today.

APPEDIX 2

TRANSCRIPT

The research methodology that resercher used was descriptive qualitative. To get the data the the tehique of collecting data by observation. In obsevation the researcher made the transcript. It function is to be the research evident in research finding. The researcher made the transcript in all observations that will be explain below.

1. Scientific Approach in Teaching Reading Report Text in XI IPS 2 Class.

a. First Observation

1) Opening (20 minutes)

In this observation is the first observation in XI IPS 1 class that was held on Wednesday, 4 April 2018. The students in this class consist of 34 students. The English material in this class is report text. Class begins at 07.00 o'clock. The first activity is beginning with the students praying and reciting holy Qur'an. These activities happened during fifteen minutes. After that, the teacher opened the class with Islamic greeting.

Then, the teacher asked about what is the material today. Student said that today is report text material. The teacher directly gives attention to student for the report text the students have to work individually. The students search the report text. The teacher gives fifteen minutes to finish this job. All of them search in internet.

2) Main Activity (60 minutes)

a) Observing

In observing, the activity is read the report text. The reader namely Nanda Ingka Prasuci, the title of her report text is Beach. The text consists of three paragraphs. She read all of the text.

b) Questioning

After the student read the text, the teacher asked the meaning of the text generally to Nanda Ingka Prasuci but if there is student that wants to help her is appropriated. She translates in Bahasa.

c) Experimenting

The teacher gives instruction for the student to analyze the generic structure and the tenses used in Nanda's report text using discussion with their friends.

d) Associating

The student analyzes it discussed with their friends.

e) Communicating

One of the student present generic structure and tenses that were used in “BEACH” report text. In the first paragraph is the general classification, the second paragraph is the description and the last paragraph is the conclusion. Moreover the student explains the tenses that were used in that text. For the first tenses is simple present tense in the first paragraph and sentence “A beach is a landform along a body of water”. The student said that “A beach” is the subject and there is “is”, it is to be V1. Thus it is called simple present tense.

Second is simple present tense passive voice in the third sentence of second paragraph. “Wild beaches,....., are not developed”. “Wild beaches” is the subject. “Are not” is to be and followed with “developed” is V3. Thus, this sentence is called simple present passive voice.

Third, the student found the simple future passive voice in the last sentence of second paragraph. The sentence is “Wild beaches can be valued”. “Wild beaches” is subject. “can” is the modal auxiliary and followed with “be” and “valued”. “be” is the passive voice characteristic when followed by “can” then “valued” is V3. Thus, this sentence is called simple future passive voice tense. (25 minutes)

3) Closing Activity (5 minutes)

In closing activity, the teacher give attention that because the next meeting is still report text material, the student have to prepare to make presentation. It will be better if the students present with some media. For example use LCD Projector, mind mapping, drafting, etc. Finally, the teacher closes the agenda with saying *hamdalah*. (10 minutes)

b. Second Observation

1) Opening (20 minutes)

Second observation in XI IPS 2 was held on Wednesday, 8 April 2018. The beginning activities were praying and reciting holy Qur’an. Those were not quite different from the meeting before with the same duration is about fifteen minutes. After finished of the praying and reciting holy Qur’an the teacher were not explain again about the assignment. The teacher just asked for the students who want to present their finding and analyzing of the structure and the tenses of the report text. In other hand the teacher gave the time for students to checking their jobs before the presentation time begin.

2) Main Activity (60 minutes)

a) Observing

In observing, one of the students has to present his/her report text namely Febri untitled "Tiger". The text consists of two paragraphs. She shows the text used LCD Projector. She reads all of the text and also translates the meaning not each words and sentences in Bahasa.

b) Questioning

She asked to her friends which one text that wants to ask but the all of her friends was quiet understood about her explanation.

c) Experimenting

In experimenting, Febri try to ask her friends about the generic structure and tenses used in this text. She asks about it because she wants to make her friends speak up and then discuss it.

d) Associating

In associating, one of her friends said that according to her the generic structure of that text is the first and second paragraph is the general statement and description and the last paragraph is the conclusion. Then, about the tenses used, the other friends said that she wants to explain one tense used in this text. There is simple present tense that was showed in the first paragraph on first sentence. The sentence said "The tiger (*Panthera tigris*) is the largest.

e) Communicating

Febri gives the command of her friend's opinion. She said that her friend's opinion is correct but in tenses she wants to shows other tenses used in this text. In order contains with simple present tense in the first sentence there are three tenses contained in this text. First is Simple present tense passive voice in "The species is classified" sentence. Next, the sentence in the last sentence of the first paragraph "This,....., has caused". It is called simple present perfect passive voice tense. Furthermore, in "They have been extirpated". It is called simple present perfect passive voice tense. After she explained about the generic structure and the tenses used she want to closes her presentation but the teacher will give the command of her presentation. The teacher wants to command about the second tenses that was found by Febri. It is about simple present perfect passive voice tense in "This has caused" sentence. The teacher explains that is not simple present perfect passive voice tense but that is simple present perfect tense without passive voice. Because the characteristic of simple present perfect passive voice tense is "S+has/have+been+Verb 3" in other hand, the characteristic sentence that was showed in "This has caused" is "S+has/have+Verb 3". Thus this sentence is just called simple present perfect tense.

3) Closing Activity (5 minutes)

In closing activity, the teacher said thanks for today.

2. Scientific Approach in Teaching Reading Report Text in XI IPS 1 Class.

a. First observation

1) Opening (15 minutes)

In this class, the observation happened on Friday 6 April 2018. The class consists of 36 students. In the first observation the class begins with praying and reciting holy Qur'an. Those activities were happened about fifteen minutes. After that, the teacher said the greeting said about the report text.

Because there is any students rather forgot about report text, the teacher start to explain about the report text. When the teacher said "Report Text is the text which will give us information about thing" "For example butterfly, Shark, house, and then,..". any student still confused about the description and report text. Then the teacher gives the other students to answer that question. There is student answer that the differences of descriptive and report text is descriptive is more specific than report text. She also gives the example of descriptive text and report text. She takes the butterfly to be the example. She said that my butterfly is descriptive text and butterfly is report text.

After hear the student explanation, the teacher smile as the student answer is correct. Then the teacher makes it sure that there is not student not understanding yet.

2) Main Activity (60 minutes)

a) Observing

Next, the teacher gave instruction for the XI IPS 1 students that they will be gotten the assignment for the teacher about report text. The students do it in group. The assignment same with XI IPS 2 class it to search, find the meaning, analyze the structure and the tenses of report text. The teacher will give thirty minutes for discussing it.

b) Questioning

There is no questioning that implemented in this section.

c) Experimenting

They found the meaning and the characteristics of report text then they discuss in each group which one the characteristics of report text based on their own text.

d) Associating

The student found all of the answer of their jobs that were given from their teacher.

e) Communicating

In communicating activity, the students present in group. The group that have chance to present today is “Dolphins” group. The group consists of four students that want to present report text about Dolphin. The first presenter opens the presentation with introducing their partner. After introduction section the second presenter read the text following the meaning. The third presenter explains about the generic structure.

The generic structure in ”Dolphin” text. This text consists of four paragraphs. The third presenter said that the the first paragraph is the general classification, the second and third paragraphs are the description and the last is conclusion. Then the fourth presenter explains the tenses that were used in the “Dolphin” text.

The groups found simple present tense, simple present perfect passive voice tense and simple future tense. Simple present tense that was found is in first sentence of first paragraph. The sentence said “Dolphins are very intelligent”. She said that “Dolphins” is a subject and followed with “are” that “are” is to be. Thus, this tense is called simple present tense. Second is simple present perfect passive voice tense. It can be seen on the last sentence in the first paragraph. The sentence said “They have been know” . “They” is subject and “have been” + “know (V3)” they were called simple present perfect passive voice tense. The last the sentence that they found is simple present future tense. It can be seen on the second sentence in the last paragraph. The fourth presenter said that “They can jump out”. “They” is subject “can” is modal auxiliary that was followed with Verb 1 “jump out”. Thus this sentence used simple present future tense.

3) Closing Activity (5 minutes)

In closing activity, the teacher give attention that because the next meeting is still report text material, the student have to prepare to make presentation. It will be better if the students present with some media. For example use LCD Projector, mind mapping, drafting, etc. Finally, the teacher closes the agenda with saying *hamdalah*.

b. Second Observation

1) Opening (15 minutes)

Second observation in XI IPS 1 was held on Wednesday, 8 April 2018. The beginning activities were praying and reciting holy Qur’an. Those were not quite different from the meeting before with the same duration is about fifteen minutes.

After finished of the praying and reciting holy Qur'an the teacher were not explain again about the assignment. The teacher just asked for the students who want to present their finding and analyzing of the structure and the tenses of the report text. In other hand the teacher gave the time for students to checking their jobs before the presentation time begin.

2) Main Activity (60 menit)

a) Observing

Student showed the report text video in LCD Projector in front of the class. After she was shown about the video she read all of the report untitled "PANDA" used LCD Projector also.

b) Questioning

There presenter asked the students about the presentation if there is student not understood yet.

c) Experimenting

The student explained the generic structure and the tenses.

d) Associating

The presenter asked with her friend to discuss the generic structure and tenses used in "PANDA" report text together.

e) Communicating

The presenter wrote the result of generic structure and tenses used in whiteboard. After she reads it, she explained it. She found the tenses used. It is called simple present tense passive voice in "Panda is the largest species found" sentence. It was called simple present tense passive voice because "Panda" is the subject meets "is...found" is tobe+Verb3. The teacher gives command that there is "the largest" in "Panda is the largest species found" sentence. The teacher asked "what is the function of the largest here?". Some student said "itu miss, paling besar". " the teacher add "iya, betul. And what we call it?". the student quiet. Then the teacher said " it is called degree of comparison". "The largest, it has mean "paling besar".

3) Closing Activity (5 minutes)

In closing activity, the teacher said thanks for today. Finally, the teacher closes the agenda with saying *hamdalah*.

Appendix III

Permendikbud 103 and Permendikbud 81 A

SALINAN

PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA

NOMOR 103 TAHUN 2014

TENTANG

PEMBELAJARAN PADA PENDIDIKAN DASAR DAN PENDIDIKAN MENENGAH
DENGAN RAHMAT TUHAN YANG MAHA ESA

MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA,

Menimbang : bahwa dalam rangka implementasi kurikulum sebagaimana telah diatur dalam Pasal 77O ayat (2) huruf c dan Pasal 77P ayat (2) huruf c Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan, perlu menetapkan Peraturan Menteri Pendidikan dan Kebudayaan tentang Pedoman Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah;

Mengingat : 1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional (Lembaran Negara Republik Indonesia Tahun 2003 Nomor 78, Tambahan Lembaran Negara Republik Indonesia Nomor 4301);

2. Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan sebagaimana telah diubah dengan Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan (Lembaran Negara Republik Indonesia Tahun 2013 Nomor 71, Tambahan Lembaran Negara Republik Indonesia Nomor

5410);

3. Peraturan Presiden Nomor 47 Tahun 2009 tentang Pembentukan dan Organisasi Kementerian Negara Republik Indonesia sebagaimana telah beberapa kali diubah terakhir dengan Peraturan Presiden Republik Indonesia Nomor 13 Tahun 2014;
4. Peraturan Presiden Nomor 24 Tahun 2010 tentang Kedudukan, Tugas, Fungsi, Susunan Organisasi, dan Tata kerja Kementerian Negara Republik Indonesia sebagaimana telah beberapa kali diubah terakhir dengan Peraturan Presiden Nomor 14 Tahun 2014;
5. Keputusan Presiden Nomor 84/P Tahun 2009 mengenai Pembentukan Kabinet Indonesia Bersatu II sebagaimana telah beberapa kali diubah terakhir dengan Keputusan Presiden Nomor 54/P Tahun 2014;

6. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 54 Tahun 2013 tentang Standar Kompetensi Lulusan Pendidikan Dasar dan Menengah;
7. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 64 Tahun 2013 tentang Standar Isi Pendidikan Dasar dan Menengah;
8. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 65 Tahun 2013 tentang Standar Proses Pendidikan Dasar dan Menengah;
9. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 66 Tahun 2013 tentang Standar Penilaian Pendidikan Dasar dan Menengah;
10. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 57 Tahun 2014 tentang Kurikulum 2013 Sekolah Dasar/Madrasah Ibtidaiyah;
11. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 58 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Pertama/Madrasah Tsanawiyah;
12. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 59 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah;
13. Peraturan Menteri Pendidikan dan Kebudayaan Nomor 60 Tahun 2014 tentang Kurikulum 2013 Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan;

MEMUTUSKAN:

Menetapkan : PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN
TENTANG PEMBELAJARAN PADA PENDIDIKAN DASAR DAN
PENDIDIKAN MENENGAH.

Pasal 1

Dalam Peraturan Menteri ini yang dimaksud dengan:

1. Pembelajaran adalah proses interaksi antarpeserta didik dan antara peserta didik dengan pendidik dan sumber belajar pada suatu lingkungan belajar.
2. Rencana Pelaksanaan Pembelajaran selanjutnya disebut dengan RPP adalah rencana pembelajaran yang dikembangkan mengacu pada silabus;
3. Satuan pendidikan adalah Sekolah Dasar/Madrasah Ibtidaiyah/Sekolah Dasar Luar Biasa (SD/MI/SDLB), Sekolah Menengah Pertama/Madrasah Tsanawiyah/ Sekolah Menengah Pertama Luar Biasa (SMP/MTs/SMPLB), Sekolah Menengah Atas/Madrasah Aliyah /Sekolah Menengah Atas Luar Biasa (SMA/MA/SMALB), dan Sekolah Menengah Kejuruan/Madrasah Aliyah Kejuruan/Sekolah Menengah Kejuruan Luar Biasa (SMK/MAK/SMKLB).

Pasal 2

(1) Pembelajaran dilaksanakan berbasis aktivitas dengan karakteristik:

- a. interaktif dan inspiratif;
- b. menyenangkan, menantang, dan memotivasi peserta didik untuk berpartisipasi aktif;

- c. kontekstual dan kolaboratif;
 - d. memberikan ruang yang cukup bagi prakarsa, kreativitas, dan kemandirian peserta didik; dan
 - e. sesuai dengan bakat, minat, kemampuan, dan perkembangan fisik serta psikologis peserta didik.
- (2) Pembelajaran menggunakan pendekatan, strategi, model, dan metode yang mengacu pada karakteristik sebagaimana dimaksud pada ayat (1).
- (3) Pendekatan pembelajaran sebagaimana dimaksud pada ayat (2) merupakan cara pandang pendidik yang digunakan untuk menciptakan lingkungan pembelajaran yang memungkinkan terjadinya proses pembelajaran dan tercapainya kompetensi yang ditentukan.
- (4) Strategi pembelajaran sebagaimana dimaksud pada ayat (2) merupakan langkah-langkah sistematis dan sistemik yang digunakan pendidik untuk menciptakan lingkungan pembelajaran yang memungkinkan terjadinya proses pembelajaran dan tercapainya kompetensi yang ditentukan.
- (5) Model pembelajaran sebagaimana dimaksud pada ayat (2) merupakan kerangka konseptual dan operasional pembelajaran yang memiliki nama, ciri, urutan logis, pengaturan, dan budaya.
- (6) Metode pembelajaran sebagaimana dimaksud pada ayat (2) merupakan cara atau teknik yang digunakan oleh pendidik untuk menangani suatu kegiatan pembelajaran yang mencakup antara lain ceramah, tanya-jawab, diskusi.
- (7) Pendekatan pembelajaran sebagaimana dimaksud pada ayat (3) menggunakan pendekatan saintifik/pendekatan berbasis proses keilmuan.
- (8) Pendekatan saintifik/pendekatan berbasis proses keilmuan sebagaimana dimaksud pada ayat (7) merupakan pengorganisasian pengalaman belajar dengan urutan logis meliputi proses pembelajaran:
- a. mengamati;
 - b. menanya;
 - c. mengumpulkan informasi/mencoba;

- d. menalar/mengasosiasi; dan
- e. mengomunikasikan.

- (9) Urutan logis sebagaimana dimaksud pada ayat (8) dapat dikembangkan dan digunakan dalam satu atau lebih pertemuan.
- (10) Pendekatan saintifik/pendekatan berbasis proses keilmuan sebagaimana dimaksud pada ayat (8) dilaksanakan dengan menggunakan modus pembelajaran langsung atau tidak langsung sebagai landasan dalam menerapkan berbagai strategi dan model pembelajaran sesuai dengan Kompetensi Dasar yang ingin dicapai.

Pasal 3

- (1) Pembelajaran dilaksanakan dengan menggunakan RPP.
- (2) RPP sebagaimana dimaksud pada ayat (1) disusun oleh guru dengan mengacu pada silabus dengan prinsip:
 - a. memuat secara utuh kompetensi dasar sikap spiritual, sikap sosial, pengetahuan, dan keterampilan;
 - b. dapat dilaksanakan dalam satu atau lebih dari satu kali pertemuan;

- c. memperhatikan perbedaan individual peserta didik;
- d. berpusat pada peserta didik;
- e. berbasis konteks;
- f. berorientasi kekinian;
- g. mengembangkan kemandirian belajar;
- h. memberikan umpan balik dan tindak lanjut pembelajaran;
- i. memiliki keterkaitan dan keterpaduan antarkompetensi dan/atau antarmuatan; dan
- j. memanfaatkan teknologi informasi dan komunikasi.

(3) Prinsip sebagaimana dimaksud pada ayat (2) diwujudkan dalam bentuk pembelajaran reguler, pengayaan, dan remedial.

(4) RPP sebagaimana dimaksud pada ayat (1) paling sedikit memuat:

- a. identitas sekolah/madrasah, mata pelajaran atau tema, kelas/semester, dan alokasi waktu;
- b. Kompetensi Inti, Kompetensi Dasar, dan indikator pencapaian kompetensi;
- c. materi pembelajaran;
- d. kegiatan pembelajaran yang meliputi kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup;
- e. penilaian, pembelajaran remedial, dan pengayaan; dan
- f. media, alat, bahan, dan sumber belajar.

(5) Indikator pencapaian kompetensi sebagaimana dimaksud pada ayat (4) huruf b merupakan:

- a. kemampuan yang dapat diobservasi untuk disimpulkan sebagai pemenuhan Kompetensi Dasar pada Kompetensi Inti 1 dan Kompetensi Inti 2; dan
 - b. kemampuan yang dapat diukur dan/atau diobservasi untuk disimpulkan sebagai pemenuhan Kompetensi Dasar pada Kompetensi Inti 3 dan Kompetensi Inti 4.
- (6) Kegiatan pembelajaran sebagaimana dimaksud pada ayat (4) huruf d mengacu pada pendekatan, strategi, model, dan metode pembelajaran sebagaimana dimaksud dalam Pasal 2 ayat (3) sampai dengan ayat (9).

Pasal 4

Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah dilaksanakan sesuai pedoman sebagaimana tercantum dalam Lampiran yang merupakan bagian tidak terpisahkan dari Peraturan Menteri ini.

Pasal 5

Semua ketentuan tentang Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah dalam Peraturan Menteri yang sudah ada sebelum Peraturan Menteri ini berlaku, tetap berlaku sepanjang tidak bertentangan dengan ketentuan dalam Peraturan Menteri ini.

Pasal 6

Peraturan Menteri ini mulai berlaku pada tanggal diundangkan.

Agar setiap orang mengetahuinya, memerintahkan pengundangan Peraturan Menteri ini dengan penempatannya dalam Berita Negara Republik Indonesia.

Ditetapkan di Jakarta

pada tanggal 3 Oktober 2014

MENTERI PENDIDIKAN DAN KEBUDAYAAN
REPUBLIK INDONESIA,

TTD.

MOHAMMAD NUH Diundangkan di Jakarta

pada tanggal 8 Oktober 2014

MENTERI HUKUM DAN HAK ASASI MANUSIA
REPUBLIK INDONESIA,

TTD.

AMIR SYAMSUDIN

BERITA NEGARA REPUBLIK INDONESIA TAHUN 2014 NOMOR 1506

Salinan sesuai dengan aslinya. Kepala Biro
Hukum dan Organisasi Kementerian
Pendidikan dan Kebudayaan,

TTD.

Ani Nurdiani Azizah

NIP 195812011986032001

LAMPIRAN IV

PERATURAN MENTERI PENDIDIKAN DAN KEBUDAYAAN REPUBLIK INDONESIA

NOMOR 81A TAHUN 2013

TENTANG

IMPLEMENTASI KURIKULUM PEDOMAN UMUM PEMBELAJARAN

I. PENDAHULUAN

Pedoman Umum Pembelajaran mencakup kerangka konseptual dan operasional tentang: strategi pembelajaran, sistem kredit semester, penilaian hasil belajar, dan layanan bimbingan dan konseling. Cakupan pedoman tersebut dikembangkan dalam kerangka implementasi Kurikulum 2013.

Strategi pembelajaran sangat diperlukan dalam menunjang terwujudnya seluruh kompetensi yang dimuat dalam Kurikulum 2013. Dalam arti bahwa kurikulum memuat apa yang seharusnya diajarkan kepada peserta didik, sedangkan pembelajaran merupakan cara bagaimana apa yang diajarkan bisa dikuasai oleh peserta didik. Pelaksanaan pembelajaran didahului dengan penyiapan rencana pelaksanaan pembelajaran (RPP) yang dikembangkan oleh guru baik secara individual maupun kelompok yang mengacu pada Silabus.

Sistem Kredit Semester (SKS) disiapkan untuk memfasilitasi satuan pendidikan dalam merintis atau melanjutkan pengelolaan kurikulum dengan menerapkan SKS sebagai perwujudan konsep belajar tuntas, yang memungkinkan peserta didik dapat belajar sesuai dengan kecepatan belajarnya.

Strategi penilaian disiapkan untuk memfasilitasi guru dalam mengembangkan pendekatan, teknik dan instrumen penilaian hasil belajar dengan pendekatan otentik. Penilaian memungkinkan para pendidik mampu menerapkan program remedial bagi peserta didik yang tergolong pebelajar lambat dan program pengayaan bagi peserta didik yang termasuk kategori pebelajar cepat.

Sedangkan substansi bimbingan dan konseling disiapkan untuk memfasilitasi satuan pendidikan dalam mewujudkan proses pendidikan yang memperhatikan dan menjawab ragam kemampuan, kebutuhan, dan minat sesuai dengan karakteristik peserta didik. Khusus untuk SMA/MA dan SMK/MAK) bimbingan dan konseling dimaksudkan untuk membantu satuan pendidikan dalam memfasilitasi peserta didik dalam memilih dan menetapkan program peminatan akademik bagi peserta didik SMA/MA dan peminatan vokasi bagi peserta didik SMK/MAK serta pemilihan mata pelajaran lintas peminatan khusus bagi peserta didik SMA/MA. Selain itu bimbingan dan konseling juga dimaksudkan untuk memfasilitasi guru bimbingan dan konseling (guru BK) atau konselor sekolah untuk menangani dan membantu peserta didik yang secara individual mengalami masalah psikologis atau psikososial, seperti sulit berkonsentrasi, rasa cemas, dan gejala perilaku menyimpang.

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Dalam konteks konseptual penjelasan Pasal 77O huruf c Peraturan Pemerintah Nomor 32 Tahun 2013 tentang Perubahan Atas Peraturan Pemerintah Nomor 19 tahun 2005 tentang Standar Nasional Pendidikan keempat substansi tersebut secara kurikuler dan pedagogik terkait erat dengan instrumentasi dan praksis pembelajaran dalam arti luas. Oleh karena itu, keempat substansi pedoman tersebut dikemas dalam satu pedoman yakni Pedoman Umum Pembelajaran.

II. TUJUAN PEDOMAN

Pedoman ini dimaksudkan untuk:

1. memfasilitasi guru secara individual dan kelompok dalam mengembangkan rencana pelaksanaan pembelajaran (RPP) dan melaksanakan pembelajaran dalam berbagai modus, strategi, dan model untuk muatan dan/atau mata pelajaran yang diampunya;
2. memfasilitasi satuan pendidikan dalam merintis atau melanjutkan pengelolaan kurikulum dengan menerapkan sistem kredit semester sebagai perwujudan konsep belajar tuntas sesuai dengan kesiapan masing-masing;
3. memfasilitasi guru secara individual atau kelompok dalam mengembangkan teknik dan instrumen penilaian hasil belajar dengan pendekatan otentik untuk muatan dan/atau mata pelajarannya; dan
4. memfasilitasi satuan pendidikan dalam mewujudkan proses pendidikan sesuai dengan kemampuan, kebutuhan, dan minat sesuai karakteristik peserta didik dan dalam memfasilitasi peserta didik untuk memilih dan menetapkan program peminatan, serta memfasilitasi guru BK atau konselor sekolah untuk menangani dan membantu peserta didik yang secara individual mengalami masalah psikologis atau psikososial.

III. PENGGUNA PEDOMAN

Pengguna pedoman ini mencakup pihak-pihak sebagai berikut.

1. Guru secara individual atau kelompok guru (guru mata pelajaran, guru kelas, dan guru pembina kegiatan ekstrakurikuler);
2. Pimpinan satuan pendidikan (kepala sekolah, wakil kepala sekolah, wali kelas);
3. Guru bimbingan dan konseling atau konselor sekolah; dan
4. Tenaga kependidikan (pengawas, pustakawan sekolah, pembina pramuka).

IV. CAKUPAN PEDOMAN

Pedoman ini mencakup substansi sebagai berikut.

1. Konsep dan strategi pembelajaran sebagai dasar dan kerangka pengembangan rencana pelaksanaan pembelajaran (RPP) dan pelaksanaan pembelajaran dalam berbagai modus, strategi, dan model.

2. Konsep dan strategi penerapan Sistem Kredit Semester sebagai landasan bagi satuan pendidikan dalam merintis atau melanjutkan pengelolaan kurikulum dengan menerapkan sistem kredit semester.
3. Konsep dan strategi penilaian sebagai dasar dan kerangka pengembangan teknik dan instrumen penilaian hasil belajar dengan pendekatan otentik.
4. Konsep dan strategi pembimbingan dan konsultasi agar peserta didik mampu mengenali potensi diri dan akademik sesuai dengan kemampuan, bakat, dan minat.

V. KONSEP DAN STRATEGI PEMBELAJARAN

A. Pandangan tentang pembelajaran

Secara prinsip, kegiatan pembelajaran merupakan proses pendidikan yang memberikan kesempatan kepada peserta didik untuk mengembangkan potensi mereka menjadi kemampuan yang semakin lama semakin meningkat dalam sikap, pengetahuan, dan keterampilan yang diperlukan dirinya untuk hidup dan untuk bermasyarakat, berbangsa, serta berkontribusi pada kesejahteraan hidup umat manusia. Oleh karena itu, kegiatan pembelajaran diarahkan untuk memberdayakan semua potensi peserta didik menjadi kompetensi yang diharapkan.

Lebih lanjut, strategi pembelajaran harus diarahkan untuk memfasilitasi pencapaian kompetensi yang telah dirancang dalam dokumen kurikulum agar setiap individu mampu menjadi pembelajar mandiri sepanjang hayat. dan yang pada gilirannya mereka menjadi komponen penting untuk mewujudkan masyarakat belajar. Kualitas lain yang dikembangkan kurikulum dan harus terealisasi dalam proses pembelajaran antara lain kreativitas, kemandirian, kerja sama, solidaritas, kepemimpinan, empati, toleransi dan kecakapan hidup peserta didik guna membentuk watak serta meningkatkan peradaban dan martabat bangsa.

Untuk mencapai kualitas yang telah dirancang dalam dokumen kurikulum, kegiatan pembelajaran perlu menggunakan prinsip yang: (1) berpusat pada peserta didik, (2) mengembangkan kreativitas peserta didik, (3) menciptakan kondisi menyenangkan dan menantang, (4) bermuatan nilai, etika, estetika, logika, dan kinestetika, dan (5) menyediakan pengalaman belajar yang beragam melalui penerapan

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berbagai strategi dan metode pembelajaran yang menyenangkan, kontekstual, efektif, efisien, dan bermakna.

Di dalam pembelajaran, peserta didik didorong untuk menemukan sendiri dan mentransformasikan informasi kompleks, mengecek informasi baru dengan yang sudah ada dalam ingatannya, dan melakukan pengembangan menjadi informasi atau kemampuan yang sesuai dengan lingkungan dan jaman tempat dan waktu ia hidup. Kurikulum 2013 menganut pandangan dasar bahwa pengetahuan tidak dapat dipindahkan begitu saja dari guru ke peserta didik. Peserta didik adalah subjek yang memiliki kemampuan untuk secara aktif mencari, mengolah, mengkonstruksi, dan menggunakan pengetahuan. Untuk itu pembelajaran harus berkenaan dengan kesempatan yang diberikan kepada peserta didik untuk

mengkonstruksi pengetahuan dalam proses kognitifnya. Agar benar-benar memahami dan dapat menerapkan pengetahuan, peserta didik perlu didorong untuk bekerja memecahkan masalah, menemukan segala sesuatu untuk dirinya, dan berupaya keras mewujudkan ide-idenya.

Guru memberikan kemudahan untuk proses ini, dengan mengembangkan suasana belajar yang memberi kesempatan peserta didik untuk menemukan, menerapkan ide-ide mereka sendiri, menjadi sadar dan secara sadar menggunakan strategi mereka sendiri untuk belajar. Guru mengembangkan kesempatan belajar kepada peserta didik untuk meniti anak tangga yang membawa peserta didik ke pemahaman yang lebih tinggi, yang semula dilakukan dengan bantuan guru tetapi semakin lama semakin mandiri. Bagi peserta didik, pembelajaran harus bergeser dari “diberi tahu” menjadi “aktif mencari tahu”.

Di dalam pembelajaran, peserta didik mengkonstruksi pengetahuan bagi dirinya. Bagi peserta didik, pengetahuan yang dimilikinya bersifat dinamis, berkembang dari sederhana menuju kompleks, dari ruang lingkup dirinya dan di sekitarnya menuju ruang lingkup yang lebih luas, dan dari yang bersifat konkrit menuju abstrak. Sebagai manusia yang sedang berkembang, peserta didik telah, sedang, dan/atau akan mengalami empat tahap perkembangan intelektual, yakni sensori motor, pra-operasional, operasional konkrit, dan operasional formal. Secara umum jenjang pertama terjadi sebelum seseorang memasuki usia sekolah, jenjang kedua dan ketiga dimulai ketika seseorang menjadi peserta didik di jenjang pendidikan dasar, sedangkan jenjang keempat dimulai sejak tahun kelima dan keenam sekolah dasar.

Proses pembelajaran terjadi secara internal pada diri peserta didik. Proses tersebut mungkin saja terjadi akibat dari stimulus luar yang diberikan guru, teman, lingkungan. Proses tersebut mungkin pula terjadi akibat dari stimulus dalam diri peserta didik yang terutama disebabkan oleh rasa ingin tahu. Proses pembelajaran dapat pula terjadi sebagai gabungan dari stimulus luar dan dalam. Dalam proses pembelajaran, guru perlu mengembangkan kedua stimulus pada diri setiap peserta didik.

Di dalam pembelajaran, peserta didik difasilitasi untuk terlibat secara aktif mengembangkan potensi dirinya menjadi kompetensi. Guru menyediakan pengalaman belajar bagi peserta didik untuk melakukan berbagai kegiatan yang memungkinkan mereka mengembangkan potensi yang dimiliki mereka menjadi kompetensi yang ditetapkan dalam dokumen kurikulum atau lebih. Pengalaman belajar tersebut semakin lama semakin meningkat menjadi kebiasaan belajar mandiri dan ajeg sebagai salah satu dasar untuk belajar sepanjang hayat.

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Dalam suatu kegiatan belajar dapat terjadi pengembangan sikap, pengetahuan, dan keterampilan dalam kombinasi dan penekanan yang bervariasi. Setiap kegiatan belajar memiliki kombinasi dan penekanan yang berbeda dari kegiatan belajar lain tergantung dari sifat muatan yang dipelajari. Meskipun demikian, pengetahuan selalu menjadi unsur penggerak untuk pengembangan kemampuan lain.

B. Pembelajaran langsung dan tidak langsung

Kurikulum 2013 mengembangkan dua modus proses pembelajaran yaitu proses pembelajaran langsung dan proses pembelajaran tidak

langsung. Proses pembelajaran langsung adalah proses pendidikan di mana peserta didik mengembangkan pengetahuan, kemampuan berpikir dan keterampilan psikomotorik melalui interaksi langsung dengan sumber belajar yang dirancang dalam silabus dan RPP berupa kegiatan-kegiatan pembelajaran. Dalam pembelajaran langsung tersebut peserta didik melakukan kegiatan belajar mengamati, menanya, mengumpulkan informasi, mengasosiasi atau menganalisis, dan mengkomunikasikan apa yang sudah ditemukannya dalam kegiatan analisis. Proses pembelajaran langsung menghasilkan pengetahuan dan keterampilan langsung atau yang disebut dengan *instructional effect*.

Pembelajaran tidak langsung adalah proses pendidikan yang terjadi selama proses pembelajaran langsung tetapi tidak dirancang dalam kegiatan khusus. Pembelajaran tidak langsung berkenaan dengan pengembangan nilai dan sikap. Berbeda dengan pengetahuan tentang nilai dan sikap yang dilakukan dalam proses pembelajaran langsung oleh mata pelajaran tertentu, pengembangan sikap sebagai proses pengembangan moral dan perilaku dilakukan oleh seluruh mata pelajaran dan dalam setiap kegiatan yang terjadi di kelas, sekolah, dan masyarakat. Oleh karena itu, dalam proses pembelajaran Kurikulum

2013, semua kegiatan yang terjadi selama belajar di sekolah dan di luar dalam kegiatan kokurikuler dan ekstrakurikuler terjadi proses pembelajaran untuk mengembangkan moral dan perilaku yang terkait dengan sikap.

Baik pembelajaran langsung maupun pembelajaran tidak langsung terjadi secara terintegrasi dan tidak terpisah. Pembelajaran langsung berkenaan dengan pembelajaran yang menyangkut KD yang dikembangkan dari KI-3 dan KI-4. Keduanya, dikembangkan secara bersamaan dalam suatu proses pembelajaran dan menjadi wahana untuk mengembangkan KD pada KI-1 dan KI-2. Pembelajaran tidak langsung berkenaan dengan pembelajaran yang menyangkut KD yang dikembangkan dari KI-1 dan KI-2.

Proses pembelajaran terdiri atas lima pengalaman belajar pokok yaitu:

- a. mengamati;
- b. menanya;
- c. mengumpulkan informasi;
- d. mengasosiasi; dan

e. mengkomunikasikan.

Kelima pembelajaran pokok tersebut dapat dirinci dalam berbagai kegiatan belajar sebagaimana tercantum dalam tabel berikut:

Tabel 1: Keterkaitan antara Langkah Pembelajaran dengan Kegiatan Belajar dan Maknanya.

LANGKAH PEMBELAJARAN	KEGIATAN BELAJAR	KOMPETENSI YANG DIKEMBANGKAN
Mengamati	Membaca, mendengar, menyimak, melihat (tanpa atau dengan alat)	Melatih kesungguhan, ketelitian, mencari

LANGKAH PEMBELAJARAN	KEGIATAN BELAJAR	KOMPETENSI YANG DIKEMBANGKAN
Menanya	<p>Mengajukan pertanyaan tentang informasi yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati</p> <p>(dimulai dari pertanyaan</p>	<p>Mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar <i>senantiasa</i> havat</p>
Mengumpulkan informasi/ eksperimen	<ul style="list-style-type: none"> - melakukan eksperimen - membaca sumber lain selain buku teks - mengamati objek/ kejadian/ - aktivitas - wawancara dengan nara sumber 	<p>Mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar</p>
Mengasosiasikan/ mengolah informasi	<ul style="list-style-type: none"> - mengolah informasi yang sudah dikumpulkan baik terbatas dari hasil kegiatan mengumpulkan/eksperimen mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi. - Pengolahan informasi yang dikumpulkan dari yang bersifat menambah keluasan 	<p>Mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam menyimpulkan .</p>

LANGKAH PEMBELAJARAN	KEGIATAN BELAJAR	KOMPETENSI YANG DIKEMBANGKAN
	memiliki pendapat yang berbeda sampai kepada yang bertentangan	
Mengkomunikasikan	Menyampaikan hasil pengamatan, kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya	Mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan singkat dan jelas, dan mengembangkan kemampuan

Syllabus and Lesson Plan of XI IPS 2 and XI IPS 1 MAN 1 Surakarta Academic Year 2017/2018



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SURAT KETERANGAN

Nomor : 7/0 / Ma.11.57/ PP.00.6/ 04/2018

Dengan ini Kepala Madrasah Aliyah Negeri (MAN) 1 Surakarta menerangkan bahwa :

No	Nama	NPM	Prodi / Fakultas	Semester	Perguruan Tinggi
1.	Lusiana Pratiwi	143221140	Pendidikan Bahasa Inggris / Fakultas Keguruan dan Ilmu Pendidikan	8	Institut Agama Islam Negeri Surakarta

telah mengadakan penelitian di MAN 1 Surakarta pada tanggal 04 – 19 April 2018 dalam rangka tugas akhir kuliah / skripsi, dengan judul :

**“THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING READING
REPORT TEXT FOR THE ELEVENTH GRADE STUDENTS OF MAN 1 SURAKARTA
ACADEMIC YEAR 2017 / 2018”**

Demikian surat keterangan ini dibuat agar dapat dipergunakan sebagaimana mestinya.

Surakarta, 19 April 2018

Kepala



Drs. H. Slamet Budiyo, M.Pd.
NIP. 19651111 199403 1 013

SILABUS

Nama Sekolah : MAN I SURAKARTA
 Mata Pelajaran : Bahasa Inggris
 Kelas : XI IPA / IPS / BHS
 Semester : 2

STANDAR KOMPETENSI	KOMPETESI DASAR	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (menit)	Sumber/Bahan/Alat
Mendengarkan	7.1 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibalkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih	<ul style="list-style-type: none"> o Menyatakan sikap mis. A: I'm against the idea. B: I can't agree more. o menyatakan perasaan -love mis. A: I love you. B: I love you too. - sadness mis. A: This is the lowest time in my life. B: Take it easy. 	<ul style="list-style-type: none"> • Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan sikap dan perasaan beserta responnya secara berkelompok. • Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal • Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok • Bermain peran secara berkelompok 	<ul style="list-style-type: none"> • Mengidentifikasi hubungan antar pembicara terhadap sesuatu • Mengidentifikasi makna tindak tutur sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu • Mengidentifikasi makna tindak tutur menyatakan perasaan sedih • Merespon tindak tutur menyatakan perasaan sedih • Mengidentifikasi makna tindak tutur menyatakan perasaan cinta • Merespon tindak tutur menyatakan perasaan cinta • Mengidentifikasi konteks situasi • Menggunakan tindak tutur menyatakan sikap terhadap sesuatu • Merespon tindak tutur menyatakan sikap terhadap sesuatu 	Tertulis (PG dan Uraian) quiz tugas	1 x 45 1 x 45 4 x 45	Buku Look a head (erlangga) Develop Mient English compe Tences www.bse.com Supple Mentary book
Berbicara	9.1 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibalkan tindak tutur: menyatakan sikap terhadap sesuatu, menyatakan perasaan cinta, dan menyatakan perasaan sedih				Performans	6 x 45	

STANDAR KOMPETENSI	KOMPETESI DASAR	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (menit)	Sumber/Bahan/Alat
Mendengarkan 7. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan Berlanjut (sustained) dalam konteks kehidupan sehari-hari	7.2 Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) yang menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan memperbaiki tindak tutur: menyatakan perasaan malu, dan menyatakan perasaan marah, dan menyatakan perasaan jengkel	- embarrassment mis. A: I was so embarrassed. B: I don't think it's a big deal. - anger mis. A: There's nothing to talk about. Get out of here! B: If you say so.	<ul style="list-style-type: none"> Melakukan studi pustaka untuk mengidentifikasi berbagai ungkapan menyatakan perasaan beserta responnya secara berkelompok. Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal 	<ul style="list-style-type: none"> Mengidentifikasi makna tindak tutur menyatakan perasaan malu Merespon tindak tutur menyatakan perasaan malu Mengidentifikasi makna tindak tutur menyatakan perasaan marah Merespon tindak tutur menyatakan perasaan marah Mengidentifikasi makna tindak tutur menyatakan perasaan jengkel Merespon tindak tutur menyatakan perasaan jengkel 	Tertulis (PG dan Uraian) quiz tugas	2 x 45 2 x 45	
Berbicara 8. Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	8.2 Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan memperbaiki tindak tutur: menyatakan perasaan malu, dan menyatakan perasaan marah, dan menyatakan perasaan jengkel	- annoyance mis. A: I can't take this anymore. B: Sorry about that.	<ul style="list-style-type: none"> Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok Bermain peran secara berkelompok 	<ul style="list-style-type: none"> Menggunakan tindak tutur menyatakan perasaan malu Merespon tindak tutur menyatakan perasaan malu Menggunakan tindak tutur menyatakan perasaan marah Merespon tindak tutur menyatakan perasaan marah Menggunakan tindak tutur menyatakan perasaan jengkel Merespon tindak tutur menyatakan perasaan jengkel 	Performans	4 x 45	

STANDAR KOMPETENSI	KOMPETESI DASAR	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (menit)	Sumber/Bahan/Alat
Mendengarkan	8. Memahami makna teks fungsional pendek dan monolog berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari	Teks fungsional pendek lisan	<ul style="list-style-type: none"> Mendengarkan sebuah pengumuman lisan. Mendiskusikan isitaks yang didengar secara berpasangan. 	<ul style="list-style-type: none"> Mengidentifikasi topik sebuah teks fungsional pendek yang didengar Mengidentifikasi informasi tertentu teks yang didengar Mengidentifikasi tujuan komunikasi teks fungsional pendek yang didengar. 	Tertulis (PG dan Uraian)	1 x 45	
Berbicara	10. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari		<ul style="list-style-type: none"> Mendiskusikan bentuk bahasa lisan berdasarkan teks yang didengar secara kelompok Membenarkan ebuah pengumuman lisan secara bergantian 	<ul style="list-style-type: none"> Menggunakan bahasa lisan dalam menyampaikan teks fungsional pendek 	Tugas Performans	3 x 45	

STANDAR KOMPETENSI	KOMPETESI DASAR	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (menit)	Sumber/Bahan/Alat
Mendengarkan	8. Memahami makna teks fungsional pendek dan monolog berbentuk narrative, spoof dan hortatory exposition dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> Teks lisan berbentuk narrative Teks lisan berbentuk spoof 	<ul style="list-style-type: none"> Mendengarkan sebuah narrative spoof/hortatory exposition secara klasikal. Mendiskusikan isi teks yang didengar secara berpasangan. 	<ul style="list-style-type: none"> Mengidentifikasi main idea dan teks hortatory exposition yang didengar Mengidentifikasi tokoh dan cerita yang didengar Mengidentifikasi kejadian dalam teks yang didengar Mengidentifikasi bagian cerita yang lucu Mengidentifikasi actual dalam sebuah cerita yang didengar Mengidentifikasi kasus yang didengar Mengidentifikasi argumen yang didengar 	Tertulis (PG dan Uraian)	1 x 45	
Berbicara	10. Mengungkapkan makna dalam teks fungsional pendek dan monolog yang berbentuk narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari	<ul style="list-style-type: none"> Teks lisan berbentuk hortatory exposition 	<ul style="list-style-type: none"> Melakukan case building berdasarkan kelompok pro dan kontra. Mendongeng Melakukan debat secara berkelompok 	<ul style="list-style-type: none"> Menggunakan kalimat past continuous dalam menyampaikan spoof Melakukan monolog berbentuk narrative Melakukan monolog berbentuk hortatory exposition Menggunakan modal "should" untuk menyampaikan saran Melakukan debat 	Tugas Performans	4 x 45 4 x 45	

STANDAR KOMPETENSI	KOMPETESI DASAR	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (menit)	Sumber/Bahan/Alat
Membaca	10. Memahami makna teks fungsional pendek (misalnya sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	banner, poster, pamphlet	<ul style="list-style-type: none"> Membaca nyaring/bermakna sebuah banner, poster, pamphlet secara individu Mendiskusikan isi teks yang dibaca secara berpasangan. Mendiskusikan ciri-ciri gramatikal yang digunakan dalam teks yang dibaca secara berkelompok. 	<ul style="list-style-type: none"> Membaca nyaring bermakna wacana ragam tulis yang dibahas dengan ucapan dan intonasi yang benar Mengidentifikasi topic dari teks yang dibaca Mengidentifikasi informasi tertentu dari banner, poster, pamphlet 	Performans Tertulis (PG dan Uraian) Quiz Tugas	1 x 45 1 x 45	
Menulis	12. Mengungkapkan makna dalam teks fungsional pendek dan esei sederhana narrative, spoof, dan hortatory exposition dalam konteks kehidupan sehari-hari		<ul style="list-style-type: none"> Menuliskan sebuah banner, poster, pamphlet secara berkelompok dan mempublikasikannya di lingkungan sekolah 	<ul style="list-style-type: none"> Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat Menulis gagasan utama Mengelaborasi gagasan utama Membuat draft, merevisi, menyunting Menghasilkan banner, poster, atau pamphlet 	Tugas unjuk kerja	2 x 45 2 x 45	

STANDAR KOMPETENSI	KOMPETESI DASAR	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu (menit)	Sumber/Bahan/Alat
Membaca	11.2 Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	<ul style="list-style-type: none"> Teks tulis berbentuk narrative Teks tulis berbentuk spoof Teks tulis berbentuk hortatory exposition 	<ul style="list-style-type: none"> Membaca nyaring bermakna teks exposition secara individu Mendiskusikan berbagai aspek dari teks seperti isi, struktur teks, secara berkelompok. Berlatih menggunakan kalimat yang menyatakan argumen dan saran 	<ul style="list-style-type: none"> Mengidentifikasi makna kata dalam teks yang dibaca Mengidentifikasi makna kalimat dalam teks yang dibaca Mengidentifikasi setting dalam sebuah cerita narasi Mengidentifikasi komplikasi dalam sebuah cerita narasi Mengidentifikasi kejadian dalam teks yang dibaca Mengidentifikasi kasus yang dibahas dalam teks Mengidentifikasi argumen yang diberikan Mengidentifikasi saran yang diberikan Mengidentifikasi langkah-langkah retorika dari teks Mengidentifikasi tujuan komunikasi teks dibaca Menggunakan kalimat past continuous dalam menulis spoof 	Performans Tertulis (PG dan Uraian) Tugas Quiz	2 x 45 4 x 45 2 x 45	
Menulis	12.2 Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan	<ul style="list-style-type: none"> Complex sentences Modals 	<ul style="list-style-type: none"> Membuat draft teks exposition dengan melakukan trial writing. Melakukan koreksi teman sejawat untuk menyempurnakan draft. Menyempurnakan draft berdasarkan hasil koreksi teman. 	<ul style="list-style-type: none"> Menggunakan kalimat kompleks dalam membuat sebuah cerita Menggunakan modal "should" untuk menulis saran pada teks hortatory exposition Menghasilkan teks berbentuk spoof Menghasilkan teks berbentuk narrative exposition 	Tugas unjuk kerja	2 x 45 2 x 45 2 x 45	

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MAN I SURAKARTA
Mata Pelajaran : Bahasa Inggris
Kelas/Semester : XI / 1
Alokasi Waktu : 8 x 45 menit (4x pertemuan)
Topik Pembelajaran : Esei berbentuk *Report*
Pertemuan Ke :

A. Standar Kompetensi

Membaca

5. Memahami makna teks fungsional pendek dan esei berbentuk *report*, *narrative* dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Menulis

6. Mengungkapkan makna dalam teks esei berbentuk *report*, *narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

B. Kompetensi Dasar

- 5.2. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.
- 6.2. Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk: *report*, *narrative*, dan *analytical exposition*.

C. Indikator Pencapaian Kompetensi

Indikator Pencapaian Kompetensi	Nilai Budaya Dan Karakter Bangsa
• Merespon wacana monolog <i>report</i>	Religius, jujur, toleransi, disiplin, kerja keras, mandiri, demokratis, rasa ingin tahu, semangat kebangsaan, cinta tanah air, menghargai prestasi, bersahabat, cinta damai, gemar membaca, peduli lingkungan, peduli sosial, tanggung jawab, mandiri
• Menulis monolog berbentuk <i>report</i>	

Kewirausahaan/ Ekonomi Kreatif :

- Percaya diri (keteguhan hati, optimis).
- Berorientasi pada tugas (bermotivasi, tekun/taah, bertekad, enerjik).
- Pengambil resiko (suka tantangan, mampu memimpin)
- Orientasi ke masa depan (punya perspektif untuk masa depan)

1. Tujuan Pembelajaran

Pada akhir pembelajaran siswa dapat :

1. Merespon wacana Esei berbentuk *Report*.
2. Melakukan Esei berbentuk *Report*.

Materi Pokok

Report

Social Function:

to describe the way things are, with reference to a range of natural, man-made and social phenomena in our environment

Generic (Schematic) Structure:

General Classification: tells what the phenomenon under discussion is

Description : tells what the phenomenon under discussion is like in terms of parts (and their function) qualities habits/behaviour or 'uses' if non-natural

Significant Lexicogrammatical Features:

focus on Generic Participants (group of things)

Use of simple present tense

no temporal sequence

Use of Relational Processes to state what is and that which it is

Use of linking verbs and behavioural verb

Use of technical term

Metode Pembelajaran/Teknik:

Three – phase technique

- Pre listening
- Whilst listening
- Post Listening

G. Strategi Pembelajaran

Tatap Muka	Terstruktur	Mandiri
<ul style="list-style-type: none"> ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar. ▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Nonton film ▪ Mendengarkan cerita (secara langsung atau dengan media elektronik). ▪ Membacakan cerita kepada kelompok atau kelas (monolog). ▪ Menceritakan kembali cerita kepada kelompok atau kelas (monolog). ▪ Membahas kesulitan yang dihadapi siswa dalam melakukan kegiatan terstruktur dan mandiri. 	<ul style="list-style-type: none"> ▪ Dengan kelompok belajarnya, siswa diberi tugas untuk melakukan hal-hal berikut, dan melaporkan setiap kegiatan kepada guru, a.l. tentang tempat, siapa saja yang datang, kesulitan yang dihadapi. ▪ Bertanya jawab tentang isi cerita (karakter, setting, plot) yang sudah dibaca, ditonton, dan/atau didengar dengan kelompok belajarnya ▪ Membahas nilai-nilai yang terkandung dalam cerita, sikap dan perilaku para tokoh. ▪ Membahas unsur dan langkah retorika dalam teks naratif. ▪ Membahas ciri-ciri leksikogramatika. ▪ Nonton film. ▪ Mendengarkan cerita (secara langsung atau dengan media elektronik). ▪ Membacakan cerita kepada kelompok (monolog). ▪ Menceritakan kembali cerita kepada kelompok (monolog). 	<ul style="list-style-type: none"> ▪ Siswa melakukan berbagai kegiatan terkait dengan wacana berbentuk naratif di luar tugas tatap muka dan terstruktur yang diberikan guru. ▪ Siswa mengumpulkan setiap hasil kerja dalam portofolio, dan melaporkan hal-hal yang sudah diperoleh serta kesulitan yang dihadapi secara rutin kepada guru.

Langkah-langkah Kegiatan Pembelajaran

Kegiatan Awal (10')

- Mengucapkan salam dengan ramah kepada siswa ketika memasuki ruang kelas (nilai yang ditanamkan: santun, peduli)
- Mengecek kehadiran siswa (nilai yang ditanamkan: disiplin, rajin)
- Mengaitkan materi/kompetensi yang akan dipelajari dengan karakter
- Dengan merujuk pada silabus, RPP, dan bahan ajar, menyampaikan butir karakter yang hendak dikembangkan selain yang terkait dengan SK/KD
- Siswa berdiskusi mengenai pertanyaan yang tertera di buku teks

Kegiatan Inti (70')

Eksplorasi

Dalam kegiatan eksplorasi guru:

- Memberikan stimulus berupa pemberian materi Esei berbentuk *Report*.
- Mendiskusikan materi bersama siswa (Buku : Bahan Ajar Bahasa Inggris mengenai Esei berbentuk *Report*).
- Memberikan kesempatan pada peserta didik mengkomunikasikan secara lisan atau mempresentasikan mengenai Esei berbentuk *Report*.
- Siswa diminta membahas contoh soal dalam Buku : Bahan Ajar Bahasa Inggris mengenai Esei berbentuk *Report*.

Elaborasi

Dalam kegiatan elaborasi guru:

- Membiasakan siswa membuat kalimat Esei berbentuk *Report*.
- Memfasilitasi siswa melalui pemberian tugas mengerjakan latihan soal yang ada pada buku ajar Bahasa Inggris untuk dikerjakan secara individual.

Konfirmasi

Dalam kegiatan konfirmasi guru:

- Memberikan umpan balik pada siswa dengan memberi penguatan dalam bentuk lisan pada siswa yang telah dapat menyelesaikan tugasnya.
- Memberi konfirmasi pada hasil pekerjaan yang sudah dikerjakan oleh siswa melalui sumber buku lain.
- Memfasilitasi siswa melakukan refleksi untuk memperoleh pengalaman belajar yang sudah dilakukan.
- Memberikan motivasi kepada siswa yang kurang dan belum bisa mengikuti dalam materi Esei berbentuk *Report*.

Kegiatan Akhir (10')

- Siswa diminta membuat rangkuman dari materi mengenai Esei berbentuk *Report*.

- Siswa dan Guru melakukan refleksi terhadap kegiatan yang sudah dilaksanakan.
- Siswa diberikan pekerjaan rumah (PR) berkaitan dengan materi Esei berbentuk *Report*.
- Menyampaikan rencana pembelajaran pada pertemuan berikutnya.

I. Sumber/Bahan/Alat

- Buku teks yang relevan : English Texts in Use jilid XI, English For Better Life XI
- Transkrip percakapan atau rekaman percakapan/ kaset
- Gambar yang relevan
- Script monolog berbentuk banner, poster atau pamplet

Penilaian

I. Indikator, Teknik, Bentuk, dan Contoh.

No	Indikator	Teknik	Bentuk	Contoh
1.	Merespon wacana monolog report	Tes Tulis	Pilihan Ganda	Listen to the monolog and choose the best answer
2.	Menulis monolog berbentuk report	Unjuk Kerja	Presentasi Lisan	Describe the general facts of the following animal.

II. Instrumen Penilaian

Task 1

Choose the correct answer!

Text 1.

Piranha fish are the fiercest animals in the world. They live in the fresh water rivers of South America, from Venezuela to Northern Argentina. These fish hunt in groups, called schools. They usually eat other fish smaller than themselves. Sometimes Piranhas will attack and eat each other.

There are about 18 kinds of piranha fish. Only four kinds attack man. Piranhas have large head and short thick bodies. They are usually about 20 cm { 9 inches

long) but one kind can be as much as 60 cm (two feet). It lives in the Sao Francisco river from Eastern Brazil. It is one of the most dangerous fish.

The most noticeable thing about Piranha fish is the large mouth. The mouth has a lot of triangular teeth with sharp point. The points pierce the skin of the prey. The razor sharp edges of the teeth chop out pieces of flesh. The teeth of the upper and lower jaws fit together like scissors. The muscles moving the jaws are big and very powerful.

On the back of the Piranha fish there is a ridge called a keel. There is another keel running along its belly. The tail is slender and muscular. Its tail fins are broad. All these features help the piranha to swim fast through the water. The piranha fish can eat a large South American rat-like animal, called a Capybara, weighing 50 kilos (100 pounds) to a skeleton in less than 60 seconds.

1. What is the social function of the text above?
 - a. To explain.
 - b. To retell events
 - c. To persuade the readers
 - d. To amuse the readers
 - e. To describe
2. What are schools in the text mean.....
 - a. Piranha fish are the fiercest animals in the world
 - b. Piranhas will attack and eat each other
 - c. The piranha fish eat Capybara
 - d. Piranha fish has a large mouth
 - e. Piranhas fish hunt in groups
3. These are the characteristics of piranha, except
 - a. They live in the fresh water rivers.
 - b. They usually eat other fish smaller than themselves
 - c. Piranhas have large head and short thick bodies.
 - d. Piranha fish has large mouth with of triangular teeth with sharp point.
 - e. The muscles moving the jaws are small and very weak
4. The razor sharp edges of the teeth chop out pieces of flesh. The synonym of the underlined word is
 - a. give up
 - b. throw away
 - c. run out
 - d. cut
 - e. bend
5. Why can piranha swim fast through the water.
 - a. its tail fins are not broad
 - b. Piranha fish has a ridge
 - c. there is another keel running along its belly
 - d. they live in the fresh water rivers of South America
 - e. the tail is slender and muscular

Text 2.

This text is for questions 6 to 10.

The sense of taste is one of a person's five senses. We taste with the help of taste-buds in the tongue.

There are four main kinds of taste: sweet, sour, salty and bitter. All other tastes are just mixtures of two or more of these main type.

The surface of the tongue has more than fifteen thousand taste-buds (or cells). These are connected to the brain by special nerves which send the so-called " taste messages.

When the tongue comes into contact with food of any kind, the taste-buds will pick up the taste. The nerves then send a message to the brain. This will make us aware of the taste. All this happens in just a few seconds.

There are four kinds of tastebuds, each of which is sensitive to only a particular taste.

These four groups are located in different parts of the tongue.

The taste-buds for salty and sweet tastes are found round the tip of the tongue and along its side. Sour taste can be picked up only at the sides of the tongue. The taste-buds for bitter taste are found at the inner-most edge of the tongue. There are taste-buds at the centre of the tongue.

The senses of smell and sight can affect taste. The good smell of food increases its taste. Similarly, attractive colours can make food appear tastier and more delicious. If food does not smell good or is dull-coloured, it will not look tasty and may not taste good at all.

Very hot or cold sensations can make the taste-buds insensitive. Food that is too hot or cold, when placed in the mouth, will have no taste at all.

6. We can taste any kind of food because of...
 - a. the good smell of food
 - b. the four main kinds of taste
 - c. the taste-buds in the tongue
 - d. the senses of smell and sight
 - e. the taste-buds round the tip of the tongue
7. When we eat very hot or cold food,
 - a. the food will lose its taste
 - b. the food won't smell good
 - c. the taste of the food increases
 - d. the taste-buds will be sensitive
 - e. the taste buds will be very responsive
8. The sense of smell and sight...
 - a. increase the taste of the food.
 - b. affect the taste of the food
 - c. make food more delicious
 - d. make the food look good
 - e. make the food attractive
9. The purpose of the text is
 - a. to explain how we can taste any food in the mouth.
 - b. to give a report about the sense of taste
 - c. to inform how important the tongue is

- d. to describe the use of the tongue
 - e. to tell the taste of the food.
10. The following sentences are correct, except...
- f. There are four main kinds of taste: sweet, sour, salty and bitter
 - g. The taste-buds will pick up the taste
 - h. The taste-buds for bitter taste are found round the tip of the tongue
 - i. The senses of smell and sight can affect taste.
 - j. Sour taste can be picked up only at the sides of the tongue

Task 2

Write your own report. Find and object about animals, plants, or others.

III. Pedoman Penilaian

- 3). Untuk Task 1, soal membaca berbentuk pilihan ganda : Betul skor 1, salah skor 0
- 4). Untuk Task 2, soal menulis berbentuk soal uraian bebas

No.	Aspek yang dinilai	Skor
1	Ketepatan isi dan tema	0 - 20
2	Struktur kalimat	0 - 20
3	Koherensi antar kalimat	0 - 10
4	Kompleksitas (Ketepatan penggunaan kata dan istilah)	0 - 20
5	Tanda baca	0 - 15
6.	Ejean kata	0 - 15
	Skor maksimum	100

Appendix V

Pictures

1. First Meeting / XI IPS 2



2. Second Meeting / XI IPS 2



3. First Meeting / XI IPS 1





4. Second Meeting / XI IPS 1



