# ENGLISH TEACHER'S ACTIVITIES IN IMPLEMENTING THE SCIENTIFIC APPROACH OF THE 2013 CURRICULUM IN TEACHING AND LEARNING PROCESS AT SMPN 3 KAMPAR

# THESIS

Presented to State Islamic University Sultan Syarif Kasim Riau
In Partial Fulfilment of the Requirements for the Degree of
*Magister* in English Education



UIN SUSKA RIAU

BY:

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THE POSTGRADUATE PROGRAM OF
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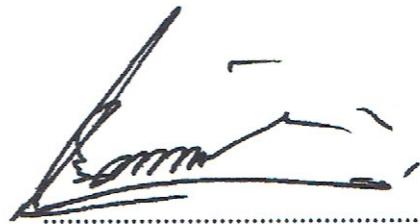
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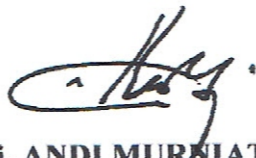Nip. 19730118 200003 1 001

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Name                     : Zulhendri
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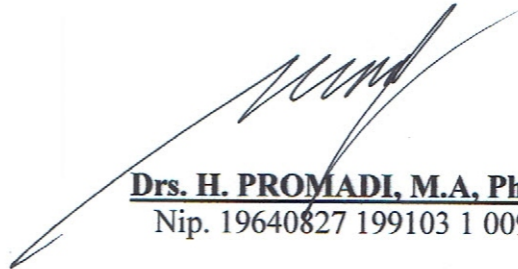Field of Study       : English Education
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If later discovered, however, that or some parts of the thesis are not my own work or I have committed plagiarism, I take the consequence my degree is removed as well as taking other sanctions according to existing law.

Pekanbaru, October 4th , 2019

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8. All of the people who participated in the process of writing the thesis.

Finally, I realize that this thesis is still far from being perfect. I need suggestion to make it better. Therefore, constructional advice is highly needed. Thank you for helping! May Allah Almighty bless you all, amin.

Pekanbaru, October 4th, 2019

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# PEDOMAN TRANSLITERASI
## (TRANSLITERATION GUIDELINES)

Pengalihan huruf Arab-Indonesia dalam naskah ini didasarkan atas Surat Keputusan Bersama (SKB) Menteri Agama dan Menteri Pendidikan dan Kebudayaan Indonesia, tanggal 22 Januari 1988, No. 158/1987 dan 0543.b/U/1987, sebagaimana yang tertera dalam buku Pedoman Transliterasi BahasaArab (*A Guide to Arabic TransliterationI*), INIS Fellow 1992.

## A. Konsonan

| Arab | Latin | Arab | Latin |
|------|-------|------|-------|
| ا | A | ط | Th |
| ب | B | ظ | Zh |
| ت | T | ع | ' |
| ث | Ts | غ | Gh |
| ج | J | ف | F |
| ح | H | ق | Q |
| خ | Kh | ك | K |
| د | D | ل | L |
| ذ | Dz | م | M |
| ر | R | ن | N |
| ز | Z | و | W |
| س | S | ه | H |
| ش | Sy | ء | ' |
| ص | Sh | ي | Y |
| ض | Dl | | |

## B. Vokal, panjang dan diftong

Setiap penulisan bahasa Arab dalam bentuk tulisan latin vokal *fathah* ditulis dengan "a", *kasrah* dengan "i", *dlomah* dengan "u", sedangkan bacaan panjang masing-masing ditulis dengan cara berikut:

Vokal (a) panjang = Â    misalnya    قال    menjadi qâla

Vokal (i) panjang = î    misalnya    قيل    menjadi qîla

Vokal (u) panjang = Ũ    misalnya    دون    menjadi dûna

Khusus untuk bacaan ya' nisbat, maka tidak boleh digantikan dengan "i", melainkan tetap ditulis dengan "iy" agar dapat menggambarkan ya' nisbat diakhirnya. Begitu juga untuk suara diftong, wawu dan ya' setelah *fathah* ditulis dengan "aw" dengan "ay". Perhatikan contoh berikut:

Diftong (aw)    =    ـو    misalnya    قول    menjadi    qawlun

Diftong (ay)    =    ـيـ    misalnya    خير    menjadi    khayrun

## C. Ta' marbûthah ( ة )

*Ta' marbuthah* ditransliterasikan dengan "*t*" jika berada ditengah kalimat, tetapi apabila Ta' marbuthah tersebut berada diakhir kalimat, maka ditransliterasikan dengan menggunakan "h" misalnya الرسالة للمدرسة menjadi *arisalat li al-madrasah,* atau apabila berada ditengah-tengah kalimat yang berdiri dari susunan *mudlaf* dan *Mudlaf ilayh,* maka ditransliterasikan dengan menggunakan *t* yang disambungkan dengan kalimat berikutnya, misalnya في رحمة الله menjadi *fi rahmatillah.*

## D. Kata Sandang dan Lafdh al-Jalâlah

Kata Sandang berupa "al" ( ال ) ditulis dengan huruf kecil, kecuali terletak diawal kalimat, sedangkan "al" dalam lafadh jalâlah yang berada

ditengah-tengah kalimat yang disandarkan (*idhafah*) maka dihilangkan. Perhatikan contoh-contoh berikut ini:

a. Al-Imâm al-Bukhâriy mengatakan...

b. Al-Bukhâriy dalam muqaddimah kitabnya menjelaskan...

c. Masyâ' Allâh kâna wa mâ lam yasya' lam yakun.

# ABSTRACT

Zulhendri (2019): English Teacher's Activities in Implementing the Scientific Approach of the 2013 Curriculum in Teaching and Learning Process at SMPN 3 Kampar

This research was aimed to investigate English teacher's activities and determining factors in implementing the scientific approach of the 2013 curriculum in teaching and learning process. This research used qualitative research design. The subject of this research was English teacher of SMPN 3 Kampar. The data were collected by using observation sheet, interview, and documentation. The data were analyzed by using data analysis process developed by Creswell (1998): reading/memoing, describing, classifying, and interpreting. Findings showed that English teacher had implemented the scientific approach of the 2013 curriculum well. This research also revealed that observing, experimenting, and communicating stages had been implemented very well in each meeting. In observing stage, the teacher had provided opportunities for the students to observe the picture placed on the whiteboard (reading and seeing), say the yell (listening and speaking), read and check writing on the whiteboard (reading and writing). In experimenting stage, the teacher had provided opportunities for the students to do experiment such as asking for the students to write, doing repetition, observing another example from another learning source, and performing the dialogue in group. In communicating stage, the teacher had provided opportunities for the students to conclude the learning material. However, questioning stage was only able to be implemented well. The teacher had provided opportunities for the students to ask some questions by walking over and pointing at the student to ask about the lesson. But, it was only conducted in the first and second meetings. Meanwhile, the implementation of associating stage was still bad. The teacher was only able to do this stage in the third meeting by giving the students task individually. This research also revealed that teacher's motivation, perception, and experience were internal factors while media and environment were external factors influenced English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process.

*Keywords: English teacher's activities, implementing scientific approach, curriculum 2013*

# ABSTRAK

Zulhendri (2019): Aktivitas-Aktivitas Guru Bahasa Inggris dalam Menerapkan Pendekatan Saintifik Kurikulum 2013 dalam Proses Belajar dan Mengajar pada SMPN 3 Kampar

Penelitian ini bertujuan untuk menyelidiki aktivitas-aktivitas guru Bahasa Inggris dan faktor penentu dalam menerapkan pendekatan saintifik Kurikulum 2013 dalam proses belajar dan mengajar. Penelitian ini menggunakan pendekatan kualitatif. Subjek dari penelitian ini adalah guru Bahasa Inggris pada SMPN 3 Kampar. Data dikumpulkan dengan menggunakan lembaran observasi, interview dan dokumen. Data dianalisis dengan menggunakan proses analisis data yang dikembangkan oleh Creswell (1998): membaca, mendeskripsikan, mengelompokkan, dan menginterpretasi. Temuan menunjukkan bahwa guru Bahasa Inggris telah menerapkan Pendekatan Saintifik Kurikulum 2013 dengan baik. Penelitian juga mengungkap bahwa tahap mengamati, mengumpulkan informasi, dan mengkomunikasikan sudah diterapkan dengan sangat baik pada setiap pertemuan. Pada tahap *mengamati*, guru sudah memberi kesempatan kepada siswa untuk mengamati gambar yang ditempel pada papan tulis (membca dan melihat), mengucapkan yel-yel (mendengar and berbicara), membaca dan memeriksa tulisan pada papan tulis (membaca dan menulis). Pada tahap *mengumpulkan informasi*, guru sudah memberi kesempatan kepada siswa untuk melakukan percobaan seperti meminta siswa menulis, mengulang pengucapan, mengamati contoh-contoh lain dari sumber selain buku teks, dan menampilkan dialog secara kelompok. Pada tahap *mengkomunikasikan*, guru juga sudah memberi kesempatan kepada siswa untuk menyimpulkan materi pelajaran. Namun, tahap *menanya* hanya mampu diterapkan dengan baik. Guru sudah memberi kesempatan kepada siswa untuk bertanya dengan cara berjalan dan menunjuk siswa untuk bertanya tentang pelajaran. Tapi, ini hanya dilakukan pada pertemuan pertama dan kedua. Sementara itu, penerapan tahap *mengasosiasi* masih buruk. Guru hanya mampu melakukan tahap ini pada pertemuan ketiga dengan memberi siswa tugas secara individu. Penelitian ini juga mengungkap bahwa motivasi, persepsi, dan pengalaman guru merupakan faktor internal sedangkan media dan lingkungan merupakan faktor eksternal yang mempengaruhi aktivitas-aktivitas guru Bahasa Inggris dalam menerapkan pendekatan saintifik kurikulum 2013 dalam proses belajar mengajar.

*Kata Kunci: Aktivitas guru Bahasa Inggris, menerapkan pendekatan saintifik, Kurikulum 2013*

ملخّص

ذو الهندري (٢٠١٩) : أنشطة معلمي اللغة الإنجليزية في تطبيق النهج العلم لمنه الدراسي ٢٠١٣ في عملية التعلم والتعليم في المدرسة المتوسطة الحكومية ٣ كامبار.

تهدف هذه الدراسة إلى بحث أنشطة معلمي اللغة الإنجليزية والعوامل المحددة في تطبيق النهج العلم لمنهج الدراسي ٢٠١٣ في عملية التعلم والتعليم. يستخدم هذا البحث مقاربة نوعية. مواضيع هذه الدراسة كانت مدرسي اللغة الإنجليزية في المدرسة المتوسطة الحكومية ٣ كامبار. تم جمع البيانات باستخدام أوراق الملاحظة والمقابلات والوثائق. تم تحليل البيانات باستخدام عملية تحليل البيانات التي طورها كريسويل (١٩٩٨): القراءة والوصف والتصنيف والتفسير. أظهرت النتائج أن مدرسي اللغة الإنجليزية قد طبقوا المنهج الدراسي ٢٠١٣ بشكل جيد. كشفت الدراسة أيضًا أن مراحل المراقبة وجمع المعلومات والتواصل قد تم تطبيقها جيدًا بالفعل في كل اجتماع. في مرحلة الملاحظة، أعطى المعلم الفرصة للطلاب لمراقبة الصور المنشورة على السبورة (اقرأ وانظر) ، قل الصراخ (سماع وتحدث) ، وقراءة ومراجعة الكتابة على السبورة (القراءة والكتابة). في مرحلة جمع المعلومات ، أعطى المعلم الطلاب الفرصة لإجراء تجارب مثل مطالبة الطلاب بالكتابة وتكرار النطق ومراقبة أمثلة أخرى من مصادر غير الكتب المدرسية وعرض الحوارات في مجموعات. في مرحلة التواصل ، أعطى المعلم الفرصة للطلاب أيضًا لإتمام الموضوع. ومع ذلك ، فإن مرحلة الاستجواب كانت فقط قادرة على تطبيقها بشكل جيد. أعطى المعلم الطلاب الفرصة لطرح الأسئلة عن طريق المشي وتعيين الطلاب لطرح الأسئلة حول الدرس. ولكن ، تم ذلك فقط في الاجتماع الأول والثاني. وفي الوقت نفسه ، كان تطبيق المرحلة المرتبطة ضعيفًا. المعلم قادر فقط على القيام بهذه المرحلة في الاجتماع الثالث من خلال إعطاء الطلاب مهام فردية. كشفت هذه الدراسة أيضًا أن دوافع المعلم وتصوره وتجربته كانت عوامل داخلية في حين كانت وسائل الإعلام والبيئة عوامل خارجية أثرت على أنشطة مدرسي اللغة الإنجليزية في تطبيق النهج العلم لمنهج الدراسي ٢٠١٣ في عملية التعلم والتعليم.

الكلمات المفتاحية: أنشطة مدرسي اللغة الإنجليزية ، تنفيذ النهج العلم ، المنهج الدراسي ٢٠١٣

## CHAPTER I

## INTRODUCTION

This introductory chapter provides readers with the background information for the research reported in this scholarly research study. It consists of background, statement, limitation, purpose and objectives of the study. Besides, it also presents research questions, significance, rational and definition of the terms used of the study. They shall be discussed in detail in the following sections.

### 1.1. Background of the Study

Education plays a very important role in various aspects of life in this global era. It is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potential to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country (The Decree of Number 20, 2003 of National Education System).

This important role is identified and characterized by increasingly competitive and stiff competition in society. Furthermore, the opportunities available are not comparable to the available fields. Educated people seem to succeed in taking the advantage of this opportunity. These communities are those who have quality human resources to face the competitive competition. They have some abilities and skills to use in various activities of life.

Quality human resources can be created through schools, educational institutions as providers of formal education. Schools have gained public trust in preparing and ushering in a generation of young people to be able to compete in global competition.

To create quality schools, various policies are continuously developed by the government through the researchers or the teachers themselves. One of the policies developed by the government in this case is the implementation of the 2013 curriculum. The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem (Kemdikbud, 2013). Its application is regulated in Permendikbud Number 81 A of 2013 as follows:

> "To achieve quality that has been designed in the curriculum document, learning activities need to use student-centered principles, develop students' creativity, create pleasant and challenging conditions, contain values, ethics, aesthetics, logic, and kinesthetic and provide diverse learning experiences through the applications of fun, contextual, effective, efficient, and meaningful learning strategies and methods."

In principle, learning activities are educational processes that provide opportunities for students to develop their potential into abilities that are increasingly developing in attitudes, knowledge, and skills. In learning, students are encouraged to find themselves and transform complex information, check new information with what is already in their memories,

and develop into information or abilities that are appropriate to the environment, time and place where they live.

The 2013 curriculum adheres to the basic view that knowledge cannot be transferred from teacher to student. Students are subjects who have the ability to actively search, process, construct, and use knowledge. Therefore, learning must be related to the opportunities given to students to construct knowledge in their cognitive processes. In order to truly understand and be able to apply knowledge, students need to be encouraged to work to solve problems, find everything for themselves, and strive to realize their ideas. (Permendikbud, 2013: 3)

In the 2013 curriculum, scientific approach should be implemented in teaching and learning process. It contains five learning experiences such as observing, questioning, experimenting, associating, and communicating. This approach is also supported by some other innovative approaches such as problem-based learning, discovery learning, explorative learning, project-based learning, and so on. They refer to natural meaning and suitable with human nature: learner centered, authentic, contextual, and meaningful for students' lives.

In observing activity, a teacher is expected to be able to create opportunities for students to carry out reading, listening, listening, watching (without or with tools) activities. Then, in questioning activity, a teacher is expected to create opportunities for students to ask questions about information that is not understood from what is observed or questions to get

additional information about what is observed (starting from factual questions to hypothetical questions). Furthermore, in collecting information/experiment, a teacher is expected to be able to provide opportunities for students to conduct experiments, read sources other than textbooks, observe objects/events/activities and interview with resource persons. After that, in associating activity, a teacher is expected to provide opportunities for students to process information that has been collected. Finally, in communicating activity, a teacher is expected to provide opportunities for students to convey the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media. (Permendikbud, 2013)

SMPN 3 Kampar is one of the state junior high schools (schools managed by the government, in this case the Ministry of National Education) in Kampar Sub-district that has been a pilot project and appointed to apply the 2013 curriculum in teaching and learning process. This school has only one English teacher. She teaches English based on the 2013 curriculum. In teaching and learning process, she has applied the scientific approach of the 2013 curriculum in her teaching and learning process. Ideally, the teaching and learning process would be run well as the 2013 curriculum expected. Unfortunately, the teaching and learning process did not run ideally as the 2013 curriculum expected. The 2013 curriculum expects that the teaching and learning process will apply student-centered principles, develop students' creativity, create pleasant and challenging conditions, contain values, ethics, aesthetics, logic, and kinesthetic and provide diverse learning experiences

through the applications of fun, contextual, effective, efficient, and meaningful learning strategies and methods.

For this reason, various thoughts and studies must be taken seriously and systematically to overcome this research problem. Cresswell (2009: 18) states that the research problem is an issue or concern that needs to be addressed.

Therefore, the researcher was interested in exploring more and deeply about activities in implementing scientific approach in teaching and learning process at one of the State Junior High Schools in Kampar Sub-district by conducting a research entitled "English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar".

## 1.2. Statement of the Problem

The purpose of this research is to find out English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar. In teaching and learning process, the scientific approach should be implemented to achieve the purpose. It contains five learning experiences such as observing, questioning, experimenting/collecting information, associating, and communicating.

Based on the researcher's observation at SMPN 3 Kampar in Kampar Sub-district, it showed that the English teacher has applied the scientific

approach of the 2013 curriculum in her teaching and learning process. Ideally, the teaching and learning process would be run well as the 2013 curriculum expected. Unfortunately, the teaching and learning process did not run ideally as the 2013 curriculum expected. The 2013 curriculum expects that the teaching and learning process will apply student-centered principles, develop students' creativity, create pleasant and challenging conditions, contain values, ethics, aesthetics, logic, and kinesthetic and provide diverse learning experiences through the applications of fun, contextual, effective, efficient, and meaningful learning strategies and methods.

Referring to those phenomena happening with the teacher at SMPN 3 Kampar in Kampar Sub-district, some questions are needed to be addressed. How is the implementation of the scientific approach of the 2013 curriculum in teaching and learning process? What are the teacher's activities in the implementation of the scientific approach in teaching and learning process? How should the teacher apply the scientific approach during teaching learning process? How can the teacher provide diverse learning experiences through the application of some steps of the scientific approach? How can the teacher become more motivated and creative to create pleasant and challenging conditions? Why is the teacher unable to motivate the students to study more active? Why is the teacher unable to encourage the students to have high motivation in learning? How does the teacher overcome the problems of implementing the scientific approach? Has scientific approach done well in teaching and learning process? How does the teacher implement the scientific

approach in teaching and learning process? At last, what factors influence the teacher in implementing the scientific approach of the 2013 curriculum in teaching and learning process?

The Decree of Number 20, 2003 of National Education System states that education is a conscious and planned effort to create a learning atmosphere and learning process so that students actively develop their potentials to have religious spiritual strength, self-control, personality, intelligence, noble character, and skills needed by themselves, society, nation and country.

In its application, Permendikbud Number 81 A of 2013 states that "to achieve the quality that has been designed in curriculum document, learning activities need to apply student-centered principles, develop students' creativity, create pleasant and challenging conditions, contain values, ethics, aesthetics, logic, and kinesthetic and provide a diverse learning experience through the application of fun, contextual, effective, efficient, and meaningful learning strategies and methods".

Scientific approach should be implemented in teaching and learning process. It contains five learning experiences such as observing, questioning, collecting information, associating, and communicating. This approach is also supported by some other innovative approaches such as problem-based learning, discovery learning, explorative learning, project-based learning, and so on. They refer to natural meaning and suitable with human nature: learner's centered, authentic, contextual, and meaningful for students' lives.

Related to student-centered principle, Wenden (1991:15) notes that since the early 1970s, our language teaching practices have become increasingly learner centered. The teachers are helped to acquire the knowledge and skills they need to plan and implement learning that will help language learners become more autonomous. As a result, the learners have learned how to learn. They have acquired the learning strategies, the knowledge about learning, and the attitudes that enable them to use these skills and knowledge confidently, flexibly, appropriately and independently of a teacher.

## 1.3. Limitation of the Problem

Since there are various problems as mentioned above, the researcher needs to limit them as follows:

a. The study is limited to know the implementation of the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar?

b. The study is also limited to find out the factors that influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar.

## 1.4. Purpose and Objectives of the Study

The main purpose of this study is to find out how the scientific approach of the 2013 curriculum has been implemented in teaching and learning process at SMPN 3 Kampar. Specifically, the objectives of the study are as follows:

a. To know the implementation of the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar;

b. To find out the factors that influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar.

## 1.5. Research Questions

Some research questions of the study can be formulated as follows:

a. How is the implementation of the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar?

b. What are the factors that influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar?

## 1.6. Significance of the Study

This study is necessary to do and it is expected to provide some information and benefits to especially English teacher of SMPN 3 Kampar to improve the implementation the scientific approach of the 2013 curriculum in teaching and learning process such as observing, questioning, collecting information, associating, and communicating in teaching and learning processes so that the quality that has been designed in the 2013 curriculum can be achieved.

Then, this study is necessary to do to provide some information and benefits to headmaster to provide broad opportunities for English teacher to implement the scientific approach of the 2013 curriculum in teaching and learning process by facilitating the English teacher with any educational media. Besides, this study is necessary to do to provide some information to the headmaster to evaluate the English teacher in implementing the scientific approach of the 2013 curriculum in teaching and learning process, to give rewards (awards), and to provide a good report to his supervisor or his work group about the development and achievements of the English teacher in the hope of provoking the enthusiasm of other teachers to implement the scientific approach of the 2013 curriculum in teaching and learning processes.

The last, this study is necessary to do to provide some information and benefits to government (Local National Education Agency) to provide physical assistance that can be utilized to implement the scientific approach of the 2013 curriculum in teaching and learning process, to provide

opportunities for schools or teachers who are able to carry out teaching and learning processes as designed in the 2013 curriculum to follow training activities oriented to improve the quality of education, especially to the English teacher at SMPN 3 Kampar.

## 1.7. Rational of the Study

Teachers since the time of Comenius have understood the need to connect school learning to the world. Several versions of what is called experiential learning have developed to respond to that goal. In Indonesia, a more recent curriculum development, the 2013 curriculum, uses the scientific approach which includes three competencies of attitude, skill, and knowledge. Learning outcomes are expected to be able to produce students become productive, creative, innovative and effective through the integration of attitude, skill, and knowledge.

In essence, a learning process carried out in classes is a scientific process. Therefore, the 2013 curriculum mandated the importance of the scientific approach in learning activities. There is a belief that the scientific approach is a golden sign of the development and development of student attitudes, skills and knowledge.

The scientific approach is a method that refers to techniques of investigation of a phenomenon, obtaining new knowledge, or correcting and integrating previous knowledge. In order to be said as a scientific method, a

method of inquiry must be based on evidence from objects that can be observed, empirically, and measured by the principles of specific reasoning. Therefore, the scientific method generally contains a series of data collection activities through observation or experimentation, processing information or data, analyzing, formulating and testing hypotheses (Nurdin, 2016: 302-303).

## 1.8. Definition of the Terms

Related to the problems that have been mentioned above, the researcher explains some of the terms used in this study, namely as follows:

1. Implementing is defined as carrying out a plan, idea, etc. Then, Hamalik in Nurdin (2016: 177) defines that implementing is a process of applying ideas, concepts, policies, or innovations in the form of practical actions so as to have an impact, both in the form of changes in knowledge, skills and attitudes.

2. Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014 in Zaim, 2017: 34). In this research, it refers to the approach used in the 2013 curriculum and it focuses on the five learning stages namely: observing, questioning, experimenting/collecting information, associating, and communicating.

3. Teaching and learning process relates to the process of interaction with educators and learning resources in a learning environment. Teaching is an effort to organize the environment to create student's learning condition. Learning is the process of interaction of students with educators and learning resources in a learning environment (Law No.20 of 2003 concerning the National Education System). Then, Rustaman in Hidayat (2013: 118) defines that *"Learning process is a process in which there is an activity of interaction between teacher-student and reciprocal communication that takes place in an educational situation to achieve learning goals."* In addition, Smith in Sanjaya (2011: 96) expresses that *"Teaching is imparting knowledge or skill."*

**CHAPTER II**

**REVIEW OF RELATED LITERATURE**

In this chapter, the researcher shall describe readers about the literature review related to the study. Its aim is to provide background information on the research question and to identify what others have said and/or discovered about the question. In relation with the study, the concepts of activity and scientific approach of the 2013 curriculum, scientific approach learning activities, related studies, and conceptual framework of the study shall be discussed below in detail.

## 2.1. The Concept of Activity

Vygostkian psychology (Vygotsky, 1978) states that "*The human mind is constructed through a subject's interactions with the world and is an attribute of the relationship between subject and object. Consciousness is neither reducible to behaviour nor separate from it, but instead is an attribute of the organisation of practical activity. It is the process that organises behaviour. It is not an attribute of any particular state or process, but is an attribute of the way in which states and processes such as attention and memory, are organised and functionally related both to behaviour and to each other. It is consciousness that establishes the connection between the various processes, it both creates them and transforms them. In particular the nature of a goal-directed activity transforms its user.* He thus introduces the

idea of externally mediated activity, actions that involve the use of external means to reach a goal. This leads to the idea that mental processes can only be understood if we understand the tools and signs that mediate them.

In activity theory adopted from the basic tenet of Vygotsky's theory, the tools occupy a mediating role in human reaction and interaction with the world. Tools therefore are social objects with certain modes of operation developed socially in the course of labour and are only possible because they correspond to the objectives of a practical action. Tools can be either external (physical, technical) such as artefacts, instruments and machines or internal (psychological) such as laws, signs, procedures, methods and language. Physical tools are designed to manipulate physical objects (e.g. hammer) while psychological tools are used by humans to influence other people or themselves (e.g. concepts, advertisements, calendars). Since psychological tools are included in the process of behaviour they alter the entire flow and structure of mental functions. Similarly the physical tool (including computers) alters the process of natural adaptation by determining the form of labour operations. A physical tool can be seen as an instrument of labour, a thing which is interposed between a person and the object of their labour and which 'serves as the conductor' of their activity.

According to Engeström (1999), "*An activity is seen as a system of human "doing" whereby a subject works on an object in order to obtain a desired outcome. It is a form of doing directed to an object, and activities are distinguished from each other according to their objects. Transforming the*

*object into an outcome motivates the existence of an activity. An object can be a material thing, but it can also be less tangible."*

In order to do this, the subject employs tools, which may be external (e.g. an axe, a computer) or internal (e.g. a plan). As an illustration, an activity might be the operation of an automated call centre. As we shall see later, many subjects may be involved in the activity and each subject may have one or more motives (e.g. improved supply management, career advancement or gaining control over a vital organisational power source). A simple example of an activity within a call centre might be a telephone operator (subject) who is modifying a customer's billing record (object) so that the billing data is correct (outcome) using a graphical front end to a database (tool).

Engeström also states that *"The tool is at the same time both enabling and limiting: it empowers the subject in the transformation process with the historically collected experience and skill 'crystallised' to it, but it also restricts the interaction to be from the perspective of that particular tool or instrument; other potential features of an object remain invisible to the subject.* Then, Verenikina (2010: 16) remarks that *"Tools are social objects with certain modes of operation developed socially in the course of labour and are only possible because they correspond to the objectives of a practical action."*

Activity theory provides a framework for understanding the dynamic relationship between the elements of activity system. It allows us to examine

the social tensions involved in the networks of human activity and how elements seemingly individual are interconnected. The analysis of tensions offers researchers the opportunity to explore potential barriers such as those anticipated to occur when ICT are introduced into an established school environment. Additionally, the view of contradictions as the driving force of change within an Activity System, provides a versatile tool to inquire into various aspects of educational technology use and its evolution over time. The following figure II.1 shows the framework for understanding the dynamic relationship between the elements of activity system.
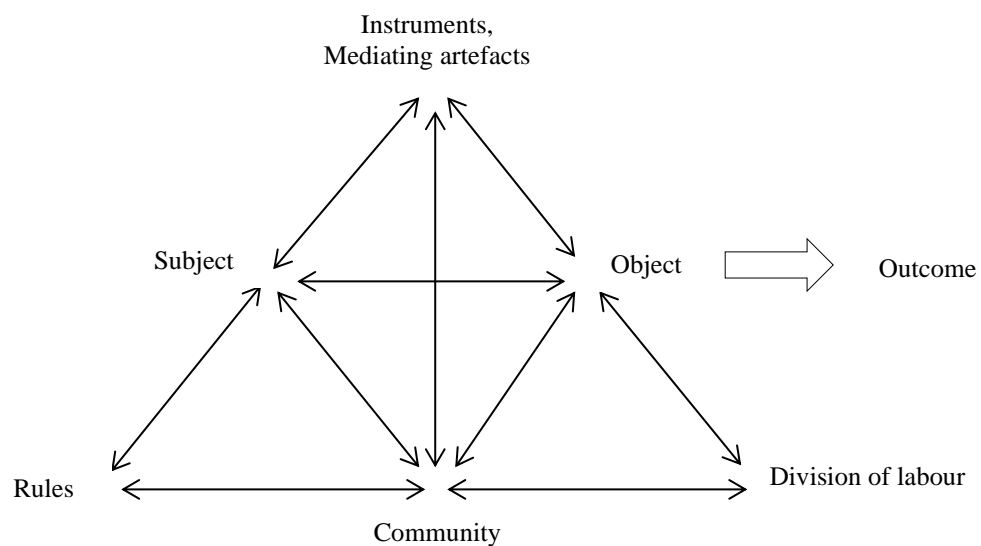


Figure II.1. Activity system (Adapted from Engestrom, 2001)

## 2.2. The Concept of Scientific Approach of the 2013 Curriculum

Kemdikbud (2013) states that "*The 2013 curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem.*"

According to Kurniasih & Sani (2014), *"The students are encouraged to have a responsibility to the environment, interpersonal skills, and ability to think critically in this curriculum. It is characterized by the development of attitudes, knowledge, thinking skills, and psychomotor skills in a variety of subjects. It should be relevant with the needs of life, developing abilities and interest, and responsive to the development of science and technology."*

Besides, Lazim (2013) states that *"The 2013 curriculum should be applied in the atmosphere of focusing on student-centered learning, forming the students' self-concept, increasing students' thinking skills, providing opportunities for students to assimilate and accommodate the concept, laws, and principles, and providing opportunities for students to practice the skills of communication."* Kemdikbud (2013) also states that *"The 2013 curriculum can be implemented successfully by using scientific approach."*

Nurdin (2016: 301) states that *"The scientific approach to the implementation of learning is a subject of discussion that has attracted the attention of educators lately. The background is because primary and secondary education products have not yet produced graduates who are capable of critical thinking equal to the abilities of other peoples' children."*

According to Longman (2014) in Zaim (2017: 34), *"Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis."* It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge,

and correcting and integrating previous knowledge. Tang et al. (2009) in Zaim (2017: 34) say that *"Scientific approach has the characteristics of "doing science". This approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning."*

The scientific approach of the 2013 Curriculum has some concepts to understand. Nurdin (2016: 305) states that *"There are some concepts we should know related to the scientific approach of the 2013 Curriculum.* They are as follows:

a. Learning material is based on facts or phenomena that can be explained by certain logic or reasoning; not limited to mere imagination, legend, or fairy tales.

a. Teacher explanation, student response, and teacher-student educative interaction are free from prejudice, subjective thought, or reasoning that deviates from the logical path of thinking.

b. Encourage and inspire students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying learning material.

c. Encourage and inspire students to be able to think hypothetically in seeing differences, similarities, and other similar links from learning material.

d. Encourage and inspire students to be able to understand, apply and develop rational and objective thinking patterns in responding to learning material.

e. Based on accountable concepts, theories, and empirical facts.

f. Learning objective is formulated in a simple, clear, and interesting way.

In principle, learning activities are educational processes that provide opportunities for students to develop their potential into abilities that are increasingly developing in attitudes, knowledge, and skills needed for life and for community, nationhood, and contribute to the well-being of human life. Therefore, learning activities are directed at empowering all potential students to become the expected competencies. In learning, students are encouraged to find themselves and transform complex information, check new information with what is already in their memories, and develop into information or abilities that are in accordance with the environment and times in which they live. The 2013 curriculum adheres to the basic view that knowledge cannot be transferred from teacher to student. Students are subjects who have the ability to actively search, process, construct, and use knowledge. (Permendikbud, 2013)

Harmin & Toth (2012: 37) states that *"One of the teacher's tasks is to plan learning activities that inspire all students to remain actively and involved productively. Therefore, learning must be related to the opportunities given to students to construct knowledge in their cognitive processes."*

In order to truly understand and be able to apply knowledge, students need to be encouraged to work to solve problems, find everything for themselves, and strive to realize their ideas. The teacher makes it easy for this process, by developing a learning atmosphere that allows students to

discover, apply their own ideas, become aware and consciously use their own strategies for learning. The teacher develops learning opportunities for students to pursue the steps that bring students to the higher understanding, which were originally done with teacher's help to independent way. For students, learning must shift from "being told" to "actively finding out". (Permendikbud, 2013)

In learning, students construct knowledge for themselves. For students, the knowledge they have is dynamic, developing from simple to complex, from the scope of themselves and around them to a wider scope, and from the concrete to the abstract. As a developing human being, students will experience four stages of intellectual development, namely motorical sensory, pre-operational, concrete operations, and formal operations. In general, the first level occurs before a person enters school age, the second and third stages begin when a person becomes a student in the basic education level, while the fourth level starts from the fifth and sixth year of elementary school.

In learning, students are facilitated to be actively involved in developing their potential to become competencies. The teacher provides learning experiences for students to carry out various activities that enable them to develop the potential they have into the competencies set out in curriculum documents. These learning experiences are increasingly developing into independent and steady learning habits as a basis for lifelong learning.

The development of attitudes, knowledge, and skills can occur in various combinations and emphases in a learning activity. Each learning activity has a combination and different emphasis on other learning activities depending on the nature of the content being studied. Nevertheless, knowledge has always been a driving force for the development of other abilities (Permendikbud, 2013).

The 2013 curriculum develops two modes of learning process namely direct learning process and indirect learning process. Direct learning process is an educational process in which students develop knowledge, thinking skills and psychomotor skills through direct interaction with learning resources designed in syllabus and lesson plans in the form of learning activities. In direct learning, students learn activities to observe, ask, gather information, associate or analyze, and communicate what they have found in analysis activities. The direct learning process produces direct knowledge and skills or what is called instructional effects.

## 2.3. The Scientific Approach Learning Activities

In accordance with the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge was gained through the activity of remember, understand, apply, analyze, evaluate, and create. Skills

were acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a). So, the teaching learning process in scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing network for all subjects. Lubis (2016: 163) also states that *"The 2013 Curriculum uses the scientific approach stages namely observing, questioning, associating, experimenting, and networking/communicating. This approach aim is to make the students are able to explore some lesson as a unity."*

Kemdikbud (2013) and Hosnan (2014) state that *"There are five steps of applying scientific approach in teaching and learning process. They are observing, questioning, experimenting, associating, and communicating.* The activities for each step can be explained as follows:

a. Observing

In this activity, a teacher is expected to be able to create opportunities for students to carry out reading, listening, and seeing (without or with tools) activities.

There are two main activities that should be done to lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. There are seven steps in observing process, (1) determining the

object to be observed, (2) determining the purpose, (3) determining the way of observation, (4) limiting the object, (5) doing observation carefully, (6) reporting the result of observation, and (7) comprehending the result.

b. Questioning

In this activity, a teacher is expected to create opportunities for students to ask questions about information that is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions).

Questioning functions to encourage and inspire learners to actively learn and develop questions of and for itself; to raise skills of students in talking, asking questions, and the other can answer logically, systematically using proper and correct grammar; to encourage students' participation in discussing, arguing, developing the ability to think and draw conclusions; and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious.

c. Experimenting

In this activity, a teacher is expected to be able to provide opportunities for students to conduct experiments, read sources other than textbooks, observe objects/events, carry-out activities and interview with resource persons. In experimenting, the steps are preparation, working, and follow up. There are five activities that can be done in experimenting, (1)

Grouping students into several groups, (2) asking students to discuss, (3) recording the finding, (4) supervising the learning process to ensure that all learners are actively involved in the discussion, and (5) directing the group that need help.

d. Associating

Associating is the ability to analyze and associate the information occurred within the group. It is the process of analyzing the information to find the relationship between one information to other information and to find the patterns of interrelationship of the information so that one can make conclusion from the patterns found. In this activity, a teacher is expected to provide opportunities for students to process information that has been collected.

e. Communicating

Communicating is the ability to conclude the facts that have been observed and experimented. In this activity, a teacher is expected to provide opportunities for students to convey the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media. There are four activities that can be conducted in communicating steps, (1) asking the students to read their work to the class, (2) asking each group to listen well and provide additional input with regard to the work of each group, (3) giving explanation after the group discussion ended, and (5) structuring tasks and providing

opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given.

From the explanation about the steps of doing scientific approach in teaching learning process above, it can be seen that by doing scientific approach students are hoped to be actively involved in class activities by integrating skills, attitude, and knowledge.

## 2.4. Related Studies

Related studies need some formerly researches conducted by other researchers in which they are related to this research. Besides, the related studies have to analyze what the point that focuses on, inform the design and find the conclusion of the previous researches.

Related to this study, Nugraha & Suherdi (2017) conducted a research about scientific approach in the 2013 curriculum. The primary focus of the study was to investigate the practice of a teacher in implementing scientific approach in English learning-teaching in one junior high school in Bandung and to reveal the difficulties encountered by the teacher in the process. In particular, the study portrayed the occurrence of activities and the quality of the teaching process through pedagogical microscope. The study employed a descriptive-qualitative research design. The data were procured from classroom observation, teacher's lesson plan analysis and interview. The data were analyzed by Pedagogical Microscope instrument (Suherdi, 2009).

The findings showed to some extents. First, the finding showed that all the five stages of scientific approach were completely executed in four meetings of delivering one material or one Basic Competence (*KD*) even though the five stages were not always conducted in every meeting which was different from lesson plan made. The teacher provided plenty activities in each stage. Scientific approach implemented by the teacher could engage students in active learning activities and develop various students' contributions. The ways the teacher led the active learning activities and students' contributions were varied depending on the stages. Scientific approach implemented successfully fostered students' critical thinking and developed high-thinking level of students' learning behavior. Second, the difficulties encountered by the teacher during implementation were the problem on the students with low English proficiency, time allotment, and the teacher's teaching management.

The similarities of the studies were in terms of research design and theme. Both studies were designed in qualitative and they studied about the implementation of the scientific approach of the 2013 curriculum in teaching learning process. Interviews and personal observations were conducted to gather the data. However, the focus of the studies was different from each other. Nugraha & Suherdi's study focused on investigating the practice of a teacher implementing scientific approach in English learning-teaching in one junior high school in Bandung and revealing the difficulties encountered by the teacher in the process while this study focused specifically on exploring

English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

Ekawati (2016) also conducted a research about the implementation of curriculum 2013. The research focused on investigating the implementation of the 2013 curriculum at SMA Lab School Pancasakti Tegal. To get the data, two English teachers were observed and interviewed. The data was analyzed regarding three categorizations; (a) preparing a lesson plan, (b) applying the steps of teaching-learning activities, and (c) making an evaluation. The result showed that the teachers had not implemented the steps of scientific approach of the 2013 curriculum effectively yet. They only apply several parts of these steps such as questioning and experimenting steps.

Both studies tried to investigate about the implementation of the 2013 curriculum. Then, both studies used qualitative research design with observation and interview in collecting the data. However, both studies were different from each other. Ekawati's study focused on investigating English teachers' experience in preparing a lesson plan, applying the steps of teaching-learning activities, and making an evaluation of the 2013 curriculum while the present study focused specifically on exploring English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

Yuliani (2017) did a research to know the teaching and learning activity in implementing the 2013 curriculum at SMP Negeri 23 Pekanbaru. This research was based on a preliminary study of the implementation of the

2013 curriculum in some junior high schools around Pekanbaru by observing and interviewing English teachers. This research was also a qualitative research. Researcher used observation sheet and interview to know the learning activities in SMP Negeri 23 Pekanbaru.

Based on the research findings, first, the teacher had not been able to carry out the ideal teaching step in the classroom. Second, professionally, the curriculum implementer had not received training from the government to support the teaching and learning process in the classroom and the last, available resources and media had not yet supported.

The similarities of the studies were in terms of research design and theme. Both studies were designed in qualitative and they studied about teaching activity in implementing the 2013 curriculum. Interviews and personal observations were conducted to gather the data. However, the focus of the studies was different from each other. Yuliani's study focused on knowing the teaching and learning activity in implementing the 2013 curriculum while this study focused specifically on exploring English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

Zaim (2017) also conducted a research to investigate the implementation of scientific approach to teach English at Senior High School in Indonesia and problems of teaching and learning in implementing scientific approach. The data were collected through observation of teaching learning

process and interview with the teachers and the students in two senior high schools in Padang, Indonesia.

The findings showed that among the five steps of scientific approach, the teachers were not able to implement the observing and questioning steps optimally yet. Meanwhile, in experimenting and associating, the teachers had applied them well. Furthermore, in communicating, the teachers had applied them optimally.

One of the similarities of the studies was about the implementation of the scientific approach of the 2013 curriculum in teaching and learning process. Then, their data collection techniques were also same. However, this study not only used qualitative design with observation and interview technique, but also used quantitative design with questionnaire in collecting the data. In addition, the sites of the study was also different each other.

Gani & Mahjaty (2017) also did the research find out the extent of the teachers' knowledge on standards for content, standards for processes, and standards for evaluation for implementing the 2013 curriculum. To fulfill the purpose of the study, a sample of English teachers was taken from three State Islamic Senior High Schools in Banda Aceh. The data collected was analyzed by descriptive quantitative research methods; a questionnaire was used to collect the data.

The results showed that the teachers' level of knowledge for implementing the 2013 curriculum was low. This can be seen in the three

standards of teachers' knowledge: teachers' knowledge of the standards for content was low (only 40 %), teachers' knowledge of the standards for process was also low (41%), and teachers' knowledge about standards for evaluation was the lowest (only 36%). In order to resolve these problems, some recommendations have been made for improvement of the teacher's knowledge of how to implement the new 2013 curriculum.

The similarities of the studies were about the implementation of the 2013 curriculum and the research design. They collected the data by using a questionnaire in the form of descriptive quantitative research methods. However, this research was more comprehensive. It was also in the form of qualitative research with observation and interview in collecting the data. The differences were in terms of area and purpose of the study. Gani & Mahjaty's study focused on knowing teachers' knowledge for implementing the 2013 curriculum specifically on the three teachers' knowledge standards: standards for content, standards for process, and standards for evaluation while this study focused specifically on exploring English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

Ratnaningsih (2017) also conducted a research to investigate the teachers' implementation of scientific approach in English Language Teaching in one state junior high school in Bandung Regency. In addition, this research discussed the conformation of the Scientific Approach implementation and the lesson plans based on the 2013 curriculum. This

research employed a case study qualitative research design. The data were obtained from classroom observation and teachers' lesson plan analysis and interview.

The findings showed that the teachers implemented the scientific stages in English Language Teaching. They conducted observing, questioning, experimenting, associating and communicating in the sequence activities. Besides, the teachers could demonstrate the student-centered learning strengthened by collaborative, cooperative, active and meaningful learning. However, concerning the conformation of the implementation with lesson plans, based on the indicators, learning objectives, learning materials, learning media, scientific stages and scientific approach models (discovery learning, inquiry learning, problem based learning and project based learning), the teachers still had to underline and mention the scientific approach model and state learning objectives. Furthermore, the other components had been presented well in both teaching and lesson plans.

Same with the present study, this study concerned with the teachers' implementation of scientific approach in teaching English at certain state junior high schools. Both studies used qualitative research design with classroom observation, interview and document study. However, both studies were different from sites and quantity of the subjects.

Madkur and Nur (2014) also conducted a research that focused on teachers' voices on the 2013 curriculum for English instructional activities. It was aimed at providing a picture of challenges, opportunities and teachers'

perception on the use of the 2013 curriculum in teaching English. The data were collected through in-depth interview to six English teachers in six pilot schools in Bogor and Lampung.

The analysis showed that most teachers accepted the curriculum. However, according to them, the curriculum should be evaluated and further developed. Similar to the present study, this study investigated the implementation of the 2013 curriculum in teaching English. However, this study referred to the teachers' perception on the 2013 curriculum while the present study focused specifically on exploring English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

Juliansyah (2018) conducted a research, too. The research was aimed to describe the implementation of scientific approach and the difficulties in teaching English. The researcher used qualitative research. Subjects of this research were English teachers of SMP Muhammadiyah 2 Mlati, Sleman. The data of this research were collected by applying observation, interview and documentation. The data were analyzed by applying data reduction, data display, and conclusion based on Miles and Hubberman (1994).

The findings showed that the teachers implemented scientific approach covering the activities were as follows, (1) in the observing activity, teachers showed prohibition pictures, English instructions and introduced in English, (2) in the asking activity, there was activity of asking and answering about the observed objects, (3) in the experimenting activity, the teachers

guided the students to demonstrate, discuss and try, (4) in the associating activity, the teachers guided the students to conduct English exercise, (5) in communicating activity, students present orally. Meanwhile there were some difficulties faced by the teachers as follows, (1) lack of attractive media in the observing activity, (2) lack of students' activeness, (3) lack of students' confidence and participation to experience, (4) lack of students' vocabulary, (5) and lack of students' attention.

Similar to the present study, this study discussed the implementation of scientific approach in teaching English at junior high school. This study was also similar in research design, namely qualitative research design and data collection technique. However, this study was different from data analysis technique used. This research used data reduction, data display, and conclusion based on Miles and Hubberman (1994) while the present research used data analysis process developed by Creswell (1998) as cited by Gay and Airasian (2000: 239) as follows: reading/memoing, describing, classifying, and interpreting.

Kasim et. al (2017) also did a research to find out about the implementation of the scientific approach based on the 2013 curriculum. The subjects of this research were two English teachers of second year classes at SMA Negeri 1 Bireuen. The implementation of the scientific approach followed five learning experiences called observing, questioning, associating, experimenting, and communicating. The classroom activities must accommodate all 5 items actualized in three dimensions such as the

dimension of teaching plans, the dimension of teaching processes, and the dimension of teaching evaluation. Data was collected through classroom observations and interviews and was analyzed descriptively.

Related to the dimension of teaching plans, the teachers did not prepare the lesson well before running the teaching processes. Their lesson plans did not match with the framework recommended by the rule of Minister of Education and Culture/Permendikbud no.81.A 2013 as required by the 2013 curriculum. Related to the dimension of teaching process: The teachers used the steps of the scientific approach such as: observing, questioning, associating, experimenting, and communicating. But the conduct was not perfect, the teachers missed some aspects, and they did not run the teaching process according to the rules in Permendikbud No.81.A 2013. In relation to the dimension of evaluation, the evaluations used non-authentic assessments that gave the biggest emphasis to the cognitive domain which differed from the mandate for the 2013 curriculum in Permendikbud No. 81A 2013.

Both the present study and this study described the implementation of the 2013 curriculum especially in implementing the five stages of the scientific approach in teaching and learning process. Both of the studies involved English teachers as subjects of the studies. They were also similar in the research design. That was qualitative research design. However, they were different from the sites of the research and the quantity of the research subjects.

Setyarini (2018) also conducted a research to describe the implementation of scientific approach with project-based learning in teaching

recount text at SMA Negeri 4 Semarang, Indonesia. This study was a descriptive qualitative method based on the classroom observation. The investigated problem was how teachers implement scientific approach with project-based learning in teaching recount text. The subjects were 3 (three) English teachers of SMAN 4 Semarang.

The result showed that there were teachers who still hesitated in implementing scientific approach with project-based learning. It was shown from the unclear steps of scientific approach applied by the teachers. The result also showed that the five phases of scientific approach were applied differently by the teachers. One of the teachers who were being observed even did not give an opportunity to the students to explore more information about the material from the different sources. But the other two teachers could implement the scientific approach in teaching recount text appropriately.

Similar to the present research, this study investigated the implementation of the scientific approach in teaching English. Both studies described about the five learning experiences of the scientific approach. They also used classroom observation and interview for collecting the data of the qualitative research design. But, they were different from research site and subject quantity involved in the research.

Darsih (2014) also conducted a research to employ teachers' understanding and perception on the implementation of 2013 English curriculum and identified problems encountered by the teachers in implementing the 2013 English curriculum. Through the qualitative design,

the study was conducted at one of vocational high schools in Kuningan, West Java.

This study revealed that the teacher's understanding toward 2013 curriculum was quite close to the basic principles of the curriculum and most of the teachers claimed that the new curriculum could not be easily implemented at the moment since they found several problems in implementing 2013 English curriculum. They got difficulties in applying new learning revolution, developing assessment rubrics and the shortage of English duration at school to improve students' competence. It also recommended that the teachers should put more efforts on applying the 2013 curriculum in the teaching and learning process by joining any training or workshop, improve their creativity and adapt to the advance of knowledge and technology.

Similar to the present study, this study concerned with the implementation of 2013 curriculum in teaching and learning process. Both studies referred to qualitative research design. However, in collecting the data, this study used two instruments, questionnaires and interview while the present study used classroom observation, interview and document study.

Wahyudin and Sukyadi (2015) also did a research to portray the teacher's effort in integrating the scientific approach to EFL classroom in senior high school level. Involving an English teacher and 30 students in a science class, the researcher employed classroom observation to collect data in a case study to explore whether or not EFL teachers are able to implement

the scientific approach effectively in classroom practices. This study also shared some considerations to readers regarding the integration of the scientific approach into EFL classroom practice.

In their report, there were several points pointed out from this study in accordance with the teacher's implementation of scientific approach to eleventh grade students at senior high school level. First, it seemed that scientific approach could not be effectively applied by the teacher but it somehow gave some positive contributions to the students' participation, and critical thinking as it was depicted in the questioning stage and communicating stage. Scientific-based learning activity also seemed to positively affect students' confidence in using the target language though the accuracy and fluency were still average.

Similar to the present study, this study concerned with the implementation of the scientific approach of the 2013 curriculum in teaching and learning process. Both studies also conducted classroom observation in collecting the data. Besides, both studies were attempted to portray the teacher's effort in integrating or implementing the scientific approach in teaching and learning process. However, both studies were different from the school level or site and the subjects involved in the study.

Ahmad (2014) also conducted a research about understanding the 2013 curriculum of English teaching through the teachers' and policymakers' perspectives. This study focused on the 2013 curriculum (K-13) implementation at the four targeted senior secondary schools of K-13

implementation in Makassar, South Sulawesi, Indonesia. It involved three policymakers and 11 English teachers using explanatory model of mixed-method design (quan-qual). The data were collected in 19 months from 2012 to 2014 and analyzed in multi-stages.

The study found and concluded that the issues underlying the change from the School-Based Curriculum (SBC) to K-13 were the failure of the former curricula, the anticipation demographic and economic circumstances in the future, and the benefits offered within the change. In line with the teachers' knowledge and belief system towards the change, their perception on the K-13 led to two main trends: (1) positive, innovative, creative and gave impact to the transformation from traditional view of learning to a modern pedagogic dimension; and (2) negative and superficial that only changed in conceptual level and would likely to have the same effects with the previous changes.

The teachers' interpretation on the K-13 also led to two main trends: (1) the correct and comprehensive interpretation when dealing with the general concepts in K-13 in ELT practices; and, (2) the partial interpretation towards the applicative concepts according to their understanding, procedural knowledge and the convenience of the application offered by the changing elements. The implementation of K-13 in ELT practices was found to be partial, biased and tended to be traditional from the planning to the assessing process. The constraints to successful implementation of K-13 were found to root in the teachers' fixed mindset and within the implementation.

Similar to the present study, this study concerned with the implementation of the 2013 curriculum in teaching English. However, both studies were different from the design of the studies. The present study was designed in qualitative study while this study was designed in explanatory model of mixed-method design (both quantitative and qualitative studies).

Gunawan (2017) also did a research to determine the processes of instructional management based on Curriculum 2013, the constraints faced, and the efforts of its solution in Elementary School in Malang City, Indonesia. This research used a qualitative approach. The research instrument was the researcher himself. Data were collected by means of interview, observation, and documentation. Informants in this research were supervisors, principals, and teachers.

The findings of the research indicated: (1) the process of instructional management applied was from lesson activities plan, the implementation of learning activities, and learning evaluation; (2) the constraints faced by the teachers lesson plans were still not referring to the Curriculum 2013; application of learning the scientific approach by teachers less than optimal; teachers were less than optimal in applying the learning model; and teachers were not optimal assess student learning outcomes that covered three domains of learning: attitude, knowledge, and skills; and (3) an alternative solution of the problems faced was the need to organize assistance activities to teachers on the implementation of Curriculum 2013, which discussed the lesson plan,

teaching models, scientific approach, and assessment of student learning outcomes.

Similar to the present study, this study discussed the implementation of the 2013 curriculum in teaching and learning process. Both studies were designed in qualitative design with observation, interview and documentation study in collecting the data. But, this study differed from site and participants of the study. The present study was done at junior high school in Kampar Regency, Indonesia while this study was done at Elementary School in Malang City, Indonesia.

Sundayana (2015) also conducted a research to investigate teachers' readiness and competence to implement the 2013 curriculum, particularly viewed from their comprehension about the syllabus of English and its articulation into lesson plans based on the principles of syllabus development as suggested in the curriculum. In addition, their ability and their self-efficacy in implementing the curriculum in classroom teaching and learning processes were also dealt with. Twelve senior high school teachers from different schools were assigned to complete a questionnaire about their readiness and competence to implement the 2013 curriculum and were observed in their teaching and learning process. Both quantitative and qualitative analyses were employed in the research.

Results from quantitative analysis showed that teachers' readiness to implement the curriculum had low correlation to their competence. Qualitative analysis revealed that teachers had adequate readiness to

implement the curriculum and adequate competence to develop lesson planning. For further studies, teachers' attitude, motivation, belief, and commitment as regards the implementation of the 2013 curriculum need to be further investigated.

The present study was similar to this study in terms of investigating the implementation of the 2013 curriculum in teaching and learning process. However, both studies were different from site and subjects of the study. The present study involved the English teacher at one of the junior high schools in Kampar sub-district, Riau while this study involved twelve senior high school English teachers from different schools in West Java Province covering 6 (six) cities and regencies. In addition, the present study only investigated the implementation of the 2013 curriculum qualitatively while this study investigated the implementation of the 2013 curriculum both quantitatively and qualitatively.

Suyanto (2017) also conducted a research to give evidence on the school readiness in implementing the new curriculum and to find the problems of the curriculum implementation. The samples of the research were 33 junior high schools from seven regencies in Indonesia. The respondents were 33 school principals and vice principals for curriculum affair, 200 teachers, and 200 students. The data were collected by using questionnaires, interviews, and observation checklists. The data were taken during monitoring and evaluation programs facilitated by the Indonesian Directorate of Junior High School Development Management.

The result indicated that (1) the readiness of the schools was 9 schools (27.27%) were ready, 17 schools (51.52%) were less ready, and 7 schools (21.21%) were not ready to implement the new curriculum; (2) the readiness of the schools was affected by the poor of the books' availability, only 23% of schools had complete student books, the number trained teachers, only 33% of teacher got training, the ICT access, only 17% of school had a good ICT access for all students, and teachers' understanding on the learning and assessment process, only 37% of teacher had good understanding on the new curriculum.

The teacher had difficulties on (1) developing a lesson plan (16%), (2) using scientific approach (31.5%), (3) implementing authentic assessment (43.5%). Students mostly (78.5%) said that learning with the new curriculum was more difficult than it was before. Therefore, specific training on the new curriculum implementation was still needed. From the data above, it was clear that the teacher had difficulties in implementing scientific approach in teaching and learning process.

Similar to the present research, this study investigated the implementation of the 2013 curriculum in teaching and learning process. Both studies also involved the teachers in the research. However, both studies were different from the design of the research. The present study was designed in the form of qualitative design while this study was designed in the form of both quantitative and qualitative designs.

Atmarizon & Zaim (2016) also conducted a research to investigate the extent to which the implementation of scientific approach by English teachers who taught in tenth grade at SMAN 7 Padang. The researcher tries to see the implementation of scientific approach in teaching and learning process, assessment and problems faced by the English teachers in teaching and learning process using scientific approach in 2013 curriculum. Kind of the research was descriptive method. Data of the research were taken from observation and interview. Direct observations were done to see the activities and assessments conducted by English teachers in the classroom. Then, the researchers interviewed the English teachers to know the extent to which the implementation of scientific approach in teaching and learning processes related to observing, questioning, experimenting, associating, and communicating. Then, the problems in the teaching and learning process were identified.

The results showed that 69% of the steps in the scientific approach implemented by the English teachers. However, the English teachers only used 62% of assessments based on the 2013 curriculum. Afterwards, there were problems faced by English teachers in the learning process in each steps in the scientific approach in the aspect of 2013 curriculum.

The finding showed that the teachers were still unable to apply these two steps in the classroom yet. Based on the interview, they had conducted five steps of scientific approach of 2013 curriculum well even though they

couldn't apply the steps in every meeting. But, they generally had applied this approach good enough.

Similar to the present study, this study investigated the implementation of the 2013 curriculum in teaching and learning process. Both studies also involved the teachers in the research. They were designed in descriptive method with observation and interview to get the data. However, they were different from the purpose of the study. This study not only investigated the implementation of scientific approach in teaching and learning process, but also investigated assessment and problems faced by the English teachers in teaching and learning process while the present study discussed English teacher's activities and the factors influenced the activities in implementing the scientific approach in teaching and learning process.

Eriani. et. al. (2017) also did a research to find out the implementation of scientific approach in teaching speaking recount text at eighth graders of junior high school and the problems faced by the teacher while applying scientific approach in teaching speaking recount text. The study used qualitative approach. It was held at March 13th to April 26th, 2017 at SMPN 7 Sijunjung, West Sumatera. The subject of the study was the English teacher of class 8.4 and 8.5. The data of this study were based on the classroom observation through the field note and the checklist observation, the result of the interview, and open questionnaire.

The study revealed that the implementation of the scientific approach was still far from what stated in Permendikbud No. 103, 2014. The teacher

did not do observation and associating stages. Besides, the teacher did not apply the questioning stage well. The study also revealed that there were some problems faced by the English teacher. The class was too big, so it was hard for the teacher to handle the class and the students did not have enough time to practice their speaking ability. Besides, the teacher got difficulty in motivating the students to speak up in the class. They were shy, afraid to make mistakes, afraid if their friends would laugh. They had also lack of self-confidence so it made them nervous to speak in front of the class. Then, they had difficulties in pronouncing verb 2, regular and irregular verb. They also lacked of vocabularies so it made them hard to construct a sentence or a text. These problems occurred because the teacher often used Indonesian and local language in teaching and learning activities.

Similar to the present study, this study investigated the implementation of the 2013 curriculum in teaching and learning process. Both studies also involved an English teacher in the researches. They were designed in qualitative approach with observation and interview to get the data. However, they were different from the purpose of the study. This study not only investigated the implementation of scientific approach in teaching and learning process, but also investigated the problems faced in teaching speaking recount text while the present study focused specifically on exploring English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

**2.5. Conceptual Framework**

From the literature review, it can be conceptualized as follows:

a. English teacher's activities are actions done by the English teacher in teaching and learning process. In this research, it is related to English teaching activities done by English teacher in implementing the scientific approach of the 2013 curriculum at SMPN 3 Kampar.

b. Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014 in Zaim, 2017: 34). In this research, it refers to the approach used in the 2013 curriculum and it focuses on the five learning stages namely: observing, questioning, associating, experimenting, and communicating. The following table shows the conceptual framework of the scientific Approach of the 2013 Curriculum.

Table II.1. Conceptual Framework of Scientific Approach

| No. | Learning Stages | Learning Activities |
|-----|-----------------|---------------------|
| 1 | Observing | ➢ Reading<br>➢ Listening<br>➢ Seeing (without or with tools) |
| 2 | Questioning | ➢ Asking for clarification<br>➢ Asking for additional information |
| 3 | Experimenting | ➢ Conducting experiments<br>➢ Reading sources other than textbooks<br>➢ Observing objects/events/activities |

| | | |
|---|---|---|
| | | ➢ Conducting Interview with resource persons |
| 4 | Associating | ➢ Processing information |
| 5 | Communicating | ➢ Conveying the results of observations<br>➢ Conveying conclusions |

c. There are some factors influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar. The factors may come from internal and external factors. Internal factors are the factors that come from the teacher herself such as teacher's motivation, perceptions, and experiences, etc. External factors are the factors that come from outside the teacher such as media and environment.

For more details, the following figure shows the framework of the research in exploring English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process and the factors influence it.
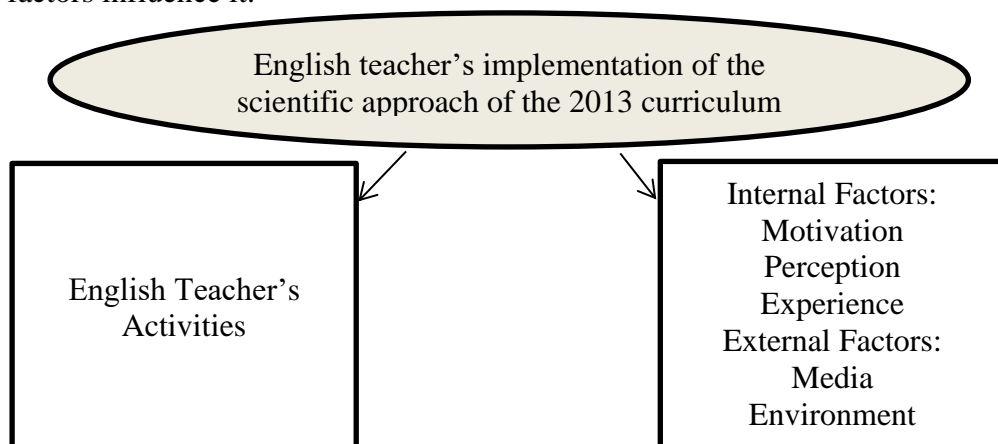


Figure II.2. Conceptual framework of the research

# CHAPTER III

# RESEARCH METHODOLOGY

In this chapter, the researcher shall describe in detail the method of the research. The aim is to provide readers with basic insights and understandings about the variety of research method and strategy used in the research. Research design, site, participant, data collection and analysis techniques shall be discussed more detail below.

## 3.1. Research Design

According to Cresswell (2009: 3), *"A research design is a plan and the procedure for research that span the decision from broad assumption to detailed method of data collection and analysis."* The design used in this research is a case study. Nunan (1992: 79) states that *"It is the investigation of the single instance in the context in which it occurs."* Stake in Denzin & Lincoln (1994: 236) states that *"It is defined by interest in individual cases, not by the methods of inquiry used."* Adelman et al. (1976) in Nunan (1992: 78) state that "*Principal advantage of adopting the case study as a method of research is that it is strong in reality and therefore likely to appeal to practitioners who will be able to identify with the issues and concerns raised.* Then, according to Wiersma & Jurs (2009: 241), *"A case study is a detailed examination of something: a specific event, an organization, or a school*

*system, just to name a few example. It is used quite extensively in qualitative research.*"

Gay and Airasian (2000: 16) state that "*Qualitative research seeks to probe deeply into the research setting in order to obtain understandings about the way things are, why they are that way, and how the participants in the context perceive them.*" Then, Cresswell (2009, 4) defines that "*Qualitative research as means for exploring and understanding the meaning individuals or groups ascribe to a social or human problem. It is useful when the researcher does not know the important variables to examine.*" Then, Bodgan and Taylor in Setiyadi (2013: 219) defines that "*Qualitative research is a research procedure that produces descriptive data in the form of written or oral words from humans and observable behavior.*" Meanwhile, Berg (2007:3) defines that "*Qualitative research refers to the meaning, concepts, definitions, characteristics, metaphors, symbols, and descriptions of things.*"

Furthermore, Denzin and Lincoln in Moleong (2007: 5) state that "*Qualitative research is a research that uses natural settings, with the intention of interpreting phenomena that occur and are carried out by involving various methods.*" Furthermore, according to Satori and Komariah (2017: 22), "*Qualitative research is explored and deepened from a social phenomenon or a social environment consisting of actors, events, places and times.*" In addition, Gay and Airasian (2000: 9) argue that "*Meaning in qualitative research is situated in a particular perspective or context, and, since different people and groups often have different perspectives and*

*contexts, there are many different meanings in the world, none of which is necessarily more valid or true than another.*"

The type of data revealed by researcher in this research is narrative from the informant both verbally and in writing in the form of document data. The behavior of the subject observed is also the data in collecting the results of this research.

## 3.2. Research Site

A state junior high school located in Kampar sub-district was selected for this research. The school was SMPN 3 Kampar. This school was chosen by some considerations. First, it was one of the state junior high schools (schools managed by the government, in this case the Ministry of National Education) in Kampar Sub-district that has been a pilot project to apply the 2013 curriculum in teaching and learning process. Therefore, it was expected that the English teacher has got adequate experience in implementing the scientific approach in teaching and learning process. Second, choosing the school would support the researcher's mobility so that the research can be conducted more effectively.

## 3.3. Research Participant

To get informant (sources of information) in this research, the researcher used purposive sampling. In this case, Gay and Airasian (2000:

138) state that *"In purposive sampling, also referred to as judgement sampling, the researcher selects a sample based on his or her experience or knowledge of the group to be sampled."* Then, according to Satori and Komariah (2017: 47),*"purposive sampling is used to determine the subject/object of a study that fits the purpose. Researching with a qualitative approach is usually determined by the destination."*

In addition, Cresswell (2009: 178) states that *"A discussion about participants and site might include four aspects identified by Miles and Huberman (1994): the setting (where the research will take place), the actors (who will be observed or interviewed), the events (what the actors will be observed or interviewed doing), and the process (the evolving nature of events undertaken by the actors within the setting)."*

In this research, the informant was an English teacher who taught and implemented the 2013 curriculum at SMPN 3 Kampar in Kampar Sub-district. There was only one English teacher there. So, the total informant for this research was one English teacher.

## 3.4. Data Collection Technique

The researcher used observational protocol for recording information while observing English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar. Besides, the researcher used interview protocol for asking questions

and recording answers during a qualitative interview. The last, the researcher did the recording of documents and visual materials based on the researcher's structure for taking notes (as Cresswell, 2009:183 recommended).

**Table III.1. Data Collection Technique**

| Data Collection Types | Options Within Types | Instruments |
|---|---|---|
| Observation | Nonparticipant observation | Observational protocol |
| Interview | Face-to-face interview | Interview protocol |
| Document | - Teaching documents | Lesson plans |
| Audio-Visual Material | - Photograph - Videotape <br> - Tape recorder | Smartphone |

**a. Observation**

Gay and Airasian (2000: 211) mention that *"Observation can take many forms of qualitative research, depending on the involvement of the observer."* This research took nonparticipant observer of the activities of the teacher being studied; that is, he or the researcher watches, but does not participate. Then, Cresswell (2009: 181) defines *"Qualitative observations as those in which the researcher takes field notes on the behavior and activities of individuals at the research site. In these fieldnotes, the researcher records, in an unstructured or semi-structured way, activities at the research site.* Furthermore, Satori and Komariah (2017: 95) say that *"The contents of the fieldnotes are the main materials*

*for researcher in analyzing field data. Usually the fieldnotes are made in the form of key words, abbreviations, symbols and main points that are understood by the researcher.*"

In this research, the researcher did the observations to see and know the activities that the teacher did in implementing the five stages of the scientific approach in teaching and learning process at SMPN 3 Kampar. During the classroom observations, videotaping, fieldnotes with observation protocol were employed as the main techniques of collecting data in observation. The observations were conducted for three meetings started from 22nd July 2019 to 25th July 2019. The detail was presented in the following Table III.2.

**Table III.2. Classroom Observations**

| No. | Observations | Schedules | Rooms |
|-----|--------------|-----------|-------|
| 1 | Observation 1 | Monday, 22nd July 2019 | IX.2 |
| 2 | Observation 2 | Wednesday, 24th July 2019 | VII.1 |
| 3 | Observation 3 | Thursday, 25th July 2019 | IX.1 |

In recording the data, the researcher used observational protocol form as recommended by Cresswell (2009: 181) and Gay and Airasian (2000: 213). It also referred to the learning activities of the scientific approach stages of the 2013 curriculum for the descriptive notes. Cresswell (2009: 181-182) states that *"Descriptive notes involve portraits*

*of the participants, a reconstruction of dialogue, a description of the physical setting, and accounts of particular events or activities while reflective notes involve the researcher's personal thoughts, such as speculation, feelings, problems, ideas, hunches, impressions, and prejudices.*" Furthermore, Gay and Airasian (2000: 213) state that "*Descriptive aspect describes what's seen and reflective aspect provides the researcher's thoughts or ideas about the description.*"

**Table III.3. Observational Protocol**

| Stages | Indicators / Teacher's Activities | Descriptive Notes | Reflective Notes |
|---|---|---|---|
| Observing | Teacher provides opportunities for students to carry out reading, listening, and watching (without or with tools) activities. | | |
| Questioning | Teacher provides opportunities for students to ask questions about information. | | |
| Experimenting | Teacher provides opportunities for students to conduct experiments. | | |

| | Teacher asks the students to read sources other than textbooks. | | |
|---|---|---|---|
| | Teacher asks the students to observe objects/events/activities | | |
| | Teacher asks the students to interview with resource persons. | | |
| Associating | Teacher provides opportunities for students to process information that has been collected. | | |
| Communicating | Teacher provides opportunities for students to convey the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media. | | |

**b. Interview**

Gay and Airasian (2000: 219) define that *"Interview is a purposeful interaction, usually between two people, focused on one person*

*trying to get information from the other person. It permits the researcher to obtain important data that cannot be obtained from observation.*

Berg (2007: 89) limits interviewing as *"A conversation with a purpose, specifically the purpose of gathering information.* Then, Sudjana in Satori and Komariah (2017: 130) defines that *"Interview is a process of collecting data or information through face-to-face interviews between interviewees and the interviewee."* So, it can be said that the interview is a technique of collecting data to get information that is extracted from the data source directly through conversation or question and answer.

In this research, the writer conducted face-to-face interview with participant. In collecting data from interview, the researcher used the method of tape recording the interview. Gay and Airasian (2000: 222) argue that *"Tape recording the interview provides a verbatim account of the session. It also provides researchers with the original data for use at any time."*

Then, to work most productively, the researcher transcribed the tape recordings on the interview transcript. It was the field note for interview data. It was voluminous and usually had to be reduced to focus on the data pertinent to the study. When transcribing, the researcher wrote date, subject discussed, and participant (using a coded name) on the transcript. Next, the researcher numbered all pages and made sure a different indicator was given and used to identify the various persons speaking on the tape. Therefore, to get extensive information about

English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process, interview questions were formulated. The connection between the research questions and interview questions were displayed in the following table.

**Table III.4. Table of Interview Guideline**

| Research Questions | Interview Questions |
|---|---|
| 1. How is the implementation of the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar? | 1. What have you known about the scientific approach of the 2013 curriculum in teaching and learning process? <br> 2. What have you done to implement the scientific approach in teaching and learning process? <br> 3. What should you prepare to implement it? <br> 4. The first stage in implementing the scientific approach is observing. What should you (as a teacher) do in this stage? <br> 5. Using media in observing stage is very important. How do you prepare them? <br> 6. Then, the second stage is questioning. What should you do in this section? <br> 7. Experimenting, in other words, collecting information is the third stage of the |

| | scientific approach. What should you do in this stage? |
|---|---|
| | 8. In associating stage, a teacher is expected to provide opportunities for students to process information that has been collected. How do you provide the opportunities? |
| | 9. We know that the last stage of the scientific approach of the 2013 curriculum is communicating. What should you do in this stage? |
| 2. What are the factors that influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar? | 10. Are you interested in implementing the scientific approach in your teaching and learning process? |
| | 11. Do your colleague teachers implement the scientific approach stages in their teaching and learning processes? |
| | 12. Have you got reward from your principal for the implementation of the scientific approach of the 2013 curriculum? |
| | 13. We know that scientific approach is new in our educational system and difficult to implement. Do you agree with the |

| | statement? |
|---|---|
| | 14. Have you ever followed teaching training about the scientific approach of the 2013 curriculum before? |
| | 15. Do your school environment and media support you in implementing the scientific approach of the 2013 curriculum in teaching and learning process? |

**c. Documents**

The researcher collected data or information with document study. According to Satori and Komariah (2017: 117), *"Document study is to collect documents and data needed in the research problems and then examine them intensively so that they can support and add to the trust and the proof of an event and results of observations or interviews will be more credible if supported by documents related to research focus."*

The information collected not only from people as sources, but also from various kinds of written sources or from documents that exist in the informant. The researcher collected information from the lesson plan of the participant.

a.  **Audio-Visual Materials**

Creswell (2009: 181) states that *"The data may take the form of photographs, art objects, videotapes, or any forms of sound."* Therefore, the data in this research was strengthened by taking photographs of the objective conditions of the research to support the objective conditions of the research. Besides, the data in this research was also strengthened by recording the interview with the researcher's smartphone.

**3.5. Data Validity**

Before analysing the data, the researcher should test the validity of the data. According to Creswell (2009: 190-191), *"Validity means that the researcher checks for the accuracy of the findings by employing certain procedures. It is one of the strengths of qualitative research and it is based on determining whether the findings are accurate from the standpoint of the researcher, the participant, or the readers of an account."*

To check for the accuracy of the findings, Creswell recommends to use these following strategies such as triangulation, using member checking, using rich and thick description, clarifying the bias, presenting negative or discrepant information, spending prolonged time in the field, using peer debriefing, and using an external auditor to review the entire project.

In this study, the researcher used triangulation strategy to check the accuracy of the findings as well as convince the readers of that accuracy. It means that the researcher triangulate different data sources of information by

examining evidence from the sources and using it to build a coherent justification for themes. Gay and Airasian (2000; 225) corroborate that in this strategy, *"The researcher uses different data sources of information to confirm one another, as when an interview, related documents, and recollections of other participants produce the same descriptions of an event, or when a particpant responds similarly to a personal question asked on three different occasions."*
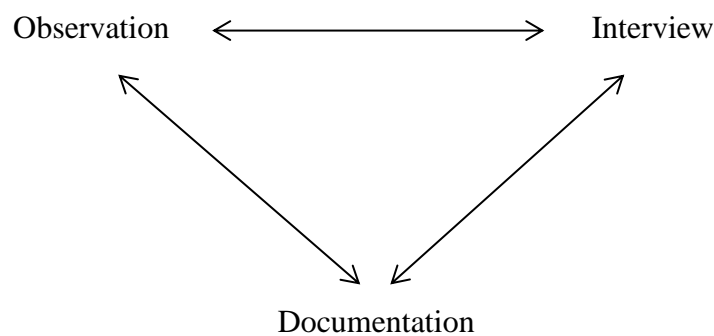


Figure III.1 Triangulation of data collection techniques

## 3.6. Data Analysis Technique

Gay and Airasian (2000: 239) state that *"Data analysis is concerned with describing what is in the data."* Then, Spradley in Satori and Komariah (2017: 201) states that *"Analysis in any type of research is a way of thinking. This is related to systematic testing of things to determine parts, relationships between parts, and integration between parts. Analysis is to look for patterns. Data analysis is a process of systematically searching and compiling data obtained from interviews, field notes, and documentation by organizing words into categories, describing them into units, synthesizing, arranging*

*into patterns, choosing which ones are important to study, and making conclusions so that it is easily understood by oneself and others.*"

In this research, the researcher used data analysis technique called descriptive narrative. It was a description of an object of research in a narrative or in the form of words. Miles and Huberman (1994) state that *"The presentation of data most often used in qualitative research is narrative text.*" Then, Gay and Airasian (2000: 9) state that *"Qualitative research analyzes data interpretively by organizing the data into categories, identifying patterns, and producing a descriptive narrative synthesis.*" In analysing the data, the researcher used the data analysis process developed by Creswell (1998) as cited by Gay and Airasian (2000: 239) as seen in the following figure III.2.
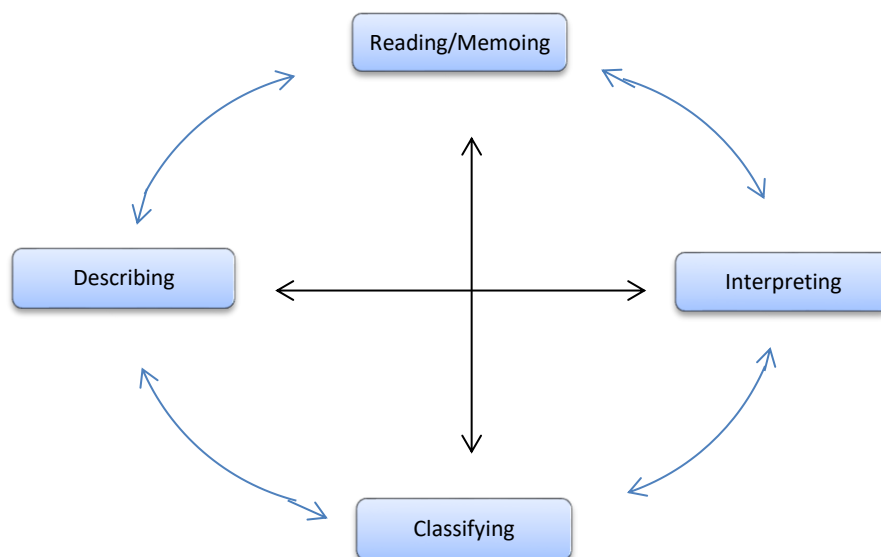


Figure III.2. Data Analysis Process of Qualitative Research

a. Reading/Memoing

The first step the researcher did in analysing the data was reading/memoing. Gay and Airasian (2000: 239) note that *"It focuses on becoming familiar with the data and identifying main themes in it."* They recommend to find a quiet place and plan on reading for a few hours at a time during the initial reading of the data. In addition, Krathwohl (1998: 309) wisely points out that *"The first time you sit down to read your data is the only time you come to that particular set fresh."*

In this step, the researcher read the field notes, transcripts, memos, and observer comments to get a sense of data. The researcher also wrote notes in the margins or underline sections or issues that seem important to the researcher so that the researcher would have a record of initial thoughts and sense of the data.

b. Describing

The second step the researcher did in analyzing the data was describing. Gay and Airasian (2000: 239) note that *"It focuses on examining the data in depth to provide detailed descriptions of the setting, participants, and activities. It is based on the observations and field notes collected by the researcher. The aim is to provide a true picture of the settings and events that took place in it so the researcher and the reader wil have an understanding of the context in which the study took place."*

In this research, the researcher gave attention to the features of the research context. Gay and Airasian (2000: 242) point out that *"The context influences participants' actions and understandings. Meaning is influenced by context; without a thorough description of the context, actions, and interactions of participants real interpretation is hampered."*

Then, the researcher portrayed the views of the participant. How the participant defined situations and explained her actions are important to describe thoroughly. Finally, the researcher made ongoing descriptions of the interactions and social relations with the participant since social processes can change over time.

c. Classifying

The third step the researcher did in analyzing the data was classifying. Gay and Airasian (2000: 2239) note that *"It focuses on categorizing and coding pieces of data and physically grouping them into themes. The typical way qualitative data are broken down and organized is through the process of classifying, which means ordering field notes or transcriptions into categories that represent different aspects of the data. A category is a classification of ideas or concepts. When concepts in the data are examined and compared to one another and connections are made, categories are formed. Categories are used to organize similar concepts into separate groups."*

In this research, the researcher categorized the data, did the coding process, and grouped the data into themes. Coding is the process of organizing the material into chunks or segments of text before bringing to information. It involves taking text data or pictures gathered during data collection, segmenting sentences (or paragraphs) or images into categories, and labeling those categories with a term based in the actual language of the participant.

d. Interpreting

The last step the researcher did in analyzing the data was interpreting. Gay and Airasian (2000: 239) state that *"It focuses on interpreting and synthesizing the organized data into general conclusions or understandings. It is a reflective, integrative, and explanatory aspect of dealing with a study's data. Data interpretation is based heavily on the connections, common aspects, and linkages among the data, especially the identified categories and patterns. Data interpretation continues on after the data collection, analysis, and interpretive stages of a study and interpretation is also a part of the process of writing the result of the study."* Then, Creswell (2009: 189) defines that *"Interpretation as the meaning of the data."*

In this research, the researcher interpreted the data based on the group of themes that have been classified. The data were analyzed descriptively to find out the answers of the research questions. The

researcher started to understand the data to conclude the study. For more details, the following table showed the process of analyzing the qualitative data of the research.

**Table III.5. Process of Qualitative Data Analysis**

| Reading/Memoing | Describing | Classifying | Interpreting |
|---|---|---|---|
| Becoming familiar with the data and identifying main themes in it: <br> - The researcher read the fieldnotes, transcripts, and observer comments <br> - The researcher wrote notes in the margins or underline sections or issues. | Examining the data in depth to provide detailed descriptions of the setting, participant, and activities. | Categorizing and coding pieces of data and physically grouping them into themes. | Interpreting and synthesizing the organized data into general conclusions or understandings. |

The following table showed the data analysis process of English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

**Table III.6. Data Analysis Process of English Teacher's Implementation of Scientific Approach**

| Participant | Items | English teacher's Implementation of the Scientific Approach | | | Coding of Teacher's Activities | Coding of Students' Activities |
| --- | --- | --- | --- | --- | --- | --- |
| | | Observation 1 | Observation 2 | Observation 3 | | |
| EF | Observing | *At the beginning, the teacher came in the classroom and asked the class chairperson to ensure the class is ready to study. Then, she greeted and checked the attendance list. Afterthat, she began the lesson by informing the materials of Chapter 2 and <u>explained what activities would be done</u> in teaching and learning process. Next,* | *Initially, the teacher came in the classroom and greeted the students. Then, she told the students about the material that would be discussed. Afterthat, she asked the students to open the English textbook. Then, she <u>asked and explained about the last material</u>. That was greeting. Next, she* | *At the beginning, the teacher came in the classroom. She sat on the chair and put some books and a paper on the table. After praying, she greeted the students and asked them to open the English textbook. Then, she asked the students about the last topic. Afterthat, she, with the student's help, <u>placed the picture</u>* | - explained what activities would be done<br>- showed the picture<br>- placed the picture on the whiteboard<br>- said the yell<br>- checked the students' writing<br>- asked and explained about the last material | - observed the picture<br>- said the yell<br>- checked the writing on the whiteboard<br>- repeated the expressions and words<br>- placed the picture on the whiteboard |

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| | | she _showed the picture to the students._ Afterwards, she asked for help to one of the students to place the picture on the whiteboard. Then, the students _observed the picture._ She also _said the yell_ to motivate the students. The students _said the yell_ after her. Next, she provided the opportunities for the students to ask some questions related to the picture about healthy life. Then, she also asked the students to write their own answers on the whiteboard. Afterthat, she _checked the students' writing_ on the whiteboard together with the students. | _told and explained about the new material_ that would be studied. It was about taking a leave. Afterwards, she asked the students some questions to introduce the topic. She _showed the picture_ related to the topic to the students. She _placed the picture on the whiteboard_ without student's help. Actually, she should involve the students in doing anything in classroom in order to achieve good learning process. Then, _she asked the students about the picture._ Afterthat, she _read the expressions and words_ written on the | _on the whiteboard._ Afterthat, she asked the students to observe anything in the picture well. Then, she asked some questions to the students related to the picture. She also asked the students to guess the topic that would be discussed. | - asked the students about the picture<br>- read the expressions and words<br>- asked the students to repeat<br>- asked the students to observe | |

| | | | *paper and <u>asked the students to repeat after her. The students repeated the expressions and words</u> together.* | | | |
|---|---|---|---|---|---|---|
| | Questioning | *Next, the teacher gave chance for the students to ask some questions. However, they <u>tended to be silent and ashamed</u>. Then, she <u>walked over the students and pointed to one of the students to ask a question</u>. Then, one of the students <u>asked about the names of fruits showed.</u> Some of the students <u>heard the question</u> and some of them <u>talked each other out of the lesson</u>. They didn't care about the lesson. She <u>answered and gave reward</u> to the students who asked the questions. Then, she* | *Next, the teacher gave the students opportunities to ask some questions about the picture placing on the whiteboard. Afterthat, one of the student <u>asked the question</u> about taking a leave in the picture. Then, she <u>gave reward</u> to the student for the question.* | *There was no questioning stage.* | - walked over the students and pointed to one of the students to ask a question.<br>- answered the question and gave reward.<br>- explained the things in the picture<br>- stated the goal of the lesson on the whiteboard. | - tended to be silent and ashamed<br><br>- asked the question about the name of the fruits showed<br><br>- heard the question<br><br>- talked each other<br><br>- repeated the expressions and listened to the |

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| | | *explained the things in the picture to the students. She also asked the students to guess about the learning topic. She gave a plus to the student who asked the question. Then, she asked the students to repeat after her and explained the topic. The students repeated the expressions and listened to the teacher. She also stated the goal of the lesson on the whiteboard.* | | | | teacher |
| | Experimenting | *Next, the teacher asked the students to write the bold words on the whiteboard. The students wrote the words one by one. Then, she checked the students' works and wrote the correct answers. Afterthat, she* | *Next, the teacher asked the students to repeat the expressions and words after her. Then, she asked the students to do experiment for the expressions discussed. While* | *Next, the teacher asked the students to repeat the expressions or words after her. Then, she called the students to read the expressions or words one by one. Afterthat, she asked the students to do* | - asked the students to write the bold words on the whiteboard<br>- checked the students' works and wrote the correct | - wrote the words or expressions<br>- read the words<br>- said the expressions<br>- sang the song<br>- took and |

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| | | *asked the students to read the written words. It seemed that the students read the words with enthusiasm. She also asked all the students to repeat after her about the expressions and words of the material. the students said the expressions together. Then, she let the students to open the dictionary to check some difficult words. Next, she wrote some examples of the expressions on the whiteboard. Then, she asked the students to observe another examples of the expressions in the textbook or LKS. The students took and open LKS to get another expressions. Then, she* | *collecting information, she asked the students to sing a song to motivate them in learning. The students sang the song happily. Afterthat, she pleased the students to write down and read other dialogues in the textbook and other source like LKS. Then, she asked the students to observe the dialogue. She also asked the students to write down it on the whiteboard. Next, she pleased the students to read it and perform it in front of the classroom. So, the students performed the dialogue well.* | *experiment in group of two. Next, she pleased the students to read other dialogues in other source like LKS. Then, she asked the students to observe the dialogue they found. Afterthat, she asked the students to write down it on the notebook and perform it. But, she did not ask the students to do interview with the performance groups.* | answers<br>- asked all the students to read and repeat<br>- let the students to open the dictionary<br>- she wrote some examples<br>- asked the students to observe another examples<br>- asked the students to do experiment<br>- asked the students to sing a song<br>- pleased the students to write down and read other dialogues<br>- asked the | open LKS<br>- performed the dialogue |

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| | | *wrote the examples on the whiteboard. Afterwards, she <u>asked the students to read and repeat</u> after her again.* | *She let the students to write it on their notebooks. However, she forgot to give the students opportunities to interview the performances. It is better for the teacher to give chance for other students to interview the performing group of the dialogue about their experiences.* | | students to observe the dialogue<br>- asked the students to write down it on the whiteboard<br>- pleased the students to read it and perform it.<br>- let the students to write it | |
| | Associating | There was no associating stage. | There was no associating stage. | Next, the teacher provided opportunities for the students to process information that has been collected. She <u>gave the students task or drill</u> to do individually related to the expression of asking for and giving information related to the | *- gave the students task or drill* | *- did the task or drill individually* |

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| | | | | purpose of doing something based on the used context. Then, the students did the task or drill individually. | | |
| | Communicating | At the end of the lesson, the teacher <u>asked the students to conclude</u> the lesson. However, the students were not able to conclude the lesson by themselves. So, she helped the students to conclude the lesson. Finally, the students concluded the lesson well. She <u>gave the task</u> to the students to do at home about the lesson. Then, the students <u>wrote the instruction of the task.</u> The class was over. | At the end of the meeting, the teacher <u>told the conclusion</u> of the lesson to the students. But, she <u>concluded the lesson</u> without involving the students in the process. Then, she <u>gave task or homework</u> to do at home to the students about the material discussed. The meeting was over. | At the end of the lesson, the English teacher <u>asked the students to conclude</u> the lesson. But, the students were not able to conclude the lesson well. So, the teacher helped the students to conclude the lesson. She <u>gave the task or the homework</u> to the students about the topic that had been discussed. Then, The class was over. | *- asked the students to conclude* <br> *- helped the students to conclude* <br> *- gave the task or homework to the students* <br> *- told the conclusion* <br> *- concluded the lesson* | *- concluded the lesson well* <br> *- wrote the instruction of the task.* |

The following table showed data analysis of factors influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process.

**Table III.7. Data Analysis Process of Factors Influence English Teacher's Activities**

| Participant | Item | Factors Influence English teacher's activities in implementing the scientific approach of the 2013 curriculum | | Coding |
| --- | --- | --- | --- | --- |
| | | Positive | Negative | |
| EF | Teacher's motivation | *"Yes, of course, in this K-13, the teacher is indeed easier. Actually, when we are in the curriculum of KTSP, teacher tends to be teacher's centered. The students tend to be passive. In this K-13, the teacher is only as a facilitator."* <br> *"Yes, they specially also use and implement the scientific approach of K-13."* <br> *"I think all of teachers do this scientific approach in teaching and learning process."* <br> *"Yes, he said good for our implementation of the scientific approach at SMPN 3."* <br> *"Yes, of course! He said good, plus for me and for our friends."* | - | *"Yes, of course, in this K-13, the teacher is indeed easier.* <br> *"Yes, they specially also use and implement the scientific approach of K-13."* <br> *"I think all of teachers do this scientific approach in teaching and learning process."* |

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| | Teacher's perception | *"I'm not very agree, not agree ... This scientific approach is not something to be feared. Actually, K-13 gives convenience to the teachers. But, the teachers are required to work hard, be creative and innovative. The teacher must provide plenty of time for preparation before entering the classroom. Now, it depends on us, whether we can afford it or not. That's the answer."* | - | *This scientific approach is not something to be feared.*<br><br>*This scientific approach is not something to be feared.* |
| | Teacher's experience | *"Yes! In 2015 at SMA 1 Pekanbaru. It's the first training I followed. Then, I followed MGMP at SMP 1 Kampar in 2017."* | - | *"Yes! In 2015 at SMA 1 Pekanbaru.*<br>*Then, I followed MGMP at SMP 1 Kampar in 2017."* |
| | Media | *"Eee not all facilities, the media here that support teaching and learning process only natural media, that is, media that exist in the real world. Students and objects in the classroom can also be used as media. For example, when we learn about singular and plural, we don't* | - | *"...natural media..."*<br><br>*"Students and objects in the classroom can also be used as media."*<br><br>*"...English learning media on the internet."* |

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| | | *need to be worry to look for the media. We can use everythings in the classroom. Ehh, but we still have problem with the sophisticated media such as electronic devices. We still do not have a good infocus. But, it does not rule out the possibility of other media. Teachers must be good at using existing media. Especially nowadays, everything is ok. The teacher can look for examples of <u>English learning media on the internet.</u> Just use existing media so as to facilitate us in explaining the subject matter to the students."* | | |
| | School environment | *"Eee not all facilities, the media here that support teaching and learning process only <u>natural media, that is, media that exist in the real world.</u> Students and objects in the classroom can also be used as media. For example, when we learn about singular and plural, we don't need to be worry to look for the media. We can use everythings* | - | *"... natural media, that is, media that exist in the real world."* |

| | | *in the classroom. Ehh, but we still have problem with the sophisticated media such as electronic devices. We still do not have a good infocus. But, it does not rule out the possibility of other media. Teachers must be good at using existing media. Especially nowadays, everything is ok. The teacher can look for examples of English learning media on the internet. Just use existing media so as to facilitate us in explaining the subject matter to the students."* | | |
|---|---|---|---|---|

**3.7. Ethical Consideration**

In writing the research, the researcher anticipated and addressed any ethical dilemmas that may arise in this research. It was suitable with what Creswell (2009: 88) stated *"Writers need to anticipate and address any ethical dilemmas that may arise in their research."* So, before taking the data for this research, approvals from related institutions were obtained respectively. The Postgraduate Programme of UIN Sultan Syarif Kasim Riau administered some administration procedures and endorsed formal letters related to the local government office to get concents. It issued an official letter sent to Public Service Office located in Pekanbaru. Then, the office would formally grant the recommendation and forwarded it to Public Service Office in Kampar District. Furthermore, the office formally granted the recommendation and forwarded it to the school where the research site was located.

Then, the researcher met the principal of the selected school to get his permission. After getting the permission, the researcher met the English teacher to discuss and negotiate about data collection techniques of the research. Next, the researcher began the data collection procedures by doing class observation, interview, and documentation. Before conducting the observation and the interview, the participant consent forms were required for this research. These consent forms clearly informed that the data would be recorded and stored safely, confidentially and used only for this research.

# CHAPTER IV

# RESEARCH FINDINGS AND DISCUSSION

This chapter presents the findings obtained from the multiple sources of data collection and its analysis in a qualitative method. It reports the findings concerning the complete description of the English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar and factors influence it.

This chapter is set into two significant parts. The first part presents finding generated from the analysis of observational and interview data which constitute answers to the research questions. The second part presents a discussion of the findings of theories and previous researches which may support and complete the research findings. This chapter ends with a section summarizing key issues that emerge from presentation of the findings and discussion of the findings. Each of these parts will be discussed in the following sections respectively. Thus, this chapter presents the findings dealing with research questions as mentioned in Chapter I as follows:

1. How is the implementation of the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar?

2. What are the factors that influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar?

To obtain in-depth answer to those research questions, the researcher utilized the multiple sources of data collection. As previously presented in Chapter III, by triangulating data, answers to each of the research questions will be more reliable. As seen in Table IV.1, each research question is answered by using qualitative method based on data collected from semi-structured interview with an English teacher, classroom observation and document analysis.

**Table IV.1. The Organization of the Research Findings Presentation**

| Research Questions | Method of Data Collection | Source of Data |
|---|---|---|
| 1. How is the implementation of the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar? | - Classroom observation<br><br>- An in-depth interview with an English teacher to support the data from classroom observation<br><br>- Documentation | An English teacher |
| 2. What are the factors that influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning | An in-depth interview with an English teacher to support the data from classroom observation<br><br>- Documentation | An English teacher |

| process at SMPN 3 Kampar? | | |
|---|---|---|
| | | |

## 4.1. Research Findings

This section is an essential part of Chapter IV which offers the research findings gained from the multiple sources of data collection. The findings are connected to the theories supporting the exploration of the issues formulated in each of the research questions as presented in Chapter I. They are used as justification of the qualitative dispositions to support the data analysis and the research conclusion.

### 4.1.1. The English Teacher's Implementation of Scientific Approach

This segment presents findings on the English teacher's implementation of scientific approach of the 2013 curriculum at SMPN 3 Kampar. Gaining the description of the research findings for the study is necessary to determine how the English teacher's implementation of scientific approach of the 2013 curriculum at SMPN 3 Kampar which was previously mentioned as first research question. The findings emerged from the classroom observation and an in-depth interview with an English teacher as the research participant at SMPN 3 Kampar.

Therefore, the main finding of the first research question was that the teacher had implemented some activities of the scientific approach of the 2013 curriculum in teaching and learning process at

SMPN 3 Kampar. In general, the teacher has quite experience about the activities in the class. The findings were linked to, analyzed by and referred to the theoretical framework that had been elaborated in Chapter II.

Afterwards, implementing the scientific approach was challenging in terms of the curriculum change in our country educational system. However, the teacher's motivation, perception, and some training (experiences) followed had already shaped her implementation of the scientific approach.

As mentioned above, this section dealt with the question about how English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process is. The observation and interview with the English teacher revealed that the English teacher had implemented the five stages suggested in the scientific approach well.

Investigating how the English teacher's implementation of the scientific approach of the 2013 curriculum in teaching and learning process is necessary in this study. It is aimed at generating the data but insights on the consistency between her understanding in the scientific approach and her classroom practices. To achieve this purpose, as has been presented in the previous chapter, multiple sources of data collection were used, e.g. classroom observation, interview, and documents. Thus, observing English teacher's implementation of the

scientific approach of the 2013 curriculum was conducted by attending her classroom teaching, using a classroom observation and checking the documents that the teacher used. It was done to provide the answer of the first research question as mentioned in Chapter I. So, the data obtained from the classroom observation informed the scientific approach implementation.

Then, to ensure the findings, some questions were also given to the teacher in exploring and crosschecking the findings from the observation and documents. It was done to make reliable and accountable research findings. The result of observation and interview can be seen in the following explanation.

### 4.1.1.1. Observing Stage

Observing is the activity to introduce the learning material to be learned. In this activity, a teacher is expected to be able to create opportunities for students to carry out reading, listening, watching (without or with tools) activities.

Therefore, there are two main activities that should be done to lead to the observing step. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation

and train the students to observe the important things from the object. There are seven steps in observing process, (1) determining the object to be observed, (2) determining the purpose, (3) determining the way of observation, (4) limiting the object, (5) doing observation carefully, (6) reporting the result of observation, and (7) comprehending the result. (Kemdikbud, 2013 & Hosnan, 2014)

English teacher's implementation of the scientific approach of the 2013 curriculum at SMPN 3 Kampar was seen when the classroom observation were being conducted and later matched to the fieldnotes. To find the English teacher's implementation of the scientific approach of the 2013 curriculum, classroom observations and fieldnotes were conducted.

*(At 10.$^{25}$ a.m to 10.$^{39}$ a.m)*
*At the beginning, the teacher came in the classroom and asked the class chairperson to ensure the class is ready to study. Then, she greeted and checked the attendance list. Afterthat, she began the lesson by informing the materials of Chapter 2 and explained what activities would be done in teaching and learning process. Next, she showed the picture to the students. Afterwards, she asked for help to one of the students to place the picture on the whiteboard. Then, the students observed the picture. She also said the yell to motivate the students. The students said the yell after her. Next, she provided the opportunities for the students to ask some questions related to*

*the picture about healthy life. Then, she also asked the students to write their own answers on the whiteboard. Afterthat, she checked the students' writing on the whiteboard together with the students.*

*(Classroom observation 1 with EF, 22/07/2019)*

From the observational fieldnote above, it was clear that the teacher had done some activities concerning the observing stage to implement the scientific approach of the 2013 curriculum in teaching and learning process. She had given the students wide opportunity to do observation through seeing the object (picture) placing on the whiteboard. She facilitated the students to do observation and trained the students to observe the important things from the picture. In observing the picture, she did some steps. First, she determined the object to be observed in the whiteboard. Second, she determined the purpose of observing the picture related to the lesson. Third, she determined the way of observation. Fourth, she limited the object to be observed. Fifth, she asked the students to do the observation carefully. Sixth, she asked the students to report the result of observation. The last, she asked the students to comprehend the result of the observation.

The next observational fieldnote supported the information that the researcher got from the observation

fieldnote above. To make clear, the researcher presented the second observational fieldnote as follows:

*(At 09 .$^{30}$a.m to 09.$^{50}$ a.m)*

*Initially, the teacher came in the classroom and greeted the students. Then, she told the students about the material that would be discussed. Afterthat, she asked the students to open the English textbook. Then, she asked and explained about the last material. That was greeting. Next, she told and explained about the new material that would be studied. It was about taking a leave. Afterwards, she asked the students some questions to introduce the topic. She showed the picture related to the topic to the students. She placed the picture on the whiteboard without student's help. Actually, she should involve the students in doing anything in classroom in order to achieve good learning process. Then, she asked the students about the picture. Afterthat, she read the expressions and words written on the paper and asked the students to repeat after her. The students repeated the expressions and words together.*

*(Classroom observation 2 with EF, 24/07/2019)*

*(At 10. $^{25}$ a.m –10. $^{35}$ a.m)*

*At the beginning, the teacher came in the classroom. She sat on the chair and put some books and a paper on the table. After praying, she greeted the students and asked them to open the English textbook. Then, she asked the students about the last topic. Afterthat, she, with the student's help, placed the picture on the whiteboard. Afterthat, she asked the students to observe anything in the picture well. Then, she asked some*

*questions to the students related to the picture. She also asked*
*the students to guess the topic that would be discussed.*

*(Classroom observation 3, 25/07/2019)*

The above observational fieldnotes strengthened the information or data had got from the first observation. It proved how the English teacher implemented observing stage of the scientific approach of the 2013 curriculum during teaching and learning process.

Therefore, it could be seen that the teacher had played her role as a manager who organized classroom activities, set the topic, and delivered his performance. Then, the teacher tried to facilitate the students' activities in the classroom where her functions were to promote communication and to answer the students' questions. How she played as a classroom manager was also described in the classroom observational fieldnotes above.

The teacher gave the students an extensive opportunity to recognize the things to be learned. In observing stage, she also encouraged the students' curiosity on the topics they were currently learning. She asked the students to observe an object associated with the learning material being taught and let them discover the facts based on the learning materials.

Then, the researcher conducted some interviews to get an additional information or data in connection with what the researcher found during classroom observations. The interview transcripts were as follows:

*"Observing, we invite students to observe. In that observation, students do not have to look or focus on the pictures because observation here means that students do not have to observe objects. This is the object, please look. It doesn't have to be like that because in observing activities, according to what is socialized, in accordance with existing books, students can be brought to several skills namely reading, listening if there are recordings or videos and so on, watching, listening and observing directly the concrete media like the picture. This will deliver and lure students to basic competencies. So, students not only focus on pictures, but also they can watch and listen to videos, conversations and so on."*

*(Interview with EF, 22/07/2019)*

In the transcript above, the teacher argued that in observing stage, the teacher could do reading, listening, and watching (seeing the picture). She (the English teacher) showed the picture and asked the students to observe it to connect with the learning material. The next interview transcript also strengthened the information above.

*"Eee, in observing activity, we hope not only to focus on observing or seeing because in this observing activity, students do not have to look at the objects. But, students can also be*

*directed to reading or watching videos related to the material.*
*Students can also see the pictures that we display. So, we can*
*do some activities in this observing process. Observing activity*
*is our step to convey everything we will learn to students. So,*
*this will really help students go to the material that we will*
*convey later. Observing activity is initial or opening activity to*
*bring students to the material."*

<div align="right">*(Interview with EF, 24/07/2019)*</div>

In the interview transcript above, the teacher argued that the observing stage of the scientific approach should not be only in in the form of picture. But it was also in the form of reading or watching video, etc. It revealed that the English teacher was familiar with the general concept of the scientific approach, the functions and the significances to implement the approach in her classroom. For instance, the teacher saw the importance of the teacher's role in scientific approach activities as shown in the transcript above.

### 4.1.1.2. Questioning Stage

Questioning functions to encourage and inspire learners to actively learn and develop questions of and for itself; to raise skills of students in talking, asking questions, and the other can answer logically, systematically using proper and correct grammar; to encourage students' participation in

discussing, arguing, developing the ability to think and draw conclusions; and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious.

In this stage, a teacher is expected to create opportunities for students to ask questions about information that is not understood from what is observed or questions to get additional information about what is observed (starting from factual questions to hypothetical questions).

*(At 10.$^{40}$ a.m – 10.$^{58}$ a.m)*
*Next, the teacher gave chance for the students to ask some questions. However, they tended to be silent and ashamed. Then, she walked over the students and pointed to one of the students to ask  a question. Then, one of the students asked about the names of fruits showed. Some of the students heard the question and some of them talked each other out of the lesson. They didn't care about the lesson. She answered and gave reward to the students who asked the questions. Then, she explained the things in the picture to the students. She also asked the students to guess about the learning topic. She gave a plus to the student who asked the question. Then, she asked the students to repeat after her and explained the topic. The students repeated the expressions and listened to the teacher. She also stated the goal of the lesson on the whiteboard.*
*(Classroom observation 1 with EF, 22/07/2019)*

From the observational fieldnote above, the researcher found that the English teacher had given opportunities for students to ask questions about information that was not understood from what was observed or questions to get additional information about what was observed. She or the English teacher accepted one question from the student. Then, she gave the reward to the student to give the motivation. Eventhough there was one question from the student. It meant that the teacher had done the important point in questioning stage of the scientific approach of the 2013 curriculum. However, this was not drowned in the third observational fieldnotes. In the fieldnotes, the English teacher agreed that the teacher should be able to let the students to ask some questions about the picture placed on the whiteboard in order to they could guess the topic that would be discussed in teaching and learning process.

*(At 09.$^{50}$ a.m – 10.$^{00}$ a.m)*
*Next, the teacher gave the students opportunities to ask some questions about the picture placing on the whiteboard. Afterthat, one of the students asked the question about taking a leave in the picture. Then, she gave reward to the student for the question.*

*(Classroom observation 2 with EF, 24/07/2019)*

*(At 10.$^{35}$ a.m to 10 $^{35}$ a.m)*

*There was no questioning stage.*

*(Classroom observation 3 with EF, 25/07/2019)*

The next interview transcripts strengthened the information from the classroom observational fieldnotes above.

*"The Students are asked to ask questions related to the material. So, when the students ask the questions, the teacher is expected to be able to answer all student questions. It is hoped that all student questions can be answered by the teacher. When the teacher cannot answer the students' questions, the teacher is expected to be able and clever to postpone the answer on another occasion. Teacher is expected to be able to provide answers or correct information. When the teacher gives a wrong answer and an uncertain truth, then the students might get or find the right answer so the teacher has made a big mistake."*

*(Interview with EF, 22/07/2019)*

*"Yes, for questioning, at this stage, the students are expected to be able to ask some questions related to the material that has been discussed. Let them have the courage to ask questions. Teacher is expected to be able to lure students to ask questions in various ways so that they want to ask even though there is only one question."*

*(Interview with EF, 24/07/2019)*

From the interview transcripts, the researcher could understand that the English teacher had known and understood the important thing in questioning stage. So, she tried to create opportunities for the students to ask for some questions.

### 4.1.1.3. Experimenting Stage

Experimenting is the activity to find out a phenomenon based on a given procedure. In this stage, a teacher is expected to be able to provide opportunities for students to conduct experiments, read sources other than textbooks, observe objects/events, carry-out activities and interview with resource persons.

In doing this stage, the teacher should pay more attention to the steps of preparation, working, and follow up. There are five activities that can be done in this experimenting stage: (1) Grouping students into several groups, (2) asking students to discuss, (3) recording the finding, (4) supervising the learning process to ensure that all learners are actively involved in the discussion, and (5) directing the groups that need help.

*(At 10. $^{59}$ a.m to 11.$^{35}$ a.m)*
*Next, the teacher asked the students to write the bold words on the whiteboard. The students wrote the words one by one.*

*Then, she checked the students' works and wrote the correct answers. Afterthat, she asked the students to read the written words. It seemed that the students read the words with enthusiasm. She also asked all the students to repeat after her about the expressions and words of the material. the students said the expressions together. Then, she let the students to open the dictionary to check some difficult words. Next, she wrote some examples of the expressions on the whiteboard. Then, she asked the students to observe another examples of the expressions in the textbook or LKS. The students took and opened LKS to get another expressions. Then, she wrote the examples on the whiteboard. Afterwards, she asked the students to read and repeat after her again.*

*(Classroom observation 1 with EF, 22/07/2019)*

From the observational fieldnote above, it was clear that the teacher had provided opportunities for students to conduct experiments, read sources other than textbooks, observe objects/events/ activities and interview with resource persons. However, the English teacher didn't divide the students into several groups to do the discussions. This condition was also drowned in the second and third observational fieldnotes as follows:

*(At 10.$^{01}$ a.m to 10.$^{49}$ a.m)*
*Next, the teacher asked the students to repeat the expressions and words after her. Then, she asked the students to do experiment for the expressions discussed. While collecting information, she asked the students to sing a song to motivate*

*them in learning. The students sang the song happily. Afterthat, she pleased the students to write down and read other dialogues in the textbook and other source like LKS. Then, she asked the students to observe the dialogue. She also asked the students to write down it on the whiteboard. Next, she pleased the students to read it and perform it in front of the classroom. So, the students performed the dialogue well. She let the students to write it on their notebooks. However, she forgot to give the students opportunities to interview the performances. It is better for the teacher to give chance for other students to interview the performing group of the dialogue about their experiences.*

*(Classroom observation 2 with EF, 24/07/2019)*

*(At 10.$^{38}$ a.m to 11.$^{15}$ a.m)*

*Next, the teacher asked the students to repeat the expressions or words after her. Then, she called the students to read the expressions or words one by one. Afterthat, she asked the students to do experiment in group of two. Next, she pleased the students to read other dialogues in other source like LKS. Then, she asked the students to observe the dialogue they found. Afterthat, she asked the students to write down it on the notebook and perform it. But, she did not ask the students to do interview with the performance groups. (Classroom observation 3 with EF, 25/07/2019)*

In the fieldnotes above, it was clear that the teacher had tried to provide opportunities for the students to conduct experiment or activity. In this context, she asked the students to write, read, and perform the dialogue. The following

interview excerpts make it clear about what the teacher should do in experimenting stage especially in writing or creating the dialogue.

*"The teacher asks students to look for information from other sources related to the assignment given about conjunctions. They are asked to look for sentences that have conjunctions in them. They can search for it on the internet, other reading books, magazines and English books and so on. They can also compare information obtained in the learning process with information they obtain from existing references."*

*Interview with EF, 22/07/2019*

*"When the students have sought information from various sources such as from reading books or the internet, the teacher discusses it with students in the classroom. The teacher is expected to be able to give rewards to the students who get more information related to the material presented. Yes, we must often praise students because it will motivate students to do even better." (Interview with EF, 24/07/2019)*

From the interview excerpts above, it was clear that the teacher had given the students opportunities to read other sources of text (dialogue). She had done what the teacher should do in experimenting stage of the scientific approach of the 2013 curriculum.

### 4.1.1.4. Associating Stage

Associating is the ability to analyze and associate the information occurred within the group. It is the process of analyzing the information to find the relationship between one information to other information and to find the patterns of interrelationship of the information so that one can make conclusion from the patterns found. In this activity, a teacher is expected to provide opportunities for students to process information that has been collected.

*(At 11.$^{36}$ a.m to 11. $^{36}$ a.m)*
*There was no associating stage.*
*(Classroom observation 1 with EF, 22/07/2019)*

From the observational fieldnote above, the researcher found that the teacher was not able to provide opportunities for the students to process information that had been collected. She did not give the students drill or activity to do. This condition also happened in the second observational fieldnote. The teacher was not able to provide opportunities for the students to process information that had been collected. She did not give the students task or drill that the students should do. The following fieldnote drew the situation.

*(At 10.$^{50}$ a.m to 10.$^{50}$a.m)*
*There was no associating stage.*
*(Classroom observation 2 with EF, 24/07/2019)*

However, in the third observational fieldnote, the teacher was able to provide opportunities for the students to process information that had been collected. She asked the students to write and create the expression of asking for and giving information related to the objective of doing something based on the used context. The following observational fieldnote proved the English teacher's activity in this associating stage.

*(At 11.$^{16}$ a.m to 11.$^{40}$ a.m)*
*Next, the teacher provided opportunities for the students to process information that has been collected. She gave the students task or drill to do individually related to the expression of asking for and giving information related to the purpose of doing something based on the used context. Then, the students did the task or drill individually.*
*(Classroom observation 3 with EF, 25/07/2019)*

The next interview transcripts strengthened the information that the researcher got from the observational fieldnotes. They were as follows:

*"Yes, one way is to give assignments or exercises to the students. After that, the teacher gives the opportunity for the students to practice it because Basic Competency (KD)*

*demands to apply the social function of the text structure and linguistic elements of interpersonal and transactional texts both spoken and written which involves the act of providing information and asking for information related to the intent or purpose, approval of doing something according to the context of its use. So, the teacher must provide opportunities for the students to practice the material being studied."*

*(Interview with EF, 22/07/2019)*

*"The teacher provides opportunities for students to create and conduct short dialogs in pairs. The time allotted is adjusted to the material being studied. If the material is easy, then the teacher simply gives five or ten minutes. However, if the material is difficult, the teacher can give more time. "*

*(Interview with EF, 24/07/2019)*

From the interview transripts above, the English teacher argued that giving drill or exercise would be better in order to the students were able to analyze and associate the information occurred within the group. It was also to find the relationship between one information to another information and to find the patterns of interrelationship of the information so that one can make conclusion from the patterns found.

### 4.1.1.5. Communicating Stage

Communicating is the ability to conclude the facts that have been observed and experimented. In this activity, a teacher is expected to provide opportunities for students to convey the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media.

There are four activities that can be conducted in communicating steps, (1) asking the students to read their work to the class, (2) asking each group to listen well and provide additional input with regard to the work of each group, (3) giving explanation after the group discussion ended, and (5) structuring tasks and providing opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given.

*(At 11.$^{37}$a.m to11.$^{45}$a.m)*

*At the end of the lesson, the teacher asked the students to conclude the lesson. However, the students were not able to conclude the lesson by themselves. So, she helped the students to conclude the lesson. Finally, the students concluded the lesson well. She gave the task to the students to do at home about the lesson. Then, the students wrote the instruction of the task. The class was over.*

*(Classroom observation 1 with EF, 2/07/2019)*

From the observational fieldnote above, it was clear that the teacher made the conclusion about the lesson with the students. However, it was better for the teacher to follow some steps in communicating stage such as asking the students to read their work to the class, asking each group to listen well and provide additional input, giving explanation after the group discussion ended, and structuring tasks and providing opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given.

What the English teacher did during teaching and learning process was also drown from the second observational fieldnote as follows:

*(At 11.$^{00}$ a.m to 11.$^{05}$ a.m)*
*At the end of the meeting, the teacher told the conclusion of the lesson to the students. But, she concluded the lesson without involving the students in the process. Then, she gave task or homework to do at home to the students about the material discussed. The meeting was over.*
. (*Classroom observation 2 with EF, 4/07/2019*)

This condition was also drowned in the third observational fieldnote. The English teacher ended the teaching and learning process with the communicating stage of the scientific approach of the 2013 curriculum. She finished

the lesson by concluding the the material and giving the task to do at home.

*(At 11.$^{41}$a.m to 11. $^{45}$a.m)*

*At the end of the lesson, the English teacher asked the students to conclude the lesson. But, the students were not able to conclude the lesson well. So, the teacher helped the students to conclude the lesson. She gave the task or the homework to the students about the topic that had been discussed. Then, The class was over.*

<div align="right">

*(Classroom observation 3 with EF, 5/07/2019)*

</div>

The English teacher's implementation of the scientific approach of the 2013 curriculum was also known from the interview transcripts that had been conducted. They were as follows:

*"All students make conclusions with the teacher."*

<div align="right">

*(Interview with EF, 22/07/2019)*

</div>

*"Well, this is the result. From the whole learning process, then we get to the communicating stage. This is the peak. At this stage, we can see how the students understand the material and make the dialogue. Then, we will be able to see how they demonstrate it in front of their friends. Well, we will be able to judge their performances. We can also compare their performances. So that, we can determine the best performance So the teacher's role here is to justify the mistakes they might make. Yes, that's the conclusion. So, teacher must be clever and wise in conveying the mistakes they make so the students do not feel humiliated. They also don't feel ashamed when*

*making mistakes. And I often tell students that you don't have to be afraid of making mistakes because mistakes can be changed to be right. So, they are not burdened. When they are wrong, yes they just enjoy it because it has been said from the beginning that the wrong is not a problem and this is a learning process. When we are wrong, it's not a problem. From that mistake we can learn to be right. The final step in this stage is to make conclusion regarding the subject matter. Conclusion should come from students. However, the teacher is also able to help." (Interview with EF, 24/07/2019)*

### 4.1.2. Factors Influence English Teacher's Activities

The reseacher had conducted the investigation and the interview towards the English teacher at SMPN 3 Kampar related to the factors which influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process.

Extracted data from the interview revealed that there were two main factors which influence English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process, namely internal and external factors. Internal factors included teacher's motivation, perception, and experience while external factors included media and school environment.

### 4.1.2.1. Internal Factors

One of the questions asked during the interview was "Are you interested in implementing the scientific approach in your teaching and learning process?" The following excerpt of the interview with the English teacher showed the participant response.

*"Yes, of course, in this K-13, the teacher is indeed easier. Actually, when we are in the curriculum of KTSP, teacher tends to be teacher's centered. The students tend to be passive. In this K-13, the teacher is only as a facilitator."*

<div align="right"><em>(Interview with EF, 22/07/2019)</em></div>

*"Yes, of course!"*

<div align="right"><em>(Interview with EF, 24/07/2019)</em></div>

Another interview question was "Do your colleague teachers implement the scientific approach stages in their teaching and learning processes?" The following was the participant response.

*"Yes, they specially also use and implement the scientific approach of K-13."*

<div align="right"><em>(Interview with EF, 22/07/2019)</em></div>

*"I think all of teachers do this scientific approach in teaching and learning process."*

<div align="right"><em>(Interview with EF, 24/07/2019)</em></div>

The researcher also asked with the question "Have you got reward from your principal for the implementation of the scientific approach of the 2013 curriculum?" The participant response could be seen in the following interview excerpt.

*"Yes, he said good for our implementation of the scientific approach at SMPN 3."*

*(Interview with EF, 22/07/2019)*

*"Yes, of course! He said good, plus for me and for our friends here."*

*(Interview with EF, 24/07/2019)*

Then, the researcher asked another question "We know that scientific approach is new in our educational system and difficult to implement. Do you agree with the statement?" The participant gave the response as follows:

*"Not agree, we are limited in facilities. For example, our infocus is not in use. But, infocus is not the only media."*
*(Interview with EF, 22/07/2019)*
*"I'm not very agree, not agree ... This scientific approach is not something to be feared. Actually, K-13 gives convenience to the teachers. But, the teachers are required to work hard, be creative and innovative. The teacher must provide plenty of time for preparation before entering the classroom. Now, it depends on us, whether we can afford it or not. That's the answer."*

*(Interview with EF, 24/07/2019)*

Next, the researcher also asked the following question: "Have you ever followed teaching training about the scientific approach of the 2013 curriculum before?"

The participant responded with:

*"Yes, in 2015 at Senior High School 1 Pekanbaru and MGMP in Kampar."*

*(Interview with EF, 22/07/2019)*

*"Yes! In 2015 at SMA 1 Pekanbaru. It's the first training I followed. Then, I followed MGMP at SMP 1 Kampar in 2017."*

*(Interview with EF, 24/07/2019)*

From the interview excerpts above, it was clear that the teacher was interested in implementing the scientific approach in teaching and learning process since it was easy to implement. It meant that she had high motivation in implementing it. She was also supported by the other teachers. They also used and implemented the scientific approach in their teaching and learning processes.

Besides, the researcher found that teacher's perception about the 2013 curriculum implementation was another factor in implementing the scientific approach of the 2013 curriculum. She had positive perception about it. She thought that eventhought the 2013 curriculum was new in our

educational system, it was not difficult to implement. It gave the easy way for teachers to teach. She added that the teachers should be creative, innovative, and ready to teach anytime. The most important one was our preparation before coming to the classroom.

Furthermore, the researcher also found that teacher's experiences or trainings in implementing the scientific approach of the 2013 curriculum was also a determining factor. The English teacher was encouraged by her experiences and trainings she had followed. So, she thought that the implementation of the scientific approach of the 2013 curriculum in teaching and learning process was easy.

### 4.1.2.2. External Factors

To know external factors influence the English teacher in implementing the scientific approach of the 2013 curriculum in teaching and learning process, the researcher conducted in-depth interview to the English teacher at SMPN 3 Kampar. The researcher asked the question like: "Do your school environment and media support you in implementing the scientific approach of the 2013 curriculum in teaching and learning process?"

The participant gave her response as follows:

*"Not all." (Interview with EF, 22/07/2019)*

*"Eee not all facilities, the media here that support teaching and learning process only natural media, that is, media that exist in the real world. Students and objects in the classroom can also be used as media. For example, when we learn about singular and plural, we don't need to be worry to look for the media. We can use everythings in the classroom. Ehh, but we still have problem with the sophisticated media such as electronic devices. We still do not have a good infocus. But, it does not rule out the possibility of other media. Teachers must be good at using existing media. Especially nowadays, everything is ok. The teacher can look for examples of English learning media on the internet. Just use existing media so as to facilitate us in explaining the subject matter to the students."*
<div align="right">*(Interview with EF, 24/07/2019)*</div>

From the interview excerpts above, it was clear that school environment and media supported the teacher in implementing the scientific approach of the 2013 curriculum in teaching and learning process. She thought that even though the electronic media were limited in the school, natural media around the school would be the optional things. It meant that school environment and media would be the needs and supported the teacher in implementing the scientific approach of the 2013 curriculum in teaching and learning process.

**4.2. Discussion**

**4.2.1. The English Teacher's Implementation of Scientific Approach**

Being completed by such stages as observing, questioning, experimenting, associating, and communicating, a recommended teacher's activities in implementing the scientific approach of the 2013 curriculum has been reported in the literature. This study set out with the aim of investigating English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar.

**4.2.1.1. Observing, Experimenting and Communicating Stages**

Qualitative analysis of this study showed that the English teacher at SMPN 3 Kampar had implemented the scientific approach of the 2013 curriculum for each meeting well. This research also revealed that observing, experimenting and communicating stages had been implemented very well. It indicated that the English teacher had been successful in activating the students in teaching and learning process. She was able to change the learning process from teacher's centered to student's centered.

In observing stage, the English teacher had provided opportunities for the students to carry out reading, listening,

and seeing activities as recommended by the 2013 curriculum. It was proven when the students were able to observe the picture (seeing), said the yell (speaking), read and checked the writing on the whiteboard (reading and writing), repeated the expressions and words (listening and speaking), and placed the picture on the whiteboard (acting) very well even though the 2013 curriculum only considered reading, listening, and seeing activities in this stage.

In experimenting stage, the English teacher had provided opportunities for the students to conduct experiment, reading sources other than textbook, and observing the activity. It was seen when the students were able to write the words or expressions, read the words, say the expressions, sing the song, take and open LKS for another examples, and perform the dialogue in the classroom.

Then, in communicating stage, the English teacher had provided opportunities for the students to convey and conclude the results of observations or the lesson. It was proven when the students had been able to conclude the lesson orally even though the teacher's role was still needed. It was a good achievement of the English teacher in teaching and learning process. Therefore, it can be said that what she had got from

the previous trainings, gave her good skills in these three stages.

### 4.2.1.2. Questioning and Associating Stages

The findings revealed that the English teacher was only able to implement the questioning stage well. It was proven when the teacher was only able to provide opportunities for the students to ask the questions for two meetings. For the third meeting, she failed and directly came to the experimenting stage. She had understood the important of questioning in teaching and learning process. However, she could not practice it very well. She did not have knowledge enough to support the students to ask the question. As a result, there was only one student asked the question. The other students tended to be silent and ashamed. On the top of that, there was a little group of the students talked each other out of the lesson. They did not care about it.

Next, the finding also revealed that the English teacher was bad in implementing the associating stage. In other words, she was poor in this stage. It was proven when the English teacher was only able to implement this stage for one meeting. The other two meetings, she failed. She was unable to provide

opportunities for the students to process information that had been collected. She only gave the students the task individually. In order to be continued to the communicating stage, it was better for the teacher to divide the students in group. It would directly support the students to do communication to get the conclusion of the lesson or the result of observation. It would also increase students' understanding of the lesson. Besides, it would also give the students opportunities to find the solution to the learning problem from various sources of different or contradictory opinions (Permendikbud, 2013).

### 4.2.2. Factors Influence English Teacher's Activities

This section presents the discussion of the determining factors influence the English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process. The main data was obtained from the interview which uncover the teacher's experience and from the observation to get some sort of confirmation from the data found in the observation.

The important finding was that the English teacher's activites were influenced by some factors. The factors came from internal and external of the teacher. Internal factors included teacher's motivation,

perception, and experience while external factors included media and school environment.

The first internal factor which influenced English teacher's activities in implementing the scientific approach of the 2013 curriculum was teacher's motivation. It was admitted by Erkaya (2013) which revealed that the teachers were more intrinsically than extrinsically motivated, and what they explained as enhancing their motivation was classified into six groups: working conditions, colleagues, classes, pay/benefits, administration, and students. Looking at the findings, the researcher understood that what would increase the teachers' motivation the most would be their colleagues; that is to say, what they needed was supportive colleagues, colleagues that would be there for them when they needed them, that would guide them if they needed guidance, that would work with them when and if necessary.

In addition, Bernaus, et. al (2009) also corroborated this finding. They revealed that teacher motivation was related to teacher use of motivating strategies, which in turn were related to student motivation and English Achievement. Thus, any change in the educational system that promotes higher levels of teacher motivation should result in improved levels of education of the students.

Then, from the interview conducted, it can be revealed that teacher's perception was another internal factor which influenced English teacher's activities in implementing the scientific approach of

the 2013 curriculum. This finding was corroborated by Madkur and Nur (2014) which stated that most English teachers in six pilot schools in Bogor and Lampung accepted the 2013 curriculum in teaching English. However, according to them, the curriculum should be evaluated and further developed. So, the researcher found that teachers' perception on the use of this curriculum in teaching English was positive.

This finding contradicted with the report given by Darsih (2014). She revealed that 2013 curriculum was still confusing so it was hard to be implemented at the moment. She had such a perception since the teachers rarely joined a kind of training or workshop dealing with the 2013 curriculum. In line with her, Ahmad (2014) revealed that the implementation of 2013 curriculum in English language teaching practices at the schools was considered to be partial, biased and tends to be traditional in all levels. Although the teachers' administrative task to design the lesson plan was relatively simple as some parts had also been described in the syllabi, the teachers chose to design it mainly for the purpose of fulfilling one of the formal requirements in administrative tasks.

Another internal factor influenced the English teacher's activities in implementing the scientific approach in teaching and learning procses was teacher's experience. It was corroborated by the report revealed by Rice (2010) which revealed that experience, gained over time, enhanced the knowledge, skills, and productivity of workers.

In education, teacher experience was probably the key factor in personnel policies that affected current employees: it was a cornerstone of traditional single-salary schedules; it drove teacher transfer policies that prioritized seniority; and it was commonly considered a major source of inequity across schools and, therefore, a target for redistribution. The underlying assumption was that experience promoted effectiveness.

Furthermore, the research also revealed some external factors which influenced English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process. The first external factor was media. It was very important to ensure the success of teaching and learning process. It was admitted by the finding of previous research like Chirimbu and Tafzoli (2013) which revealed that using media in pedagogy was important for both teachers and students. They argued that it could handle a range of activities and carried out programmed functions in different situations.

It was also corroborated by Amine, et. al (2012) which found that the availability of multimedia was a dynamic and challenging motivating factor in EFL classrooms, leading to certain suggestions focusing on the achievement of learning objectives. They argued that foreign-language learning was encouraged by different technological equipment, such as computers, projectors, video, films, and multimedia. They also revealed that students' responses showed that there was a

strong relationship between language learning motivational factors and using technology. So, the use of technology in EFL classrooms provided a meaningful and interesting process for language learning, and students were more motivated by this technological development in EFL classrooms.

In addition, Gilakjani (2012) corroborated that teachers needed to make full use of multimedia to create an authentic language teaching and learning environment where students could easily acquire a language naturally and effectively. He also revealed that the purpose of using multimedia tools was to find the best ways for both students to learn effectively and teachers to teach efficiently.

The second external factor was environment. It was admitted by Ali (2017) which revealed that he found significantly positive influence of all person-environment fit dimensions including; person-organization fit, person-job fit, person-vocation fit, person-group fit and person-person fit on teaching satisfaction and life satisfaction perceptions among faculty members in Pakistan. Another finding was reported by Agarwal and Thakur (2014) which revealed that school environment had maximum influence on the quality and quantity of students-teachers actions and had also facilitating effects on the achievement of students.

# CHAPTER V

# CONCLUSIONS AND RECOMMENDATIONS

There are two parts in this chapter. The first part presents conclusions of the research. The second part presents some recommendations for the English teachers especially for the English teacher at SMPN 3 Kampar and relevant stakeholders to act related to the implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

## 5.1. Conclusions

Considering the results of data analysis, some points can be concluded. First, the implementation of the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar had been implemented well. The research revealed that observing, experimenting and communicating stages of the scientific approach of the 2013 curriculum had been implemented in each meeting. However, questioning and associating stages had not been implemented in each meeting.

In observing stage, the English teacher had provided opportunities for the students to carry out reading, listening and seeing activities. For example, she placed the picture on the whiteboard and showed it to the students to observe (reading and seeing), said the yell to motivate the students (listening and speaking), read and checked the writing on the whiteboard (reading and

writing) even though the 2013 curriculum only considered reading, listening, and seeing activities in this stage. In experimenting stage, the English teacher had provided opportunities for the students to do experiment. For instance, she asked the students to write the bold words on the whiteboard, checked the students' works, wrote the correct answers, asked to repeat the expressions, asked to observe another example from another learning source, asked to sing a song and perform the dialogue in groups so that the students were active in her teaching and learning process. Then, in communicating stage, she had provided opportunities for the students to conclude the lesson. It can be seen when the students had been able to conclude the lesson orally even though the teacher's role was still needed. In other words, the English teacher had good knowledge and practice for these three stages.

However, in questioning stage, the English teacher was only able to provide opportunities for the students to ask the questions for two meetings. For the third meeting, she failed and directly came to the experimenting stage. She had understood the important of questioning in teaching and learning process. However, she could not practice it very well. She did not have knowledge enough to support the students to ask the question. As a result, there was only one student asked the question. The other students tended to be silent and ashamed. On the top of that, there was a little group of the students talked each other out of the lesson. They did not care about it.

In associating stage, she was only able to implement this stage for one meeting. For the other two meetings, she failed. She was unable to provide

opportunities for the students to process information that had been collected. She only gave the students the task individually so that they focused only on their own works. As a result, communicative language teaching was invisible in her teaching and learning process.

Second, it can not be denied that the English teacher activities were influenced by some factors. The factors came from inside and outside the teacher herself. The researcher found that teacher's motivation, perception, and experience were internal factors or the factors that came from inside the teacher while media and environment were external factors or the factors that came from outside the teacher herself.

## 5.2. Recommendations

With regards to the findings that have been concluded in the previous section, a number of recommendations should be addressed to the most relevant listed stakeholders as follows:

1. The English teacher at SMPN 3 Kampar as the main implementer of the 2013 curriculum should keep and improve what she had done and implemented in observing, experimenting, and communicating stages since she was able to apply these stages in each meeting. However, in questioning and associating stages, she should learn more and implement them well in each meeting. Specially for associating stage, the English teacher should set the teaching process in group in order to communicative

language teaching and the 2013 curriculum goal can be achieved. Then, involving colleagues in focus-group discussion and following some trainings related to the implementation of the 2013 curriculum are the good solutions for this problem. Besides, it is better for the English teacher to use various media available at the school both natural and modern media to give more motivation to the students.

2. The school supervisor and headmaster should work together to find and solve the problems related to the implementation of the scientific approach of the 2013 curriculum in teaching and learning process by evaluating teacher's works and learning process periodically and doing communication with the English teacher especially to the problem faced in questioning and associating stages.

3. The government and associated policymakers should provide opportunities for the English teacher at SMPN 3 Kampar to follow workshops or trainings related to the implementation of the scientific approach of the 2013 curriculum in teaching and learning process.

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# APPENDICES

## Appendix 1: Observational Protocol

### Classroom Observational Fieldnote 1

Date        : July 22$^{nd}$, 2019
Time        : 10.$^{25}$-11.$^{45}$
Site        : Room IX.B
Participant : Elfithraini, S.Ag, S.Pd
Observer   : Zulhendri, S.Pd

Topic       : English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar

| Stages | Descriptive Notes | Reflective Notes |
|---|---|---|
| Observing | At the beginning, the teacher came in the classroom and asked the class chairperson to ensure the class is ready to study. Then, she greeted and checked the attendance list. Afterthat, she began the lesson by informing the materials of Chapter 2 and explained what activities would be done in teaching and learning process. Next, she showed the picture to the students. Afterwards, she asked for help to one of the students to place the picture on the whiteboard. Then, she motivated the students with the yell. The students said the yell together. Next, she provided the opportunities to the students to ask some questions related to the picture about healthy life. Then, she also asked the students to write their own answers on the whiteboard. Afterthat, she checked the students' writing on the whiteboard together with the students. | Teacher should provide opportunities for students to carry out reading, listening, and watching (without or with tools) activities |

| | | |
|---|---|---|
| Questioning | Next, the teacher gave chance for the students to ask some questions. She answered and gave reward to the students who asked the questions. Then, she explained the things in the picture to the students. She also asked the students to guess about the learning topic. She didn't forget to give a plus to the student who asked the question. Afterthat, she asked the students to repeat some expressions after her and explained the topic. She also stated the goal of the lesson on the whiteboard. | Teacher should provide opportunities for students to ask questions about information. |
| Experimenting | Next, the teacher asked the students to write the bold words on the whiteboard. Then, she checked the students' works and wrote the correct answers. Afterthat, she asked the students to read the written words. She also asked all the students to repeat after her about the expressions and words of the material. Then, she let the students to open the dictionary to check some difficult words. Next, she wrote some examples of the expressions on the whiteboard. Then, she asked the students to observe the other examples of the expressions in the textbook. Then, she wrote the examples on the whiteboard. Afterwards, she asked the students to read and repeat after her again. | Teacher should provides opportunities for students to conduct experiments. Teacher asks the students to read sources other than textbooks. Teacher should ask the students to observe objects/events. Teacher should ask the students to carry out activities. Teacher should ask the students to do interview with resource persons. |

| | | |
|---|---|---|
| Associating | There was no associating stage. | Teacher should provide opportunities for students to process information that has been collected. |
| Communicating | At the end of the lesson, the teacher asked the students to conclude the lesson. However, the students were not able to conclude the lesson by themselves. So, she concluded the lesson with the students. Then, she gave the task to the students to do at home about the lesson. The class was over. | Teacher should provide opportunities for students to convey the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media. |

Classroom Observational Fieldnote 2

Date          : July 24nd, 2019
Time          : 09.30 a.m. to -11.05 a.m.
Site          : Room VII.A
Participant   : Elfithraini, S.Ag, S.Pd
Observer      : Zulhendri, S.Pd
Topic         : English teacher's activities in implementing the scientific
                approach    of the 2013 curriculum in teaching and learning
                process at SMPN 3 Kampar

| Stages | Descriptive Notes | Reflective Notes |
|---|---|---|
| Observing | Initially, the teacher came in the classroom and greeted the students. Then, she told the students about the material that would be discussed. Afterthat, she asked the students to open the English textbook. Then, she asked and explained the students about the last material, that was greeting. Next, she told and explained about the new material that would be studied. It was about taking a leave. Afterwards, she asked the students some questions to introduce the topic. She did not also forget to show the picture related to the topic to the students. She placed the picture  on the whiteboard without student's help. Actually, she should involve the students in doing anything in classroom in order to achieve good learning process. Then, she asked the students about the picture. Afterthat, she read the expressions and words written on the paper and asked the students to repeat after her. | Teacher should provide opportunities for students to carry out reading, listening, and watching (without or with tools) activities |

| | | |
|---|---|---|
| Questioning | Next, the teacher gave the students opportunities to ask some questions about the picture placing on the whiteboard. Afterhat, one of the student asked the question about the fruits and vegetables in the picture. Then, she gave reward to the student for the question. | Teacher should provide opportunities for students to ask questions about information. |
| Experimenting | Next, the teacher asked the students to repeat the expressions and words after her. Then, she asked the students to do experiment for the expressions discussed. While collecting information, she asked the students to sing a song to motivate them in learning. Afterthat, she pleased the students to write down and read other dialogues in the textbook and other source like LKS. Then, she asked the students to observe the dialogue. She also asked the students to write down it on the whiteboard. Next, she pleased the students to read it and perform it in front of the classroom. She didn't also forget to let the students to write it on their notebooks. However, she forgot to give the students opportunities to interview the performances. It is better for the teacher to give chance for other students to interview the performing group of the dialogue about his/her experience. | Teacher should provide opportunities for students to conduct experiments.<br><br>Teacher should ask the students to reads sources other than textbooks.<br>Teacher should ask the students to observe objects/events.<br><br>Teacher should ask the students to carry out activities.<br><br>Teacher should ask the students to do interview with resource persons. |

| | | |
|---|---|---|
| Associating | There was no associating stage. | Teacher should provide opportunities for students to process information that has been collected. |
| Communicating | At the end of the meeting, the teacher told the conclusion of the lesson to the students. She concluded the lesson without involving the students in the process. Then, she gave task or homework to do at home to the students about the material discussed. The meeting was over. | Teacher should provide opportunities for students to convey the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media. |

Classroom Observational Fieldnote 3

Date        : July 25<sup>nd</sup>, 2019
Time        : 10.<sup>25</sup>-11.<sup>45</sup>
Site        : Room IX.A
Participant : Elfithraini, S.Ag, S.Pd
Observer    : Zulhendri, S.Pd
Topic       : English teacher's activities in implementing the scientific
              approach   of the 2013 curriculum in teaching and learning
              process at SMPN 3 Kampar

| Stages | Descriptive Notes | Reflective Notes |
|---|---|---|
| Observing | At the beginning, the teacher came in the classroom. She sat on the chair and put some books and a paper on the table. After praying, she greeted the students and asked them to open the English textbook. Then, she asked the students about the last topic. Afterthat, she, with the student's help, placed the picture on the whiteboard. Afterthat, she asked the students to observe anything in the picture well. Then, she asked some questions to the students related to the picture. She also asked the students to guess the topic that would be discussed. | Teacher should provide opportunities for students to carry out reading, listening, and watching (without or with tools) activities |
| Questioning | The teacher did not provide opprotunities for the students to ask some questions. She directly came to the experimenting stage of the scientific approach. | Teacher should provide opportunities for students to ask questions about information. |

| | | |
|---|---|---|
| Experimenting | Next, the teacher asked the students to repeat the expressions or words after her. Then, she called the students to read the expressions or words one by one. Afterthat, she asked the students to do experiment in group of two. Next, she pleased the students to read other dialogues in other source like LKS. Then, she asked the students to observe the dialogue they found. Afterthat, she asked the students to write down it on the notebook and perform it. But, she did not ask the students to do interview with the performance groups. | Teacher should provide opportunities for students to conduct experiments.<br><br>Teacher should ask the students to reads sources other than textbooks.<br><br>Teacher should ask the students to observe objects/events.<br><br>Teacher should ask the students to carry out activities.<br><br>Teacher should ask the students to do interview with resource persons. |
| Associating | Next, the teacher provided opportunities for the students to process information that has been collected. She gave the students task or drill to do individually related to the expression of asking for and giving information related to the purpose of doing something based on the used context. | Teacher should provide opportunities for students to process information that has been collected. |
| Communicating | At the end of the lesson, the English teacher asked the students to conclude the lesson. However, the students were not able to conclude the lesson well. So, the teacher helped the students to conclude the lesson. She gave the task or the homework to the students about the topic  that has been discussed. Then, The class was over. | Teacher should provide opportunities for students to convey the results of observations, conclusions based on the results of the analysis verbally, in writing, or other media. |

**Appendix 2: Interview Questions**

English teacher's activities in implementing the scientific approach of the 2013 curriculum in teaching and learning process at SMPN 3 Kampar

OUTLINES OF INTERVIEW

1. What have you known about the scientific approach of the 2013 curriculum in teaching and learning process?

2. What have you done to implement the scientific approach in teaching and learning process?

3. What should you prepare to implement it?

4. The first stage in implementing the scientific approach is observing. What should you (as a teacher) do  in this stage?

5. Using media in observing stage is very important. How do you prepare them?

6. Then, the second stage is questioning. What should you do in this section?

7. Experimenting, in other words, collecting information is the third stage of the scientific approach. What should you do in this stage?

8. In associating stage, a teacher is expected to provide opportunities for students to process information that has been collected. How do you provide the opportunities?

9. We know that the last stage of the scientific approach of the 2013 curriculum is communicating. What should you do in this stage?

10. Are you interested in implementing the scientific approach in your teaching and learning process?

11. Do your colleague teachers implement the scientific  approach stages in their teaching and learning processes?

12. Have you got reward from your principal for the implementation of the scientific approach of the 2013 curriculum?

13. We know that scientific approach is new in our educational system and difficult to implement. Do you agree with the statement?

14. Have you ever followed teaching training about the scientific approach of the 2013 curriculum before?

15. Do your school environment and media support you in implementing the scientific approach of the 2013 curriculum in teaching and learning process?

**Appendix 3: Transcript of Interview**

Participant: EF

1. Researcher: What have you known about the scientific approach of the 2013 curriculum in teaching and learning process?

    Participant :

    *"Well, the scientific approach is a combination of all the steps available, such as observing, questioning, collecting information, associating, and communicating. So, the five steps must be integrated, must be included in a learning material. S, the whole must emerge, even though none of these fiver are in accordance with the needs and demands of the material that we submit to students. It does not matter if there is no one step applied. But, observing, questioning, collecting information must be there because when collecting information, we ask the students to find information themselves. When the students do not find it in class, the students can search on the internet, other electronic media such as tv or from print media such as magazines, newspapers, and so forth. And we can send the students to the library. They can search for themselves, and when they search for themselves, it means they have already collected information. And it will be long remembered because they themselves are looking for. That's better than the the students directly receiving from the teacher concerned. So, they will be observant of information, independent. They can also be assisted by parents at home or they can search on the internet."*

2. What have you done to implement the scientific approach in teaching and learning process?

    Participant :

    *"Wqe often do this stage. We often ask the students to look for tasks on the internet. It paid off. Their works are better. There are new things that we find from their assignments. And we consciously admit that we often forget this. So, we indirectlyhave learned from the students because we often ignore things. It is because of our busyness. So, we can also learn from the students."*

3. What should you prepare to implement it?

    Participant :

    *"Well, ideally, teacher preparation is important. The teacher must prepare the learning tools before entering the classroom. From the existing lesson plan, we will see our needs in learning. We can adjust the material with existing media such as images and so forth. We do need diverse learning resources such as K-13 books and supporting books to support learning. We can also use internet media and so on. "*

4. The first stage in implementing the scientific approach is observing. What should you (as a teacher) do in this stage?

Participant :

*"Observing, we invite students to observe. In that observation, students do not have to look or focus on the pictures because observation here means that students do not have to observe objects. This is the object, please look. It doesn't have to be like that because in observing activities, according to what is socialized, in accordance with existing books, students can be brought to several skills namely reading, listening if there are recordings or videos and so on, watching, listening and observing directly the concrete media like the picture. This will deliver and lure students to basic competencies. So, students not only focus on pictures, but also they can watch and listen to videos, conversations and so on." (22/07/2019)*

*"Eee, in observing activity, we hope not only to focus on observing or seeing because in this observing activity, students do not have to look at the objects. But, students can also be directed to reading or watching videos related to the material. Students can also see the pictures that we display. So, we can do some activities in this observing process. Observing activity is our step to convey everything we will learn to students. So, this will really help students go to the material that we will convey later. Observing activity is initial or opening activity to bring students to the material." (24/07/2019)*

5. Using media in observing stage is very important. How do you prepare them?

Participant :

*"Yes, related to the learning media, we must choose the suitable media for certain material. For example, for the material, Let's Live a healthy life, it is better to use pictures of vegetables and fruits. So, there is a connection. We are expected to live healthy food and complete nutrition. So, the media must match with the subject matter."*

6. Then, the second stage is questioning. What should you do in this section?

Participant :

*"The Students are asked to ask questions related to the material. So, when the students ask the questions, the teacher is expected to be able to answer all student questions. It is hoped that all student questions can be answered by the teacher. When the teacher cannot answer the students' questions, the teacher is expected to be able and clever to postpone the answer on another occasion. Teacher is expected to be able to provide answers or correct information. When the teacher gives a wrong answer and an uncertain truth, then the students might get or find the right answer so the teacher has made a big mistake." (22/07/2019.*

*"Yes, for questioning, at this stage, the students are expected to be able to ask some questions related to the material that has been discussed. Let them have the courage to ask questions. Teacher is expected to be able to lure students to ask questions in various ways so that they want to ask even though there is only one question." (24/07/2019)*

7. Experimenting, in other words, collecting information is the third stage of the scientific approach. What should you do in this stage?

    Participant        :

    *"The teacher asks students to look for information from other sources related to the assignment given about conjunctions. They are asked to look for sentences that have conjunctions in them. They can search for it on the internet, other reading books, magazines and English books and so on. They can also compare information obtained in the learning process with information they obtain from existing references." (22/07/2019)*

    *"When the students have sought information from various sources such as from reading books or the internet, the teacher discusses it with students in the classroom. The teacher is  expected to be able to give rewards to the students who get more information related to the material presented. Yes, we must often praise students because it will motivate students to do even better." (24/07/2019)*

8. In associating stage, a teacher is expected to provide opportunities for students to process information that has been collected. How do you provide the opportunities?

    Participant        :

    *"Yes, one way is to give assignments or exercises to the students. After that, the teacher gives the opportunity for the students to practice it because Basic Competency (KD) demands to apply the social function of the text structure and linguistic elements of interpersonal and transactional texts both spoken and written which involves the act of providing information and asking for information related to the intent or purpose, approval of doing something according to the context of its use. So, the teacher must provide opportunities for the students to practice the material being studied."(22/07/2019)*

    *"The teacher provides opportunities for students to create and conduct short dialogs in pairs. The time allotted is adjusted to the material being studied. If the material is easy, then the teacher simply gives five or ten minutes. However, if the material is difficult, the teacher can give more time." (24/07/2019)*

9. We know that the last stage of the scientific approach of the 2013 curriculum is communicating. What should you do in this stage?

Participant :

*"All students make conclusions with the teacher." (22/07/2019)*

*"Well, this is the result. From the whole learning process, then we get to the communicating stage. This is the peak. At this stage, we can see how the students understand the material and make the dialogue. Then, we will be able to see how they demonstrate it in front of their friends. Well, we will be able to judge their performances. We can also compare their performances. So that, we can determine the best performance So the teacher's role here is to justify the mistakes they might make. Yes, that's the conclusion. So, teacher must be clever and wise in conveying the mistakes they make so the students do not feel humiliated. They also don't feel ashamed when making mistakes. And I often tell students that you don't have to be afraid of making mistakes because mistakes can be changed to be right. So, they are not burdened. When they are wrong, yes they just enjoy it because it has been said from the beginning that the wrong is not a problem and this is a learning process. When we are wrong, it's not a problem. From that mistake we can learn to be right. The final step in this stage is to make conclusion regarding the subject matter. Conclusion should come from students. However, the teacher is also able to help." (24/07/2019)*

10. Are you interested in implementing the scientific approach in your teaching and learning process?

Participant :

*"Yes, of course, in this K-13, the teacher is indeed easier. Actually, when we are in the curriculum of KTSP, teacher tends to be teacher's centered. The students tend to be passive. In this K-13, the teacher is only as a facilitator."*

*( 22/07/2019)*

*"Yes, of course!"(24/07/2019)*

11. Do your colleague teachers implement the scientific approach stages in their teaching and learning processes?

Participant :

*"Yes, they specially also use and implement the scientific approach of K-13."*

*(Interview with EF, 22/07/2019)*


*"I think all of teachers do this scientific approach in teaching and learning process."*

*(Interview with EF, 24/07/2019)*

12. Have you got reward from your principal for the implementation of the scientific approach of the 2013 curriculum?

Participant :

*"Yes, he said good for our implementation of the scientific approach at SMPN 3."*

*(Interview with EF, 22/07/2019)*

*"Yes, of course! He said good, plus for me and for our friends here."*

*(Interview with EF, 24/07/2019)*

13. We know that scientific approach is new in our educational system and difficult to implement. Do you agree with the statement?

Participant :

*"Not agree, we are limited in facilities. For example, our infocus is not in use. But, infocus is not the only media."*

*(Interview with EF, 22/07/2019)*

*"I'm not very agree, not agree ... This scientific approach is not something to be feared. Actually, K-13 gives convenience to the teachers. But, the teachers are required to work hard, be creative and innovative. The teacher must provide plenty of time for preparation before entering the classroom. Now, it depends on us, whether we can afford it or not. That's the answer."*

*(Interview with EF, 24/07/2019)*

14. Have you ever followed teaching training about the scientific approach of the 2013 curriculum before?

Participant :

*"Yes, in 2015 at Senior High School 1 Pekanbaru and MGMP in Kampar."*

*(Interview with EF, 22/07/2019)*

*"Yes! In 2015 at SMA 1 Pekanbaru. It's the first training I followed. Then, I followed MGMP at SMP 1 Kampar in 2017."*

*(Interview with EF, 24/07/2019)*

15. Do your school environment and media support you in implementing the scientific approach of the 2013 curriculum in teaching and learning process?

Participant :

*"Not all."*
*(Interview with EF, 22/07/2019)*

*"Eee not all facilities, the media here that support teaching and learning process only natural media, that is, media that exist in the real world. Students and objects in the classroom can also be used as media. For*

*example, when we learn about singular and plural, we don't need to be worry to look for the media. We can use everythings in the classroom. Ehh, but we still have problem with the sophisticated media such as electronic devices. We still do not have a good infocus. But, it does not rule out the possibility of other media. Teachers must be good at using existing media. Especially nowadays, everything is ok. The teacher can look for examples of English learning media on the internet. Just use existing media so as to facilitate us in explaining the subject matter to the students."*
*(Interview with EF, 24/07/2019)*

Appendix 4: Photos of Classroom Observations

Appendix 5: Photos of Interview with the English Teacher (EF)



Monday, 22<sup>th</sup> July 2019



Wednesday, 24<sup>th</sup> July 2019



Thursday, 25<sup>th</sup> July 2019

## Appendix 6: Lesson Plans

### RENCANA PELAKSANAAN PEMBELAJARAN

### ( RPP )

| | |
|---|---|
| **Satuan Pendidikan** | : SMPN 3 Kampar |
| **Mata Pelajaran** | : Bahasa Inggris |
| **Kelas/Semester** | : IX/Ganjil |
| **Materi Pokok** | teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud,tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. |
| **Alokasi Waktu** | : 2 X 40 Menit |
| **Tujuan Pembelajaran** | |

Setelah proses pembelajaran siswa dapat :
- Mengidentifikasi maksud dan tujuan orang melakukan tindakan
- Mengidentifikasi kata sambung to,in order to, dan so that.
- Mengidentifikasi kalimat deklaratif dan interogatif dengan kata sambung to, In order to, dan so that.
- Bertanya jawab meminta dan memberi informasi terkait maksud dan tujuan melakukan tindakan.

**Kompetensi Dasar dan Indikator pencapaian Kompetensi**

| | |
|---|---|
| 3.3. Menerapkan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud,tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. | 3.3.1 Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud,tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. |
| | 3.3.2 Mengidentifikasi struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud,tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. |

**Materi Pembelajaran**

| FAKTA | Mengidentifikasi, menyebutkan. |
|---|---|
| KONSEP | - Pernyataan dan pertanyaan terkait maksud dantujuan melakukan tindakan.<br>- Kalimat deklaratif (positif dan negatif) dan interrogative dengan kata sambung to,in order to, da so that.<br>-Ungkapan persetujuan: I agree. That's agood idea, i don't think, it's a goodidea.<br>- Ucapan, tekanan kata, intonasi, ejaan, tanda baca, dan tulisan tangan |

| PRINSIP | -Maksuddan tujuan orang melakukan tindakan sesuai dengan konteks penggunaannya. |
|---|---|
| PROSEDUR | - Memulai<br>- Menanggapi (diharapkan/di luar dugaan) |
| | |

**Metode Pembelajaran**
Scientific

**Media Pembelajaran**
· Media : Gambar, Realita
· Alat : Video, laptop, LCD

**Sumber Belajar :**

- Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris, When English Rings The Bell, SMP/ Mts Kelas IX

- Kamus

**Langkah-langkah Pembelajaran**

**1. Pertemuan Pertama: (2JP)**

**a. Kegiatan Pendahuluan ( 10 Menit )**

- Guru memberi salam dan mengecek kehadiran siswa serta meminta siswa menyiapkan buku   pelajaran.
- Guru menyampaikan cakupan materi dan penjelasan uraian kegiatan sesuai silabus.
-  Guru menjelaskan tujuan pembelajaran atau kompetensi dasar yang akan dicapai.

**b. Kegiatan Inti ( 60 Menit )**

Guru memperlihatkan beberapa gambar dan peserta didik mengamati gambar-gambar tersebut.
Guru meminta siswa menyebutkan/menuliskan kata sambung sesuai pengetahuan mereka.
Guru bersama peserta didik membahas kata sambung to, in order to serta so that.
Guru bersama peserta didik membuat kalimat dengan kata sambung tersebut.ber
Guru bersama peserta didik membaca teks monolog terkait maksud dan tujuansuatu tindakan.
Peserta didikbermain peran menyatakanmaksud dan tujuan suatu tindakan.

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## c. Kegiatan Penutup ( 10 Menit )

- Menanyakan manfaat pembelajaran yang baru diselesaikan
- Menanyakan kesulitan dalam melakukan aktivitas pembelajaran
- Menyimpulkan hasil pembelajaran
- Memberi tugas
- Menyampaikan rencana kegiatan pembelajaran untuk pertemuan berikutnya

## Penilaian Hasil Pembelajaran

### 1. Teknik penilaian

- · Sikap : Observasi
- · Pengetahuan : Penugasan
- · Keterampilan : Praktik dan Project

### 2. Instrumen penilaian

**Kisi-Kisi dan Soal**

| NO | INDIKATOR | SOAL | TEHNIK /BENTUK PENILAIAN |
|----|-----------|------|--------------------------|
| 3.6.1 | Mengidentifikasi fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud,tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. | Dalam LKS Bahasa Inggris untuk SMP/MTS kelas IX | - Tes tertulis<br>- Essay<br>- Option a,b,c,d |
| 3.6.2 | Mengidentifikasi struktur teks, dan unsur kebahasaan teks interaksi transaksional lisan dan tulis yang melibatkan tindakan memberi dan meminta informasi terkait maksud,tujuan, persetujuan melakukan suatu tindakan/kegiatan, sesuai dengan konteks penggunaannya. | Dalam LKS Bahasa Inggris untuk SMP/MTs kelas IX | - Tes tertulis<br>- Essay<br>- Option a,b,c,d |

### 3. Rubrik penilaian dan Pedoman Penskoran
#### a. Rubrik Penilian Pengetahuan

| ASPEK | KRITERIA | SKOR | SOAL | PEROLEHAN |
|-------|----------|------|------|-----------|
| ISI | Sangat Sesuai | 3 | | |
| | Sesuai | 2 | | |
| | Kurang sesuai | 1 | | |
| STRUKTUR TEKS | Benar dan tepat | 3 | | |
| | Benar tapi kurang tepat | 2 | | |
| | Kurang tepat | 1 | | |
| UNSUR KEBAHASANAN | Sangat tepat | 3 | | |
| | Tepat | 2 | | |
| | Kurang tepat | 1 | | |
| TOTAL SKOR | | | | |

# RENCANA PELAKSANAAN PEMBELAJARAN
## (RPP 1)

| | |
|---|---|
| Sekolah | : SMP Negeri 3 Kampar |
| Mata Pelajaran | : Bahasa Inggris |
| Kelas/Semester | : VII/1 |
| Materi Pokok | : Teks Interaksi interpersonal lisan dan tulis yang melibatkan tindakan menyapa,berpamitan,mengucapkanterima kasih, danmemintamaaf, serta menanggapinya sesuai dengan konteks penngunaannya. |
| Alokasi Waktu | : 8 x 40 menit (4 x Pertemuan) |

## A. Kompetensi Inti

1. Menghargai dan menghayati ajaran agama yang dianutnya.
2. Menghargai dan menghayati perilaku jujur, disiplin, santun, percaya diri, peduli, dan bertanggung jawab dalam berinteraksi secara efektif sesuai dengan perkembangan anak di lingkungan, keluarga, sekolah, masyarakat dan lingkungan alam sekitar, bangsa, negara, dan kawasan regional.
3. Memahami dan menerapkan pengetahuan faktual, konseptual, prosedural, dan metakognitif pada tingkat teknis dan spesifik sederhana berdasarkan rasa ingin tahunya tentang: ilmu pengetahuan, teknologi, seni, budaya dengan wawasan kemanusiaan, kebangsaan, dan kenegaraan terkait fenomena dan kejadian tampak mata.
4. Menunjukkan keterampilan menalar, mengolah, dan menyaji secara: kreatif, produktif, kritis, mandiri, kolaboratif, dan komunikatif, dalam ranah konkret dan ranah abstrak sesuai dengan yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang teori.

## B. Kompetensi Dasar dan Indikator Pencapaian KD

| No. | | KD | IPK |
|---|---|---|---|
| | 3.1 | Mengidentifikasikan fungsi sosial, struktur teks, dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis yang melibatkan tindakanmenyapa,berpamitan,mengucapkan terimakasih | 3.1.1. Mengidentifikasikan fungsi sosial, teks interaksi interpersonal lisan dan tulis yang melibatkan tindakanmenyapa,berpamitan,mengucapkan terimakasih dan meminta maaf sertamenanggapinya sesuai dengankonteks penggunaannya. |

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| | |
|---|---|
| dan meminta maaf sertamenanggapinya sesuai dengankonteks penggunaannya. maaf,danmenanggapinya | 3.1.2 Mengidentifikasikan struktur teks interaksi interpersonal lisan dan tulis yang melibatkan tindakanmenyapa,berpamitan,meng ucapkan terimakasih dan meminta maaf sertamenanggapinya sesuai dengankonteks penggunaannya 3.1.3 Mengidentifikasikan unsur kebahasaan interaksi interpersonal lisan dan tulis yang melibatkan tindakan yang melibatkan tindakanmenyapa, berpamitan,mengucapkan terimakasih, dan meminta maaf , serta menanggapinya sesuai dengankonteks penggunaannya. |
| 4.1 Menyusun teks interaksi interpersonal lisan dan tulis sangat pendek dan sederhana yang melibatkan tindakan menyapa ,berpamitan,meminta maaf dan menanggapinya dengan memperhatikan fungsi sosial,struktur teks, dan unsur kebahasaaan yang benar dan sesuai konteks. | 4.1.1. Menuliskan dialog singkat terkait fungsi, struktur teks dan unsur kebahasaan dari teks interaksi interpersonal lisan dan tulisan yang melibatkan tindakanmenyapa, berpamitan, meminta maaf dan menanggapinya.

4.1.2 Menyajikan dialog singkat terkait fungsi, struktur teks dan unsur kebahasaan dari teks interaksi interpersonal lisan dan tulisan yang melibatkan tindakanmenyapa, berpamitan, meminta maaf dan menanggapinya. |

Focus Penguatan karakter : percaya diri.

C. Tujuan Pembelajaran

1. Peserta didik dapat mengidentifikasi struktur teks menyapa, berpamitan,mengucapkan terimakasih,memintamaaf dengan menggunakan picture-to-picture yang di tampilkan di papan tulis dengan percaya diri.

2. Peserta didik dapat mengidentifikasi fungsi social, struktur teks, unsur kebahasaan dari teks interpersonallisan dan tulisan yang melibatkan tindakan menyapa.

3. Peserta didik dapat mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks interaksi interpersonal lisan dan tulisan yang melibatkan tindakan berpamitan.

4. Peserta didik dapat mengidentifikasi fungsi social, struktur teks, dan unsur kebahasaan dari teks interaksi interpersonal lisan dan tulisyang melibatkan tindakan mengucapkan terima kasih.

5. Peserta didik dapat mengidentifikasi fungsi social, struktur teks, unsur kebahasaan dari teks interaksi interpersonal lisan dan tulis yang melibatkan tindakan meminta maaf..

6. Peserta didik dapat mengidentifikasi fungsi social, struktur teks, unsur kebahasaan dari teks interaksi interpersonal lisan dan tulis terkait menuliskan kalimat sapaan.

7. Peserta didik dapat mengidentifikasi fungsi social, struktur teks, unsur kebahasaan dari teks interaksi interpersonal lisan dan tulis terkait menuliskan ucapan terima kasih.

8. Peserta didik dapat menuliskan dialog singkat dengan tulisan tangan terkait teks interaksi interpersonal lisan dan tulisan terkait menyapa.

9. Peserta didik dapat menuliskan dialog singkat dengan tulisan tangan terkait teks interaksi lisan dan tulisanyang melibatkan tindakan berpamitan.

10. Peserta didik dapat menuliskan dialog singkat dengan tulisan tangan terkait teks interaksi interpersona yang melibatkan tindakan mengucapkanima kasih.

11. Peserta didik dapat menuliskan dialog singkat dengan tulisan tangan terkait teks interaksi interpersonal lisan dan tulisan yang melibatkan tindakanmemintamaaf.

12. Peserta didik dapat menyajikan dialog singkat singkat terkait teks interaksi interpersonal lisan dan tulisan yangberkaitan dengan menyapa.

13. Peserta didik dapat menjajikan dialog singkat dengan tulisan tangan terkait teks interaksi interpersonal yang berkaitan dengan berpamitan.

14. Peserta didik dapat menjajikan dialog singkat dengan tulisan tangan terkait teks interaksi interpersonal yang berkaitan dengan ucapan terima kasih.

15. Peserta didik dapat menjajikan dialog singkat dengan tulisan tangan terkait teks interaksi interpersonal yang berkaitan dengan berpamitan

## D. Materi Pembelajaran

1. Materi Pembelajaran Reguler;
   Teks interaksi transaksional lisan dan tulis terkait menyapa, berpamitan, mengucapkan terima kasih, dan permintaan maaf.

   a. Factual
      Fungsi Sosial:
      Menyebutkan / menanyakan
   b. Konseptual
      Struktur Teks:
      1. Opening
      2. Content
         - Memulai
         - Menanggapi (diharapkan diluar dugaan)
      3. Closing

   c. Prosedural :
      1.Ungkapan-ungkapan yang lazim digunakan.
      2. Vocabulary
      3.Ucapan, tekanan kata, intonasi, ejaan, tanda baca dan tulisan tangan.
   d. Unsur Kebahasaan :
      1. Ungkapan-ungkapan yang lazimdigunakan.
      2. Ucapan, tekanankata, ejaan,tanda baca, dan tulisan tangan.

   e. Metakognitif : membuat skenario dialog teks menyapa, berpamitan, mengucapkan terima kasih dan meminta maaf.

2. Materi Pembelajaran Pengayaan
   Peserta didik diberikan tugas untuk mencari dan menuliskan dialog tentang sapaan, berpamitan, mengucapkan terima kasih dan permintaan maaf.
   Materi Pembelajaran Remedial
   Fungsi sosial, struktur teks dan unsur kebahasaan teks interaksi interpersonal lisan dan tulis terkait sapaan,berpamitan, berterima kasih dan meminta maaf
   **Metode pembelajaran**
   **Pendekatan :**          scientific
   Metode :              Tanya jawab
   Model Pembelajaran :   Picture and Picture

### E. Media, Alat dan Bahan

1. Media: - Gambar –gambar yang berkaitan dengan materi
     - Kartu tulisan sesuai ungkapan
2. Alat: Spidol – whiteboard - Kertas
3. Bahan: Text / dialog

### F. Sumber Belajar

- Buku Bahasa Inggris *When English Rings the Bell*
- English Grammar book, round-up 2. Longman
- Buku Guru *When English Rings the Bell Kelas VII*
- Kamus, dan internet

### G. Langkah-Langkah Pembelajaran

Pertemuan pertama

1. Kegiatan Pendahuluan
   - Guru mengawali pembelajaran dengan mengucapkan salam dan berdoa.
   - Guru bertanya jawab tentang absensi dan kesiapan peserta didik untuk memulai pembelajaran.
   - Guru memberikan motivasi dan apersepsi.
   - Guru menyampaikan materi, KD, dan Tujuan pembelajaran.
   - Guru menyampaikan penilaian yang akan diadakan.
   - Guru menyampaikan karakter yang akan dinilai.

2. Kegiatan Inti
   - Mengidentifikasi gambar yang dipajang pada papan tulis, lalu peserta didik mengamatinya.
   - Menuliskan ungkapan terkait menyapa, berpamitan, mengucapkan terima kasih, dan permintaan maaf.
   - Membaca dan menirukan ungkapan
   - Berdasarkan arahan dan pancingan dari guru, peserta didik mempertanyakan perbedaan penulisan dan bacaan ungkapan dalam Bahasa Indonesia dan Bahasa Inggris.
   - Mengidentifikasi unsur kebahasaan ungkapan.
   - Melafalkan kata atau ungkapan dengan benar
   - Mendemonstrasikan dialog yang sudah disusun secara berpasangan ke depan kelas dengan santun dan percaya diri.

3. Kegiatan Akhir
   - Memfasilitasi peserta didik untuk melakukan refleksi dan evaluasi tentang apa saja yang telah dilakukan dan dipelajari
   - Mengakhiri pembelajaran dengan meminta peserta didik meneriakkan kata yang menggambarkan perasaan mereka selama pembelajaran.
   - Menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
   - Mengucapkan rasa syukur dan salam

H. Penilaian
   1. Tehnik Penilaian
      a. Sikap
         Observasi ( Journal)
      b. Pengetahuan
         - Lisan dan Tulis
      c. Keterampilan
         - Lisan

   2. Instrument Penilaian
      Kisi-kisi dan soal

| No | Indikator | Soal | Tekhnik / Bentuk Penilaian |
|----|-----------|------|---------------------------|
| 3.1 | Mengidentifikasikan fungsi sosial, meminta dan memberi informasi terikait menyapa, berpamitan, ucapanterima kasih dan permintaan maaf. | Answer the questions based on the pictures given | Tes Lisan |
| 4.1 | Mengidentifikasikan fungsi sosial, meminta dan memberi informasi terkait menyapa, berpamitan, ucapanterima kasih dan permintaan maaf. | Answer the questions! | Tes Tertulis |
| | 3.3.1. Menyajikan dialog fungsi sosial, meminta dan memberi informasi terikait menyapa, berpamitan, ucapanterima kasih dan permintaan maaf. | Demonstrate your work infront of the class | Tes Lisan |

3. Kegiatan Akhir
   - Memfasilitasi peserta didik untuk melakukan refleksi dan evaluasi tentang apa saja yang telah dilakukan dan dipelajari
   - Mengakhiri pembelajaran dengan meminta peserta didik meneriakkan kata yang menggambarkan perasaan mereka selama pembelajaran.
   - Menyampaikan materi yang akan dipelajari pada pertemuan berikutnya.
   - Mengucapkan rasa syukur dan salam

H. Penilaian
   1. Tehnik Penilaian
      a. Sikap
         Observasi ( Journal)
      b. Pengetahuan
         - Lisan dan Tulis
      c. Keterampilan
         - Lisan

   2. Instrument Penilaian
      Kisi-kisi dan soal

| No | Indikator | Soal | Tekhnik / Bentuk Penilaian |
|---|---|---|---|
| 3.1 | Mengidentifikasikan fungsi sosial, meminta dan memberi informasi terikait menyapa, berpamitan, ucapanterima kasih dan permintaan maaf. | Answer the questions based on the pictures given | Tes Lisan |
| 4.1 | Mengidentifikasikan fungsi sosial, meminta dan memberi informasi terkait menyapa, berpamitan, ucapanterima kasih dan permintaan maaf. | Answer the questions! | Tes Tertulis |
| | 3.3.1. Menyajikan dialog fungsi sosial, meminta dan memberi informasi terikait menyapa, berpamitan, ucapanterima kasih dan permintaan maaf. | Demonstrate your work infront of the class | Tes Lisan |

| Presentasi Dialog | Lancar dan unsur kebahasaan sesuai | 89 – 100 | |
|---|---|---|---|
| | Lancar dan kosa kata berkembang | 76 – 88 | |
| | Sesekali melihat teks, tapi lancar | 61 – 75 | |
| | Membaca teks dan tidak lancar | 0 – 60 | |

3. Pembelajaran Remedial
- Pembelajaran remedial

  Peserta didik yang belum mencapai KKM diberi kegiatan remedial dengan merespon secara tulisan terkait sapaan,berpamitan,ucapan terima kasih dan permintaan maaf.

| | |
|---|---|
| | |

- Pembelajaran pengayaan

  Peserta didik yang sudah mendapat nilai tuntas KKM , diberi tugas untuk mencari dan menuliskan dialog terkait sapaan , berpamitan,ucapan terima kasih danpermintaan maaf.

Kepala SMP Negeri 3 Kampar

**ABDUL RAHMAN,S.Ag**
NIP. 19741220 200801 1 006

Mengetahui
Batubelah,……Juli 2019
Guru Mata Pelajaran

**ELFITHRAINI,S.Ag. S.Pd**
NIP. 19780619 200701 2 003

UIN SUSKA RIAU

**LANGUAGE DEVELOPMENT CENTER**

STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الإسلامية الحكومية رياو

## CERTIFICATE OF ACHIEVEMENT

This is to certify that

Name            : Zulhendri
ID Number       : 217901156B5
Date of Birth   : March 4, 1980
Sex             : Male
Test Form       : Paper Based Test

Achieved the following scores on the

### English Proficiency Test

Listening Comprehension          : 68
Structure & Written Expressions  : 68
Reading Comprehension            : 61

Overall Score                    : 657

Expired Date : May 12, 2021

The Head of Language Development Center

Mahyudin Syukri, M. Ag
NIP. 19720421 200604 1 003

# LANGUAGE DEVELOPMENT CENTER

## STATE ISLAMIC UNIVERSITY OF SULTAN SYARIF KASIM RIAU

مركز ترقية اللغة لجامعة سلطان شريف قاسم الحكومية الإسلامية

## SERTIFIKAT
ARABIC PROFICIENCY TEST

DIBERIKAN KEPADA

### Zulhendri

Nomor ID : 21790115685
Jenis Kelamin : Laki-Laki
Tanggal Lahir : 4 Maret 1980

بيان النتائج لاختبار اللغة العربية لمعرفة الكفاءة اللغوية

| | |
|---|---|
| الإستماع | 45 |
| القراعد | 45 |
| القراءة | 53 |
| النتيجة | 477 |

Berlaku Hingga : 07 April 2021

Mahyudin Syukri, M. Ag
The Head of Language Development Center

UIN SUSKA RIAU

**Arabic Proficiency Test® Certificate Provided by**

*Language Development Center of State Islamic University of Sultan Syarif Kasim Riau.*
*The scores and information presented in this score report are approved.*

Address : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28128 PO BOX 1004 HP. 0852 7144 0823
Email : info@pusat-bahasa.info Website : pusat-bahasa.info

**KEMENTERIAN AGAMA RI**
**UNIVERSITAS ISLAM NEGERI SULTAN SYARIF KASIM RIAU**
**PROGRAM PASCASARJANA**
**كلية الدراسات العليا**
**THE GRADUATE PROGRAMME**
Alamat : Jl. KH. Ahmad Dahlan No. 94 Pekanbaru 28129 PO.BOX. 1004
Phone & Facs, (0761) 858832, Site : pps.uin-suska.ac.id E-mail : pps@uin-suska.ac.id

**UIN SUSKA RIAU**

Nomor     : 619/Un.04/PPs/PP.00.9/2019                    Pekanbaru, 11 Maret 2019
Lamp.     : 1 berkas
Perihal   : Izin Melakukan Kegiatan Penelitian Tesis

Kepada Yth.
Kepala Dinas Penanaman Modal
dan Pelayanan Terpadu Satu Pintu Provinsi Riau
Di
Pekanbaru

Dengan hormat,
Dalam rangka penulisan tesis, maka dimohon kesediaan Bapak/Ibu/Sau-dara untuk mengizinkan mahasiswa yang tersebut di bawah ini:

Nama                    : Zulhendri
NIM                     : 21790115685
Program Pendidikan      : Magister (S2)
Program Studi           : Pendidikan Agama Islam
Konsentrasi             : Pendidikan Bahasa Inggris
Semester                : IV (Empat)
Judul Tesis             : English Teacher's Activities in Implementing The Scientific Approach of The 2013 Curriculum in Teaching And Learning Process at SMPN 3 Kampar

untuk melakukan penelitian sekaligus mengumpulkan data dan informasi yang diperlukannya dari SMPN 3 Kampar.

Demikian disampaikan, atas perhatiannya diucapkan terima kasih.

Wasalam
Direktur,

**Prof. Dr. Afrizal M, MA**
NIP. 19591015 198903 1 001

157
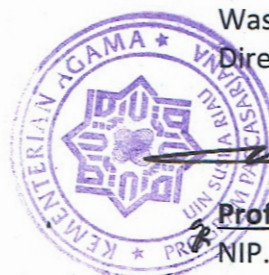
## PEMERINTAH PROVINSI RIAU
## DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU
Gedung Menara Lancang Kuning Lantai I & II Komp. Kantor Gubernur Riau
Jl. Jenderal Sudirman No. 460 Telp. (0761) 39119 Fax. (0761) 39117, PEKANBARU
Email : dpmptsp@riau.go.id

Kode Pos : 28126

032010

## REKOMENDASI
Nomor : 503/DPMPTSP/NON IZIN-RISET/20365
T E N T A N G

PELAKSANAAN KEGIATAN RISET/PRA RISET
DAN PENGUMPULAN DATA UNTUK BAHAN TESIS

Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau, setelah membaca Surat Permohonan Riset dari : **Direktur Program Pascasarjana UIN Suska Riau, Nomor : Un.04/PPs/PP.00.9/0619/2019 Tanggal 11 Maret 2019**, dengan ini memberikan rekomendasi kepada:

| | | | |
|---|---|---|---|
| 1. | Nama | : | **ZULHENDRI** |
| 2. | NIM / KTP | : | 21790115685 |
| 3. | Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 4. | Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 5. | Jenjang | : | S2 |
| 6. | Judul Penelitian | : | **ENGLISH TEACHER'S ACTIVITIES IN IMPLEMENTING THE SCIENTIFIC APPROACH OF THE 2013 CURRICULUM IN TEACHING AND LEARNING PROCESS AT SMPN 3 KAMPAR** |
| 7. | Lokasi Penelitian | : | SMP NEGERI 3 KAMPAR |

Dengan ketentuan sebagai berikut:

1. Tidak melakukan kegiatan yang menyimpang dari ketentuan yang telah ditetapkan.
2. Pelaksanaan Kegiatan Penelitian dan Pengumpulan Data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini diterbitkan.
3. Kepada pihak yang terkait diharapkan dapat memberikan kemudahan serta membantu kelancaran kegiatan Penelitian dan Pengumpulan Data dimaksud.

Demikian rekomendasi ini dibuat untuk dipergunakan seperlunya.

Dibuat di : Pekanbaru
Pada Tanggal : 20 Maret 2019

Ditandatangani Secara Elektronik Melalui :
Sistem Informasi Manajemen Pelayanan (SIMPEL)

DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
PROVINSI RIAU
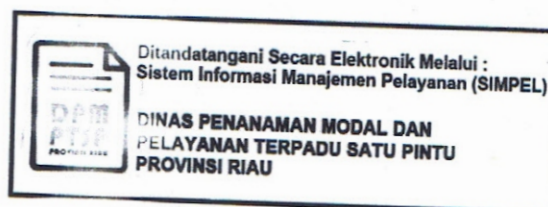
<u>Tembusan</u> :
Disampaikan Kepada Yth :
1. Kepala Badan Kesatuan Bangsa dan Politik Provinsi Riau di Pekanbaru
2. Bupati Kampar
   Up. Kepala Kantor Kesatuan Bangsa dan Politik di Bangkinang
3. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru
4. Yang Bersangkutan

# KANTOR KESATUAN BANGSA DAN POLITIK

JALAN TUANKU TAMBUSAI TELP. (0762) 20146

**B A N G K I N A N G   K O T A**     Kode Pos : 28412

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# R E K O M E N D A S I

Nomor : 070/KKBP/2019/193

T e n t a n g

**PELAKSANAAN KEGIATAN RISET/PRA RISET**
**DAN PENGUMPULAN DATA UNTUK BAHAN TESIS**

Kepala Kantor Kesatuan Bangsa dan Politik Kabupaten Kampar setelah membaca Surat Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu Provinsi Riau Nomor : 503/DPMPTSP/NON IZIN-RISET/20365 tanggal 20 Maret 2019, dengan ini memberi Rekomendasi /Izin Penelitian kepada:

| | | | |
|---|---|---|---|
| 1. | N a m a | : | **ZULHENDRI** |
| 2. | NIM | : | 21790115685 |
| 3. | Universitas | : | UNIVERSITAS ISLAM NEGERI SUSKA RIAU |
| 4. | Program Studi | : | PENDIDIKAN AGAMA ISLAM |
| 5. | Konsentrasi | : | PENDIDIKAN BAHASA INGGRIS |
| 6. | Jenjang | : | S2 |
| 7. | Alamat | : | DUSUN 1 DESA NAUMBAI KECAMATAN KAMPAR |
| 8. | Judul Penelitian | : | **ENGLISH TEACHER'S ACTIVITIES IN IMPLEMENTING THE SCIENTIFIC APPROACH OF THE 2013 CURRICULUM IN TEACHING AND LEARNING PROCESS AT SMPN 3 KAMPAR** |
| 9. | Lokasi | : | SMPN 3 KAMPAR |

Dengan ketentuan sebagai berikut :

1. Tidak melakukan Penelitian yang menyimpang dari ketentuan dalam proposal yang telah ditetapkan atau yang tidak ada hubungannya dengan kegiatan riset/pra riset dan pengumpulan data ini.

2. Pelaksanaan kegiatan penelitian/pengumpulan data ini berlangsung selama 6 (enam) bulan terhitung mulai tanggal rekomendasi ini dikeluarkan.

Demikian rekomendasi ini diberikan, agar digunakan sebagaimana mestinya dan kepada pihak yang terkait diharapkan untuk dapat memberikan kemudahan dan membantu kelancaran kegiatan Riset ini dan terima kasih.

Dikeluarkan di Bangkinang
pada tanggal 21 Maret 2019

a.n. **KEPALA KANTOR KESBANGPOL KAB. KAMPAR**
Kasi. Kesatuan Bangsa

**ONNITA, SE**
Penata Tk. I
NIP. 19661009 198803 2 003

Rekomendasi ini disampaikan Kepada Yth;
1. Kepala Sekolah SMPN 3 Kampar di Batu Belah.
2. Direktur Program Pascasarjana UIN Suska Riau di Pekanbaru.
3. Yang Bersangkutan

# SURAT KETERANGAN
Nomor: 422/SMPN 3-KPR/060.a

Yang bertanda tangan dibawah ini, Kepala SMP Negeri 3 Kampar dengan ini menerangkan bahwa:

| | |
|---|---|
| Nama | : **ZULHENDRI** |
| NIM | : 21790115685 |
| Tempat / Tanggal Lahir | : Bangkinang, 04 Maret 1980 |
| Pekerjaan | : Mahasiswa Pascasarjana UIN Suska Riau |

Adalah benar telah melakukan Riset/Penelitian pada SMP Negeri 3 Kampar terhitung mulai tanggal 21 Maret 2019 s.d tanggal 21 September 2019 dengan Judul Penelitian "ENGLISH TEACHER'S ACTIVITIES IN IMPLEMENTING THE SCIENTIFIC APPROACH OF THE 2013 CURRICULUM IN TEACHING AND LEARNING PROCESS AT SMPN 3 KAMPAR" Berdasarkan surat dari Kantor Kesatuan Bangsa dan Politik Kabupaten Kampar Nomor 070/KKBP/2019/193 tanggal 21 Maret 2019 perihal Izin Melaksanakan Riset/Penelitian.

Demikian surat keterangan ini dibuat untuk dipergunakan sebagaimana mestinya

Batu Belah, 21 September 2019
Kepala Sekolah

**ABDUL RAHMAN, S.Ag**
NIP. 19741220 200801 1 006

160
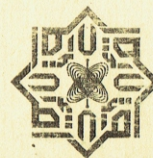
**UIN SUSKA RIAU**

# KARTU KONTROL KONSULTASI

### BIMBINGAN TESIS / DISERTASI MAHASISWA

| | |
|---|---|
| NAMA | : ZULHENDRI |
| NIM | : 21790115685 |
| PROGRAM STUDI | : PAI |
| KONSENTRASI | : BAHASA INGGRIS |
| PEMBIMBING I / PROMOTOR | : Dr. MARZUKI, M.Ed |
| PEMBIMBING II /CO PROMOTOR | : Drs. H. PROMADI, MA, Ph.D |
| JUDUL TESIS/DISERTASI | : Implementing an English teaching culture through the Use of environmental media ... |

**PROGRAM PASCASARJANA
UNIVERSITAS ISLAM NEGERI
SULTAN SYARIF KASIM RIAU**

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## KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI

| NO. | Tanggal Konsultasi | Materi Pembimbing / Promotor | Paraf Pembimbing/ Promotor | Keterangan |
|---|---|---|---|---|
| 1. | 15/4-19 | Title and Problem Research overdue – Instrument type 3 | ACC | |
| 2. | 29/6-2019 | Check Instrument for data collection | ACC | |
| 3. | 11/9/2019 | Data collection at the research school | ACC | |
| 4. | 16/8/2019 | Check report on data Collection Chapter IV | ACC | Some corrections need to be made |
| 5. | 13/9/2019 | Crosschecking the corrections made on Chapter IV continued | ACC | A number of corrections need to be made |
| 6. | 2/10/19 | Crosschecking findings and Conclusions for corrections to be made | ACC | Approved for defect Hetic to the final exam. |

Catatan :
*Coret yang tidak perlu

Pekanbaru, 2 – 10 – 2019.

**Dr. H. MARZUKI, M.Ed., M.A
NIP. 19550204 198903 1 001**

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## KONTROL KONSULTASI BIMBINGAN TESIS / DISERTASI

| NO. | Tanggal Konsultasi | Materi Pembimbing / Promotor | Paraf Pembimbing/ Co Promotor | Keterangan |
|---|---|---|---|---|
| 1. | 21/8 19 | State Problem in the Background — Sesuatu yg. terjadi di wjw bukan masalah. Tak perlu diteliti | ✓ | |
| 2. | 4/4 19 | There is no problem for Research | ✓ | |
| 3. | 27/4 19 | Change TITLE Because there is no Problem | ✓ | |
| 4. | 21/ -19 | Problem OK Methodology | ✓ | |
| 5 | 28/6 — | Create Instrument | ✓ | |
| 5. | 10/7 19 | Acc Instrument | ✓ | |
| | 19/8-19 | Data Analysis Student Activity Tabel Recap. | ✓ | |
| 6. | 24/9 19 | Analisis kesimpulan Hasil & Pinile | ✓ | |
| | 25/9 19 | Acc untuk ujian munaqasyah | ✓ | |

Catatan :
*Coret yang tidak perlu

Pekanbaru, 25/9/ 2019

Pembimbing II / Co Promotor

**Drs. H. PROMADI, M.A., Ph.D
NIP. 19640827 199103 1 009**

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Appendix 11: Seminar Cards

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ZULHENDRI
NIM : 17300329
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

| NO | | TGL/HARI | JUDUL TESIS/DISERTASI | PARAF SEKRETARIS | KET |
|---|---|---|---|---|---|
| 1. | 1 | 5-12-2017 | Studi Komparatif Pembiayaan Kredit tanpa Agunan ditinjau dari sudut | | Welly Maisiko |
| | 2 | (Jumat) | Pandang ekonomi syariah (studi kasus pada bank syariah Mandiri dan BRI) | | |
| | 3 | | | | |
| 2. | 4 | | Analisis Pemikiran Koperasi Bung Hatta Menurut Perspektif Ekonomi Syariah | | Rdi Afriyeni |
| | 5 | | | | |
| 3. | 6 | | Pengaruh total Pembiayaan dan dana Pihak ketiga terhadap financing to | | Retno kandi Putri |
| | 7 | | deposite ratio pada Bank Pembiayaan Rakyat syariah di Indonesia Tahun 2012-2015 | | |
| 4. | 8 | | Analisis Peran stakeholder Perbankan Syariah sebagai upaya meningkatkan | | Sari Reza |
| | 9 | | Kinerja Bank syariah | | |
| 5. | 10 | | Analisis faktor-faktor yang mempengaruhi minat anggota atau | | Muhammad Anggra |
| | 11 | | agen untuk memilih bergabung pd PT. Herba Penawar Alwahida Indonesia (HPAI) | | |
| | 12 | | | | |
| 6. | 13 | | Praktek jual beli Sumber mata air Situmbang dalam perspektif ekonomi | | Muhammad Rizal |
| | 14 | | islam (Studi di Desa Pulau Birok kecamatan kampar kabupaten kampar | | |
| | 15 | | | | |

Pekanbaru, 5-12-2017
Direktur,

**Prof. Dr. H. Ilyas Husti, M.Ag**
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA        : ZULHENDRI
NIM         : 17.300329
PROGRAM     : PASCASARJANA
PRODI       : PAI
KONSENTRASI : BAHASA INGGRIS

| NO | TGL/HARI | JUDUL TESIS/DISERTASI | PARAF SEKRETARIS | KET |
|---|---|---|---|---|
| 1 | 12-12-2017, Selasa | Pengaruh Kepemimpinan Profesionalisme Terhadap | | Busro |
| 2 | | Kepuasan Kerja Guru Di Pondok Pesantren Se-Kecamatan Tambang | | |
| 3 | | Kabupaten Kampar Provinsi Riau | | |
| 4 | 12-12-2017, Selasa | Kemampuan Interaksi Edukatif Guru pada pembelajaran | 12/17 | Sairuddin |
| 5 | | Pendidikan Agama Islam di Tingkat sekolah Menengah | | |
| 6 | | Pertama Se-Kecamatan Tampan | | |
| 7 | | | | |
| 8 | | | | |
| 9 | | | | |
| 10 | | | | |
| 11 | | | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

Pekanbaru,  12-12- 2017
Direktur,


**Prof. Dr. H. Ilyas Husti, M.Ag**
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
    2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ZULHENDRI
NIM : 17300329
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

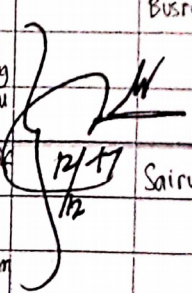| NO | | TGL/HARI | JUDUL TESIS/DISERTASI | PARAF SEKRETARIS | KET |
|---|---|---|---|---|---|
| 1. | 1 | 12-12-2017, Selasa | The management of learning Environment by English Teachers at Junior | | ZULKIFLI |
| | 2 | | High schools in Tambang District. | | |
| 2. | 3 | 12-12-2017, Selasa | The influence of using Vocabulary Knowledge on reading Comprehention | | Selvia Angela |
| | 4 | | and Writing ability at SMPN 3 XIII koto Kampar | | |
| 3. | 5 | 12-12-2017, Selasa | English Teachers' Perception of Implementing 2013 Curriculum in | | Ahmad Nurfajri |
| | 6 | | English Teaching Learning Process at Senior High Schools in Sungai Apit District | | |
| 4. | 7 | 12-12-2017, Selasa | Analyzing the Grammatical and Punctuation Errors in Writing | | Tiara Panduwinata |
| | 8 | | Narrative Text | | |
| 5. | 9 | 12-12-2017, Selasa | The influence of students' self-Confidence and participation toward | | Andini Telianda |
| | 10 | | their speaking Ability at SMPN 14 PKU | | |
| 6. | 11 | 12-12-2017, Selasa | An Analysis of students Pronunciation of Words suffixes /t/,/d/,/id/ and suffixes | | Ovi Arinta Erwin |
| | 12 | | /s/,/z/,/iz/ of second Grade students in SMA Plus Bina Bangsa. | | |
| 7. | 13 | 12-12-2017, Selasa | The Comparison Between the Effect of using Cognitive Academic Language | | Dewi Khalida Laila |
| | 14 | | Learning Approach (CALLA) and sheltered Instruction observation Protocol (SIOP) model | | |
| | 15 | | | | |

Pekanbaru, 12 - 12 - 2017
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ZULHENDRI
NIM : 20790115685
PROGRAM : PASCA SARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

| NO | TGL/HARI | JUDUL TESIS/DISERTASI | PARAF SEKRETARIS | KET |
|----|----------|-----------------------|------------------|-----|
| 1 | 27/4/2018 Jumat | Kesehatan jiwa dengan membentuk karakter dan implikasinya terhadap | | Sarim |
| 2 | | Pendidikan Islam | | |
| 3 | 27/4-2018 Jumat | Pendidikan Karakter Islam berbasis nilai-nilai kearifan lokal | | Etri Maula ihsa |
| 4 | | Melayu-Riau | | |
| 5 | 27/4-2018 Jumat | Nilai-Nilai Pendidikan Islam dalam novel Ad Tauhid karya | | Feni Elinta |
| 6 | | Habiburahman Al-Shirazy | | |
| 7 | 27/4-2018 Jumat | Konsep Pengajaran Iman dan Islam Sebagai Pembentuk kepribadian | | Fitriana Fri Oktani |
| 8 | | Islami dan relevansinya dalam Pendidikan Agama Islam | | |
| 9 | | (studi Pemikiran Sidi Gazalba) | | |
| 10 | | | | |
| 11 | 27-4-2018 Jumat | Konsep epistimologi Pendidikan Karakter Islami dalam | | walmy |
| 12 | | Perspektif Imam AL-Ghazali | | |
| 13 | | (Kajian Kitab AL-Wasaya) | | |
| 14 | | | | |
| 15 | | | | |

Pekanbaru, 27 - 04 - 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
    2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ZULHENDRI
NIM : 21790115685
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

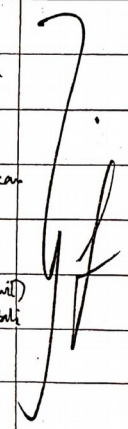| NO | TGL/HARI | JUDUL TESIS/DISERTASI | PARAF SEKRETARIS | KET |
|----|----------|------------------------|------------------|-----|
| 1 | 27 April 2018 Jumat | Manajemen Pendidikan kepribadian dan kemasyarakatan menurut | | Wesri Susila |
| 2 | | Pemikiran K.H. Ahmad Dahlan | | |
| 3 | 27 April 2018 Jumat | Integrasi Ilmu pendidikan Islam dan Ilmu pendidikan umum menurut | | Nadia Delasmi |
| 4 | | Muhammad Natsir. | | |
| 5 | 27 April 2018 Jumat | Kesetaraan gender dalam Pendidikan Perspektif Rahmah El Yunusiah | | Mutia Rahmi |
| 6 | | | | |
| 7 | 27 April 2018 Jumat | Konsep insan paripurna (insan kamil) menurut pemikiran Imam Al-Ghazali | | Fatikhatus Marwa |
| 8 | | dan implikasinya terhadap kurikulum 2013 | | |
| 9 | | | | |
| 10 | 27 April 2018 Jumat | Konsep kepemimpinan dan Pendidikan Islam dalam | | Nur Asnah. |
| 11 | | Perspektif Prof. Dr. H. Muhammad Yunus | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

Pekanbaru, 27 - 04 - 2018
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
 2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ZULHENDRI
NIM : 21790115685
PROGRAM : PASCA SARJANA
PRODI : ~~S1~~ PAI
KONSENTRASI : B.N.6

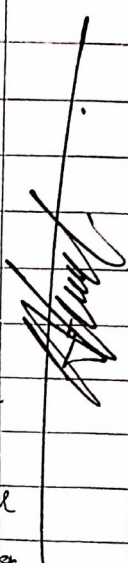| NO | TGL/HARI | JUDUL TESIS/DISERTASI | PARAF SEKRETARIS | KET |
|---|---|---|---|---|
| 1 | 12 - 05 - 2018 | Pengaruh kompetensi kepribadian dan kompetensi Sosial guru | | |
| 2 | | Pendidikan agama Islam terhadap Akhlak Siswa tidila disekolah | | |
| 3 | | menengah atas di kabupaten kampar | | |
| 4 | 12 - 05 - 2018 | Konsep pendidikan Islam dalam kitab adab AL-Mu'allim karya | | |
| 5 | | Ibnu Sahl As-Salam tahun 2027 H | | |
| 6 | 12 - 05 - 2018 | Manajemen pendidikan Islam dalam pandangan Haji' Abdul | | |
| 7 | | (Hamka) 1908 - 1981 | | |
| 8 | | | | |
| 9 | 12 - 05 - 2018 | Manajemen Pengembangan kurikulum Pendidikan Agama Islam di | | |
| 10 | | SMPIT kota Pekanbaru | | |
| 11 | 12 - 05 - 2018 | Implementasi Pendidikan Informal dan Formal dalam pendidikan | | |
| 12 | | Agama Islam menurut Buya Hamka | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

Pekanbaru, 12 - 05 - 20.18
Direktur,

Prof. Dr. H. Ilyas Husti, M.Ag
NIP. 19611230 198903 1 002

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ZULHENDRI
NIM : 21790115685
PROGRAM : S-2
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

| NO | TGL/HARI | JUDULTESIS/DISERTASI | PARAF SEKRETARIS | KET |
|---|---|---|---|---|
| 1 | 30-1-2019 | Implementing an English teaching Culture through the use of | | ZULHENDRI |
| 2 | (RABU) | environmental media at | | |
| 3 | | State junior high school in Kampar sub-district | | |
| 4 | | | | |
| 5 | 30-1-2019 | The Effect of students' team Achievement divisions (STAD) | | RIZKY NUGRAHA |
| 6 | (RABU) | Cooperative Integrated Reading and Composition (CIRC) methods | Dr. Madun | |
| 7 | | On students' reading Comprehension at SMPN 23 Pekanbaru | | |
| 8 | | | | |
| 9 | 30-01-2019 | The effect of Scrapbook towards students Ability in writing | | RAHMA DARINI |
| 10 | (RABU) | Recount text and motivation of ten Grade students MA | | |
| 11 | | AL-Munawwarah | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

Pekanbaru, 30-01- 2019
Direktur,

**Prof. Dr. Afrizal, M, MA**
NIP. 19591015 198903 1 001

NB:1.Kartu ini dibawa setiap kali mengikuti Seminar
2.Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ZULHENDRI
NIM : 21790115685
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : BAHASA INGGRIS

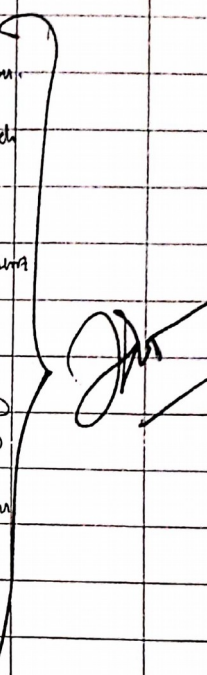| NO | TGL/HARI | JUDULTESIS/DISERTASI | PARAF SEKRETARIS | KET | |
|---|---|---|---|---|---|
| 1 | 21/03-2019 | The Influence of reading interest and self efficacy on students | | | M.RAMADH ARIF |
| 2 | | Reading Comprehension of the tenth grade on Islamic Senior | | | |
| 3 | | High School As-shofa-Pekanbaru. | | | |
| 4 | 21/03-2019 | The Contribution of Part of speech knowledge and syntactical | | | HUSNIL FADLI SYAFI'I |
| 5 | | Comprehension toward students' ability of writing Narrative Essay | | | |
| 6 | | on the English Education Department of UIN SUSKA-Riau | | | |
| 7 | | - | | | |
| 8 | 21/03-2019 | A Comparison between the Effect of using Paired Reading | | | FITRIANI |
| 9 | | Method and Repeated Reading Method on students' Reading | | | |
| 10 | | Comprehension at Vocational High school of Konsai Pekanbaru | | | |
| 11 | | | | | |
| 12 | 21/03-2019 | The teacher's strategies in Error Correction of Writing | | | TIARA RAMADH |
| 13 | | on Senior High School in Pekanbaru | | | |
| 14 | | | | | |
| 15 | | | | | |

Pekanbaru, 21-03-20.19
Direktur,

**Prof. Dr. Afrizal, M, MA**
NIP. 19591015 198903 1 001

NB:1.Kartu ini dibawa setiap kali mengikuti Seminar
   2.Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA          : ZULHENDRI
NIM           : 21790115685
PROGRAM       : PASCA SARJANA
PRODI         : PAI
KONSENTRASI   : BAHASA INGGRIS

| NO | TGL/HARI | JUDUL TESIS/DISERTASI | PARAF SEKRETARIS | KET |
|----|----------|----------------------|------------------|-----|
| 1 | 8/04 - 2019 | Investigating student's Academic Listening Comprehension : | | NINA NOVAYANA |
| 2 | Semin | A Case Study program at Islammic University of Riau | | |
| 3 | | | | |
| 4 | 8/04 - 2019 | Exploring leisure reading habits English Textbook : A Case study | | NURMANIA FITRI |
| 5 | | of students' Achievement Junior High school 1 Benai | | |
| 6 | | | | |
| 7 | 8/04 - 2019 | Investigating teaching speaking Skill : A Case Study of English | Dln Magnu | Zalia Utami |
| 8 | | Teachers' Activity at MAN 1 Pekanbaru | | |
| 9 | | | | |
| 10 | 8/04 - 2019 | Exploring bottom up and top down strategies in listening | | FIALATUL RAHMI |
| 11 | | Comprehension: A case study at Senior high school in Dumai | | |
| 12 | | | | |
| 13 | | | | |
| 14 | | | | |
| 15 | | | | |

Pekanbaru,   8 April   2019
Direktur,


**Prof. Dr. H. Afrizal M, MA**
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
    2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**KARTU KONTROL MENGIKUTI SEMINAR TESIS/DISERTASI**
**PROGRAM PASCASARJANA UIN SULTAN SYARIF KASIM RIAU**

NAMA : ZULHENDRI
NIM : 21790115685
PROGRAM : PASCASARJANA
PRODI : PAI
KONSENTRASI : PBI

| NO | TGL/HARI | JUDUL TESIS/DISERTASI | PARAF SEKRETARIS | KET |
|----|----------|------------------------|------------------|-----|
| 1 | 9 APRIL 2019 | Konsep Pendidikan Anak Menurut Muhammad Mutawalli | | PITRO HAMDAN |
| 2 | SELASA | Sya'rawi dalam tafsirnya Khowatthiri Haula AlQuran | / | |
| 3 | | Al Karim. | | |
| 4 | 9 April 2019 | Analisis Nilai-Nilai Pendidikan Karakter Dalam Mata | | DEDI SUNARDI |
| 5 | Selasa | Pelajaran Sejarah Kebudayaan Islam MTs kelas VII ( studi | | |
| 6 | | Evaluasi Buku Teks siswa). | | |
| 7 | 9 April 2019 | PENGARUH TANGGUNG JAWAB ORAN TUA DALAM MENANAMKAN | | SURYANI |
| 8 | Selasa | NILAI-NILAI PENDIDIKAN AKHLAK PADA ANAK USIA 5-12 TAHUN | | |
| 9 | | TERHADAP DAMPAK ERA DIGITAL DI KELURAHAN CINTA RAJA | | |
| 10 | | KECAMATAN JAIL KOTA PEKANBARU. | | |
| 11 | | | | |
| 12 | 9 April 2019 | Implementasi Program Pembelajaran remedial dan pengayaan untuk | | MARDIATI DIANTAMA |
| 13 | Selasa | meningkatkan Hasil Belajar Siswa pada Mata pelajaran | | |
| 14 | | Fikih di Madrasah Aliyah Se-Kecamatan Tualang | | |
| 15 | | kabupaten Siak. | | |

Pekanbaru, 9 APRIL 2019
Direktur,

Prof. Dr. Afrizal, M, MA
NIP. 19591015 198903 1 001

NB: 1. Kartu ini dibawa setiap kali mengikuti Seminar
2. Setiap mahasiswa wajib menghadiri minimal 10 kali Seminar sebelum menjadi Peserta Seminar

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**Appendix 12: Curriculum Vitae**

**CURRICULUM VITAE**

Name                        : Zulhendri
Place of Birth              : Bangkinang
Date of Birth               : March 4th, 1980
Gender                      : Male
Occupation                  : Civil Servant
Religion                    : Islam
Education                   : S1 Degree
                              English Study Program of FKIP Riau University
Address                     : Jl. Alhuda Dusun I Desa Naumbai
                              Kec. Kampar Kab. Kampar
Email                       : themanfrombodi@gmail.com
Phone                       : 081275358210
City                        : Kampar
Province                    : Riau

Parents                     : Muhammad Sari (Father)
                              Raihana (Mother)
Wife                        : Irawati
Sons                        : Muhammad Royyan Zuhra
                              Muhammad Aqil Zuhra
Daughter                    : Athiyyatul Haniyyah Zuhra
Education Background         : SDN 024 Pulau Bangkinang (1992)
                              MTs Salo Bangkinang (1996)
                              MAN Kuok Bangkinang (1999)
                              Riau University (2003)

Employment History          : 1. English Teacher at SMP Bhayangkari
                                 Pekanbaru (2003)
                              2. English Teacher at SMP As-Shofa
                                 Pekanbaru (2005)
                              3. English Teacher at SMPN 2 Bangkinang Barat
                                 (2005)
                              4. English Teacher at SMPN 4 Kampar (2008)

Organizational Experiences : 1. OSIS of MAN Kuok Bangkinang
                              2. Rohis Al Maidan FKIP UNRI
                              3. Scout
                              4. Red Cross

Scientific Work             : A study on the ability of the third grade students of
                              SMUN 4 Pekanbaru in guessing meaning of the text
                              based on the context clues (S1 Degree)