ENGLISH TEACHERS' CHALLENGES IN IMPLEMENTING SCIENTIFIC APPROACH IN ENGLISH LANGUAGE TEACHING (ELT) AT SMPN 1 DRIYOREJO

THESIS

Submitted in partial fulfillment of the requirement for the degree of Sarjana Pendidikan (S.Pd) in Teaching English



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ABSTARCT

Fatmawati, Putri, Sakiina. (2020). English Teachers' Challenges in Implementing Scientific Approach in English Language teaching at SMPN 1 Driyorejo. A Thesis. English Language and Education Departement, Faculty of Education and Teacher Training, Sunan Ampel State University Surabaya. advisors: Dr. M. Salik, M.Ag and Rakhmawati, M.Pd.

Keywords : Challenges, Scientific Approach, English Language Teaching

Teacher is a professional educator with the main task of educating, directing, evaluating students on the path of education. The Indonesia government has introduced a new educational curriculum which called. "2013 Curriculum". This research had two research question, 1. How does the English teacher implement of scientific approach in English language teaching (ELT) at SMPN 1 Drivorejo?, 2. What are the English teacher challenges in implementing of scientific approach in English language teaching (ELT) at SMPN 1 Drivorejo?. The aims of this research is to analyze English teachers' in implementing scientific approach and the English teachers' challenges in different grade in implementing scientific approach in English language teaching (ELT) at SMPN 1 Driyorejo. In this research, qualitative descriptive was use as the research design. This research collect the data with uses observation checklist and interview three English teacher in different grade at SMPN 1 Drivorejo. The conclusion of this research is implementation of scientific approach in English language teaching (ELT) at SMPN 1 Driyorejo, two English teacher in different grade had implement scientific approach still sequence with the step of implementing scientific approach in English language teaching (ELT). While one the English teacher did not implementated scientific approach did not sequence with step of implementation of scientific approach in English languag teaching. Three English teacher at SMPN 1 Driyorejo had the challenges to implement scientific approach are develop students ability, develop students understanding, develop students active, and make students happy to study English lesson.

ABSTRAK

Fatmawati, Putri, Sakiina. (2020). English Teachers' Challenges in Implementing of Scientific Approach in English Language Teaching (ELT) at SMPN 1 Driyorejo. Skripsi. Pendidikan Bahasa Inggris, Fakultas Tarbiyah dan Keguruan, UIN Sunan Ampel Surabaya, Pembimbing: Dr. Mohammad Salik, M.Ag dan Rakhmawati, M.Pd.

Kata kunci : Tantangan, Pendekatan Saintifik, Pengajaran Bahasa Inggris.

Guru adalah pendidik yang profesional dengan tugas utama dari mendidik, mengevaluasi, mengarahkan siswa dijalan pendidikan. Pemerintah Indonesia sudah memperkenalkan kurikulum baru yaitu kurikulum 2013. Penelitian ini memiliki dua pertanyaan yaitu, 1. Bagaimana guru bahasa Inggris mengimplementasikan pendekatan saintifik dalam pembelajaran bahasa Inggris di SMPN 1 Driyorejo, 2. Apa tantangan guru bahasa Inggris ketika mengimplementasikan pendekatan saintifik dalam pembelajaran bahasa inggris di SMPN 1 Driyorejo?. Penelitian ini bertujuan untuk menganalisa guru bahasa inggris mengimplementasikan pendekatan saintifik dan tantangan yang dihadapai guru bahasa inggris dalam mengimplementasikan pendekatan saintifik dalam pengajaran bahasa inggris. Penelitian ini menggunakan deskriptif kualitatif sebagai desain penelitian. Data dari penelitian ini diambil melalui pengamatan didalam kelas dan wawancara dari guru bahasa inggris dari berbagai tingkatan kelas di SMPN 1 Driyorejo. Kesimpulan dari penelitian ini yaitu ada dua guru bahasa inggris di SMPN 1 Drivorejo yang mengimplementasikan pendekatan saintifik yang sesuai dengan tahapan dalam penerapan pendekatan saintifik. Sedangkan ada satu guru bahasa inggris yang menerapkan pendekatan saintifik yang tidak sesuai dengan tahapan dalam menerapkan pendekatan saintifik. Tiga guru bahasa inggris di SMPN 1 Driyorejo dari berbagai tingkatan mendapatkan tantangan ketika mengimplementasikan pendekatan saintifik. Tantangannya yaitu mengembangkan minat siswa, mengembangkan pemahaman siswa, mengembangkan keaktifan siswa, mengembangkan kesenangan siswa dalam belajar bahasa inggris.

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LIST OF ABBREVIATIONS

1. ELT ; English Language Teaching

2. SMPN : Sekolah Menengah Pertama Negeri

(Junior High School)



LIST OF APPENDICS

- 1. Interview Guideline
- 2. Observation Checklist



CHAPTER I

INTRODUCTION

This chapter presents the area of the study that will need covered in some headings, (1) background of study, (2) research question, (3) objectives of the study, (4) significance of study, (5) scope and limitation of study, and (6) definition of key terms.

A. BACKGROUND OF STUDY

Teacher is profesional educator with the main task of educating, guiding, directing, evaluating students on the path of education. As for role of the teacher in education includes so many things, there are diagnose attitudes students, make a lesson plan before start the lesson, executor of the learning process, executor school administration, spreader information and communication, self potential develop, students potential developer, Etc. Teacher, instuctors, and students are able to gain international sources of information either directly from the sources people or media of current information.

Education in school is the format education which serves to improve the human resources, but in the fact of education in the school do not maximum results. Through education, a people will be equipped to be more 1. Education is the main thing in the process of improving the quality of human resources. Education is a conscious and planned effort to create an atmosphere of learning and the learning process so that learners are actively developing the potential for students to have religious spritual power, self control, presonality, intelligence as well as skill necessary². Education is an integral part in the development. The process of education can not be

¹ Putri Kadir Sriwahyuni et.al. *Pengaruh Model Problem Based Learning Dengan Pendekatan Saintifik Terhadap Hasil Belajar IPS di SDN 197 Duampanua Kabupaten Pinrang. Phinisi Integration Review.* Vol 2, No 1, Februari 2019. https://OJS.unm.ac.id/pir.

² Yulianto Aan et.al. *Pendekatan Saintifik Untuk Mengembangkan Karakter Disiplin dan Tanggung Jawab Siswa SD.* Universitas Pendidikan Indonesia. Vol 13, no 2, 2015

separated from the development itself. The function of education is preparing for students. education is one of the process in order to affect of students to be able to adapt as possible³.

In Indonesia, English is a required lesson because indonesia government think English is important for teacher future. English is second language for Indonesia people because English is global language. English language can uses communication for English people in the world and our country. Learning from point of view as a learning process built by the teacher develop thinking creativity that can enhance students' ability to construct new knowledge as efforts to improve good mastery of the material lesson⁴. In indonesia 1967 English has been promulgated as foreign language that must be taught in junior high school and senior high school. this learning continue to be develop until now through change new curriculum, both school curriculum and college curriculum. English is the must language which used by the people who has different language and country. English is not only as tool communication, but also as a unifier of the people who have different cultures and language.

The indonesia government has introduced a new educational curriculum. The new curriculum put more emphasis on exarcising the students to their three core competences, covering, cognitive, and psychomotoric competence⁵. 2013 curriculum has a characteristic distinctive namely, the implementation of scientific approach in the

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³ Priambodo Okta Andrias, Penerapan Pendekatan Saintifik Dalam Pembelajaran Bahasa Indonesia Pada Siswa Kelas VIII SMP Al – Firdaus Sukoharjo. (Universita Muhammadiyah Surakarta: 2017)

⁴ Nurdiyansyah et.al., *Inovasi Pembelajaran Sesuai Dengan Kurikulum* 2013. (Sidoarjo: Nizamia Learning Center, 2016)

⁵ Maba Wayan et.al. *The Primary School Teachers' Competence in Implementing The 2013 Curriculum*. SHS Web of Competences. 42, 00035, 2018, https://doi.org.10.1051/shsconf/2018420035.

learning process⁶. 2013 curriculum uses scientific approach for develop skills students, knowledge, and attitudes students. scientific approach focuses on productive creative, affective, and innovative students through integrated skills, knowledge and attitudes⁷. scientific approach intended to give understand for the students in recognize, understand various materials using the scientific approach⁸. Scientific approach it consist of learning steps constructed from observing, questioning, experimenting, associating, and communicating. The steps of scientific approach they are. (1) observing, based on from syillabus of 2013 curriculum, the teacher can do some observing activities. The teacher give question for students to observe the picture, video, or power point. The teachers and students are provides with object or real objects or phenomena. (2) questiong, the teachers can some activities for guiding questioning step such as give the students have an opportunitie to ask about observation's objects and lead the students to be provide questions dealing able to the objects. experimenting, to get authentic learning, the students must do experiments. (4) associating, to describe teachers and students active participate in the classroom. Students have to be more active for give more oppotunities. (5) communicating, collaborative learning. Activities to inform the results and conclusion of observation which based on analysis from the written, spoken, or others⁹.

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⁶ Priambodo Okta Andrias, *Penerepan Pendekatan Saintifik Dalam Pelajaran Bahasa Indonesia Pada Siswa Kelas VIII SMP Al – Firdaus Sukoharjo.* (Universitas Muhammadiyah Surakarta : 2017)

⁷ Atmarizon Diki et.al. *The Implementation of Scientific Approach in Teaching English at The Tenth Grade of Senior High School 7 Padang. Jurnal Pendidikan Bahasa, Sastra, dan Seni*. Vol XVII, No 1, Maret 2016, hal 1 – 18. http://ejournal.unp.ac.id/index.php/komposisi.

⁸ Priambodo Okta Andrias, Penerepan Pendekatan Saintifik Dalam Pelajaran Bahasa Indonesia Pada Siswa Kelas VIII SMP Al – Firdaus Sukoharjo. (Universitas Muhammadiyah Surakarta: 2017)

⁹ Atmarizon Diki et.al. The implementation of Scientific Approach in Teaching English at Tenth Grade of Senior High School 7

In the general learning process strat from introduction, after introduction activities is core activities, and last activities is closing activities. The aims in introduction activities is strengthen students' understand of what will be studied, and know the general purpose of learning so as to produce a high curiosity. The high curriosity can be strong basis for learning in core activities. In core activities students carry out learning activities with the scientific approach. So that core activity can be directed and meaningful, the educators must be develop a systematic lesson plan for learning scientific method. While in closing activities students are directed to validate the findings and conclusion of the material been studied.

English language teaching (ELT) is goal from language acquisition, is communicative competence. It adopst concepts, methods, teachniques, approach and tool in the classroom for recognize and managung the communicativeneed of students or language learners¹⁰.

In the real and fact, scientific approach in 2013 curriculum has been implemented in every school in indonesia, but still found that many teacher had implemented it unsuccessfully. In addition, in the implement scientific approach, several obstacles were found in many field, including related to unpreparedness of teachers as implementers in the classroom¹¹. English teacher want to consider good lesson plan, creative and meaningful teaching and learning process, assessment, knowledge, and skills are break down into basic competences with three aspects: affective, cognitive, and psychomotor. Teaching and learning process, the current curriculum requires teachers to uses a learning cycle of scientific approach.

Padang.JurnalPendidikan Bahasa, Sastra, and Seni. Vol XVII, No 1, Maret 2016, hal 1 – 18. http://ejournal.unp.ac.id/index.php/komposisi.

¹⁰ Richard Jack et.al., *Approaches and Methods in Language Teaching*. (Cambridge :University Pers, 2016).

¹¹ Maba Wayan et.al. *The Primary School Teachers' Competence in Implementing The 2013 Curriculum. SHS Web of Conferences.* 42, 00035, 2018, https://doi.org/10.1051/shsconf/20184200035.

There was five previous study in this research and the gap of previous study. First previous study, was from Fajar Sodig with the title of "Implementing Scientific Approach of 2013 Curriculum at KTSP - Based School for Teaching Present Continous Tense". In teaching and learning process, there are so much of students still had difficulties in studied English, especially in grammar. The students' mastery in grammar at SMP Taman Teluk Betung was still low. The objective of this previous study is to know and found the influence of using scientific approach in 2013 curriculum about students' mastery in present continous tense¹². Second previous study from Ni luh gede with the researche tittle "Pembelajaran Bahasa Indonesia Berdasarkan Pendekatan Saintifik (Problem Based Learning) Sesuai Kurikulum 2013 dikelas VII SMPN 2 Amlapura". The purpose of this previous study are lesson plan of indonesia learning and teaching process based on scientific approach according to 2013 curriculum in VII grade at SMPN 2 Amlapura, the implementation of indonesia learning process based on scientific approach according to 2013 curriculum in VII Grade at SMPN 2 Amlapura¹³. Third previous study is nina sofiana with her title in her research is "English Language" Teaching in Secondary Schools: Analysis of the 2013 Curriculum". The extent implementation of English language teaching 2013 curriculum in Indonesia on aspect of planning stage, teaching and learning assessment, teaching and learning process. The indicates that the curriculum has been implement well in schools with different national examinition index and employment status¹⁴. The next previous study was from Dewi

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¹² Sodik Fajar et.al. "Implementing Scientific Approach of 2013 Curriculum at KTSP – Based School for Teaching Present Continuous Tense. English Educational: Journal Tadris Bahasa Inggris,Vol 10, 1, 2017, 16 – 28. https://e-journal.radenintan.ac.id/index.php/Engedu.

¹³ Putri Bintari Ni luh Gede et.al. "Pembelajaran Bahasa Indonesia Berdasarkan Pendekatan Saintifik (Problem Based Learning) Sesuai Kurikulum 2013 dikelas VII SMP Negeri 2 Amlapura. E-jornal Program Pascasarjana Universitas Pendidikan Ganesha. Vol 3, tahun 2014.

¹⁴ Sofiana Nina et.al. "English Language Teaching in Secondary Schools: An Analysis of The Implementation of Indonesian ELT 2013

masithoh with the research title "Teachers' Scientific Approach Implementation in Inculcating The Students' Scientiic Attitudes". The purpose from this previous study was attain of overview on teaching experiences by means guided inquiry model of scientific approach in order to inculcate the scientific attitudes among the students of Luqman Al - Hakim International Integrated Islamic Primary School Yogyakarta¹⁵. The last previous study was conducted by Wayan Maba with the research tittle "The Primary School Teachers' Competence in Implementing the 2013 Curriculum". This previous study was conducted to analyze competence of primary school teachers in implementing the 2013 curriculum. The 2013 curriculum has been implemented in almost all schools and there are still many unsuccesful implementations in several indonesian schools. Therefore it is important to study the teachers' competence in implementing the 2013¹⁶.

The differences between all previous study and this study are the participant, the participant of this study is three English teacher in different grade at SMPN 1 Driyorejo, the for this study is SMPN 1 Driyorejo, the aims this study is the English teachers implement of scientific approach in English language teaching and the English teachers' challenges in implementing of scientific approach in English language teaching.

Primary research from this study, SMPN 1 Driyorejo is a school that had RSBI and favorite school in that area, but the all teacher still confused and found the challenges, especially three English teacher still found the challenges when implement scientific approach in English language teaching.

Curriculum. International Journal of Instruction. Vol 12, No 1, Januari 2019. www.e-iji.net.

¹⁵ Masithoh Dewi. "Teachers' Scientific Approach Implementation in Inculcating The Students' Scientific Attitudes". Jurnal Prima Edukasia. Vol 6, No 1, 2018, 32 – 43. http://journal.uny.ac.id/index.php/jpe.

¹⁶Maba Wayan et.al. "The Primary School Teachers' Competence in Implementing The 2013 Curriculum". SHS Web of Competences. 42, 00035, 2018. https://doi.og/10.1051/shsconf/20184200035.

The researcher used observation and little bit interview with three English teacher in different grade at SMPN 1 Driyorejo.

B. RESEARCH QUESTION

The main question of this research are:

- How does the English teacher implement of scientific approach in English language teaching (ELT) at SMPN 1 Driyorejo?
- 2. What are the English teacher challenges in implementing of scientific approach in English language teaching (ELT) at SMPN 1 Driyorejo?

C. OBJECTIVES OF STUDY

From the research question, the objectives of study are:

- 1. To analyze the English teacher implement of scientific approach in English language teaching (ELT)
- 2. To find the teacher challenges in implementing of scientific approach in English language teaching (ELT)

D. SIGNIFICANCE OF STUDY

The results of the research were expected to give some significances to the following people.

English teacher

This research may help the English teacher to know and understand the challenges when teaching process to implement scientific approach in the class and can more develop the material with creative tool and make all students in the class understand when English language teaching (ELT) process.

2. Future Researcher

All researcher need to be continue the study, the future researcher could uses this study to be one of previous study. When the researcher research about teacher challnges in implementing scientific approach. The researcher argues that appropriate next study will be about 'Scientific Approach'.

E. SCOPE AND LIMITATION

1. Scope of The Study

This research will focuses on the English teacher challenges in the process of teaching to implement of scientific approach in English language teaching (ELT).

2. Limitation of The Study

This research will limit the study on the challenges of three teachers' when implement of scientific approach because the challenges of three teachers have different for implementing scientific approach in English language teaching (ELT).

F. DEFINITION OF KEY TERMS

In reporting the study, the researcher uses several terms that need to be clearly defined in order to avoid misunderstanding, misinterpretation, or ambiguity. The definition of the terms in this study are as follows:

1. Challenges

Challenges is a difficult situation for the subject teacher to encourage some enthuasiastic learners to uses the target language due those students who are not very good in English¹⁷. In this research challenges is a teacher problem or difficulties in teaching students in the classroom implement of scientific approach in English language teaching.

2. Scientific Approach

Scientific approach have five step in English language teaching: observing, questioning, experimenting, associating, communicating 18. In this research scientific approach is English teacher implement the approach in English language teaching process.

3. English Language Teaching

English language teaching is teaching english as a second language withfour skills: reading, listening, writing, speaking. As well as the English teacher uses approach, method, and teachnique in the classroom based

¹⁷Alam Intakhab et.al. *The Teacher of English: Pedagogic Relevancein Saudi Arabia*. Vol 4, No 2, June 2011, www.ccsenet.org/elt.

¹⁸Zaim Muhammad. *Implementing Scientific Approah to Teach English at Senior High School in Indonesia at Senior High School in Indonesia. Asian Social Science*. Vol 13, No 2, 2017, www.ass.ccsenet.org.

on the curriculum¹⁹. In this research English language teaching is a class activty from introduction activity until close activity.



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¹⁹ Richard Jack et-al., *Approaches and Methods in Language Teaching*. (Cambridge : University Pers, 2016)

CHAPTER II REVIEW OF RELATED LITERATURE

This chapter presented a brief explanation of some related theoried and literature also previous studies which will support this research. It deals with theories related with introduction of research paper and theoritical moves in background of study.

A. THEORITICAL FRAMEWORK

The theory uses in data analysis are:

1. Definition of Scientific Approach

Scientific approach is technique for teaching students to get new knowledge²⁰. Scientific approach in English teaching focuses on the innovative, creative, productive, and creative students though skills, attitude, and knowledge²¹. Teaching and learning process uses scientific approach is capabke and can create active learning process, and can be make students more creative and innovative thinking in receive the new material.

Learning using scientific approach is a the learning process designed to students active in the learning and teaching process. The scientific approach intended to give understand to students in recognize, the information not just from the teacher. In this research scientific approach is learning and teaching approach in English language teaching.

2. Strengh of Scientific Approach

Learning scientific approach to have an in the learning process, namely:

Learning is students centered, so that allow students active and creative, Learning shaping the concept of knowledge for students itself. Learning to escape verbalism. Learning provide opportunities for student to

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²⁰ Zaim Muhammad. *Implementing Scientific Approah to Teach English at Senior High School in Indonesia at Senior High School in Indonesia. Asian Social Science.* Vol 13, No 2, 2017, www.ass.ccsenet.org.

²¹ Atmarizon Diki et-al. *The Implementation of Scientific Approach in Teaching English at The Tenth Grade of Senior High School 7 Padang. Jurnal Pendidikan Bahasa, Sastra, dan Seni.* Vol XVII, No 1, maret 2016, http://ejournal.unp.ac.id/index.php/komposisi.

asimilate and accomodate the concept of the law and principle. Learning phused the occurance of an increase in the ability to think students. learning to improve the motivation to learn students and motivations for teacher itself. Learning is systematically so facilitate the teacher as facilitator. The learning process involves the process of cognitive potential in stimulate intellectual development, sepecially high order thinking. Can students develop the character, and to give opportunity in the communications²².

In this research, means the scientific approach have the strengh be implemented in 2013 curriculum and this approach and the curriculum have develop in previous curriculum.

3. Weakness of Scientific Approach

The weakness of scientific approach based on the characteristic are:

Need more long time, need more careful in lesson plan, more palatable on learning materials that are science²³. It takes creativity higher than the teacher to create an environment learn by using the scientific approach. When the teacher didn't want to creative then larning can not be implemented based on the learning objective. The teacher rarely explained the subject matter because the teacher have many opinion about the new curriculum is the teacher didn't explain about the subject²⁴.

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²²Afriani Wiwin., Pengaruh Pendekatan Saintifik Terhadap Peningkatan Hasil Belajar Kelas X di SMAN 1 Waway Karya. (Lampung: Universitas Islam Radenintan)

²³ Afriani Wiwin., *Pengaruh Pendekatan Saintifik Terhadap Peningkatan Hasil Belajar Kelas X di SMAN 1 Waway Karya*. (Lampung: Univeritas Islam Raden Intan).

²⁴ Jusnita Naniek et.al. *Implementasi Kurikulum 2013 Dalam Pembelajaran Bahasa Inggris di SMP Kota Ternate. Jurnal Pendidikan.* vol 16, No 1, Januari 2018.

In this research means the scientific approach in new curriculum is still have weakness, because the teacher must adapt from the previous curriculum in new curriculum, and make the students active and creative, especially in high order thinking.

4. Implementation of Scientific Approach

There are five activities for implement of scientific approach:

a. Observing

Activity at this stage that activities maximize five senses with the way to see, hear, and read. When the students do observing activity, the teacher must prepare a observing guideline in the form of the format of study.

b. Questioning

In this activities is the process of construction knowledge of the concept with discussion group or discussion of the class. In this process must be develop a question in certain level high order thinking. This process also demanding the active students participations.

c. Experimenting

This process the students practice with the new knowledge and try to uses the ability in the class or in outside class.

d. Associating

This activities is a process developed the ability to comparing diverse idea and the put in the meory events

e. Communicating

This activities aimed to develop the ability to present all the knowledge and skills already ruled that is not good orally or statements of clarification. In this activity not only knowledge and skill communicate, but also problems and success experienced during the learning process²⁵.

In this research, the English teacher implement scientific approach in English language teaching (ELT) must to know and understand with all step of scientific approach.

5. Challenges of Scientific Approach

In this research the teacher challenges is the problem when the teacher implement of scientific approach in English teaching. There are five step in implementing scientific approach namely:

a. Observing Step

First challenges in observing step is "Develop Students Ability", means each student's ability, second challenges in this step is "Develop Students Understanding" means the English teacher still confused about how to make students can understand about English. The last challenges in this step is "Make Students Active in English Lesson" means the English teacher still confused how to make students active for study English lesson.

b. Questioning Step

In second step the English teacher faced some challenges is "Develop Students Ability" means the English teacher still try to develop students the ability because each students have different ability for study English lesson.

²⁵ Azizah Siti. *Implementasi Pendekatan Scientific Da;am Pengejaran Bahasa Inggris Kurikulum 2013 Di SMPN 1 Pamekasan*. OKARA. Vol 2, No 10, 2013.

c. Experimenting Step

In third steps the English teacher got the challenges about "Students Ability" means the English teacher still tried to the ability of students for the English lesson and tried to make students can to experiment with the English material in studied.

d. Associating Step

In fourth step, the English teacher had two challenges. First challenges is "Develop Student Active" means the English teacher still confusing about how to develop students active because not all students can active for study English lesson. The second challenges in this step is "Develop Students Ability" the English teacher still confusing how to develop students ability because each students have different abilities for study English lesson.

e. Communicating Step

In last step the English teacher still faced two challenges are "Develop Students Ability" the English teacher still confusing how to develop students ability because each students have defferent abilities to study English lesson. Second challenges inin last step is "Develop Students Understanding" the English still try to make students understand for study English lesson, but not all students can understand quick about English material²⁶.

B. REVIEW PREVIOUS STUDY

There are some previous study that investigated about 'scientific approach' are they:

The first previous study was conducted by Fajar Sodiq and M Sayyid Wijaya. The tittle of the research is "Implementing Scientific Approach of 2013 Curriculum at KTSP – Based School for Teaching Present Continuus Tense". The gap of this previous study there are a lotof students have difficulties in learning English, especially grammar. The

²⁶Kendari Niron Sesilia. *The Implementation of The Scientific Approach* in Learning Grade IV of SD Negeri Nirmala, Bantul Regency. Jurnal Pendidikan Sekolah Dasar. Vol 7, 2016

participants in this research are 130 students in four class. The data in this research is experimental design. The result from this research is the researcher can concluded that there was influence of using scientific approach in 2013 curriculum towards students mastery in present continous tense at the eight grade²⁷.

The differences between this previous study and this study are the data, means the data in this previous study used experimental design. While this study used descriptive qualitative research. The next differences is the participants means the participants from this previous study are all students in eight grade of SMP Taman Teluk Betung of 2015/2016. While the articipants from this study are three English teachers in different grade at SMPN 1 Diyorejo. The last differences between this previous study and this study is to know and understand the influence of using scientific approach in 2013 curriculum towards students mastery in present continous tense at the eight grade of SMPN Taman Teluk Betung in 2015/2016. While the objective this study is to understand and to know the teacher challenges implementing scientific approach in English Language teaching (ELT) at SMPN 1 Driyorejo.

The second previous study conducted by Abdullah Hasan. The tittle of the research is "The Effect of Scientific Approach on Students' English Achievement For Junior High School Level in Riau Province, Indonesia". The main question of this research are: is there any significant effect of the scientific approach through ICT towards the students English achievement?, are there any significant differences among three school categories on the students' English achievement using scientific approach through ICT?. The findings or the results from this study is there were significant effect the scientific

²⁷ Sodik Fajar et.al. *Implementing Scientific Approach of 2013 Curriculum at KTSP – Based School For Teaching Present Continous Tense. English Educational : Journal Tadris Bahasa Inggris.* Vol 10, No 1, 2017, 16 – 28, https://e-journal.radenintan.ac,id.

approach throught ICT of 2013 curriculum on students English achievement²⁸.

The differences between second previous study with this research are: The participant, means the participan in second previous study are 160 students and three intact teachers from three junior high school in kampar regency riau province. While the participant this research three English teacher in different grade at SMPN 1 Driyorejo. the last differences in data, means data in second previous study is used quasi – experimental. While the data in this research uses qualitative research.

The third previous study cinducted by Ni Luh Gede Riwan Putri Bintari, Nyoman Sudiana, and Ida Bagus Putrayasa. The tittle of the research is "Pembelajaran Bahasa Indonesia Berdasarkan Pendekatan Saintifik (Problem Based Learning) Sesuai Kurikulum 2013 Dikelas Vii SMP Negeri 2 Amlapura". This research investigated about lesson plan of indonesia lesson based on scientific approach appropriate with 2013 curriculum in seventh grade at SMPN Negeri 2 Amlapura, the implementation indonesia lesson based on scientific approach appropriate with 2013 curriculum in seventh grade at SMP Negeri 2 Amlapura, evaluation indonesia lesson based on scientific approach appropriate with 2013 curriculum in seventh grade at SMP Negeri 2 Amlapura, obstacle experienced by the teacher in implement indonesia lesson based on scientific approach to appropriate 2013 curriculum in seventh grade at SMP Negeri 2 Amlapura. The resulvs from this research are the teacher advised to more careful in the lesson plan. The school should continue to

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²⁸ Hasan Abdullah. The Effect of Scientific Approach on Students' English Achievement For junior High School Level in Riau Province, Indonesia. American Journal of Educational Research. Vol 6, No 2, 2018.

provide a training related to the implementation scientific approach in learning ²⁹.

The differences between third previous study and this study are, the participant means the participant in thisrd previous study is Indonesia teacher in seventh grade at SMP Negeri 2 Amlapura. While the participant in this research are three English teachers in different grade at SMP Negeri 1 Driyorejo. The next differences is the object, means the object in third previous study is to know indonesia language learning based on the scientific approach (problem based learning) as the 2013 curriculum. While the object in this study is to know and understand the English teacher challenges in implementing scientific approach of English language teaching (ELT) at SMPN 1 Driyorejo.

The fourth previous study conducted by Muh Imam Shofwan. The tittle this research is "The Use of Scientific Approach in Teaching English as A Foreign Language in SMPN 1 Jakarta". This previous study put three research questions are, 1. How is application of scientific approach in language teaching?, 2. Is the teacher and the students' role in the classroom?, 3. Are the students' English language improvement in their classroom?. The results from this research are the scientific approach is aplied by using five steps: observing, questioning, experimenting, associating, coomunicating. The teacher has role as a facilitator while students become subject of education (students center), English students improve more communicative and expresive. It means

Ni Luh Gede Putri et.al. Pembelajaran Bahasa Indonesia Berdasarkan Pendekatan Saintifik (Problem Based Learning) Sesuai Kurikulum 2013 dikelas VII SMP Negeri 2 Amlapura.ejournal Program Pascasarjana Universitas Pendidkan Ganesha. Vol 3, Januari 2014.

scientific approach is appropriate and give impact in teaching English³⁰.

The differences between this previous study and this study are the participant, means the participant in this previous study is the English teacher in SMPN 1 Jakarta. While the participant in this study are three English teacher in different grade at SMPN 1 Driyorejo. The next differences is the object, object in this previous study is to know and to understand about the use of scientific approach in teaching English as a foreign language in SMPN 1 Jakarta. While the object in this research is teachers' challenges in implementing scientific approach for English language teaching (ELT) at SMPN 1 Driyorejo.

The last previous study conducted by Afrianto. The tittle this research is "The Implementation of Scientific Approach for Teaching English in Senior High School: Voices From The Fields". This research put three research question are, 1. What is teachers' understanding on the scientific approach?, 2. How do they implement the mandated approach in their classroom?, 3. What kinds of problems the encouncetered during the implementation of this new curriculum may have been not working well in the field yet?. The result this research is requires an integrated and well – planned effort from related parties to make sure the suggested approach can positively affect the effectiveness of English teachingin the field³¹.

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³⁰Imam Shofwan Muh. *The Use of Scientific Approach in Teaching English as a Foreign Language. Jurnal Edulingua.* Vol 4, No 1, Januari – Juni 2017.

³¹ Afrianto. The Implementation of ScientificApproach for Teaching English in Senior High School: Voices From The Fields. Advances in Social Science, Education and Humanities Research. Vol 110, 2017.

This diffences between this previous study and this study is the object in this previous study is to know and understand English teacher implement the scientific approach for teaching English in senior high school. While the objective in this research is to know and understand the English teachers' challenges in implementing scientific approach for English langaue teaching at SMPN 1 Driyorejo. The similarities all of previous study and this study are to telling about scientific approach and 2013 curriculum in junior high school.



CHAPTER III

RESEARCH METHOD

This chapter, the researcher described about the method used by the researcher. It includes research design, subject and setting of the research, data and source of data, data collection technique, research instruments, and data analysis technique.

A. RESEARCH DESIGN

Based on the theory from this research, the researcher employs Descriptive Qualitative. Creswell believes that qualitative research is a media to explore which means of every individual or organism that has associated with issues associated with the society³². In this research, the researcher described the data narratively because one of characteristic of qualitative method is natural setting which the researcher need face to face interaction over time in order to get the information that reated to this study. The researcher uses Descriptive Qualitative because it described a real phenomenom about teacher challenges in implementing scientific approach for English language teaching (ELT).

The researcher will go to that school for emply the data. The researcher will get the data uses descriptive qualitative, first the researcher com to school for permission and the researcher prepare observation checklits to observed the teacher in different grade. After observed the English teacher implementation of scientific approach in different garde, the researcher prepared the interview guideline to interviewing the English teacher in different grade at SMPN 1 Driyorejo.

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³² John W. Creswell. *Research Design : Qualitative, Quantitative, and Mixed Methods Approaches .* (University of Nebraska-Lincoln, 2007).

B. RESEARCH SUBJECT

The subject of this research is who had the challenges in implementing of scientific approach and still confused in implementing scientific approach in English language teaching (ELT). There are three English teacher in different grade at SMPN 1 Driyorejo in implementing of scientific approach in English language teaching (ELT).

C. Setting of The Research

1. Place

The setting of this research was in SMPN 1 Driyorejo which located in Ds Tenaru Driyorejo. this school is choosen as the research located because this school is one of "Refferal Based School" in applying scientific approach than another school, another reason because this school was former "Rintisan Sekolah Bertaraf International" and the English teacher still can't and confused to implemented scientific approach.

2. Time

This research was be conducted on the November 2019. The researcher would observed in different grade on three days, and the fourth days did interviewing with the English teachers in different grade at that school.

D. RESEARCH STAGES

The process of this study went as the following stage:

Firstly, the researcher selected an appropriate school based on this research aim and academic purpose. The second step was asked permission to the headmaster. The headmaster recomendation in selecting participants. After getting the list of recommended three English teachers, the researcher came to the three English teachers for asking permission to did observation in their class and to do an interview with three English teachers. When the researcher

meet with three English teachers, they told still used scientific approach to teaching English, after the researcher observerd three English teachers about implemented of scientific approach in English language teaching (ELT), the researcher do interview about the challenges in implementing of scientific approach.

E. DATA AND SOURCE DATA

1. Data

The data that was used in this research are the researcher did observation and interview to different English teacher in different grade to explore the English teacher implement of scientific approach in English language teaching and what the English teachers' challenges in implementing of scientific approach in English language teaching (ELT).

2. Source of Data

Source of data needed in this research was obtained from the subject of this research by conducting observation and interview as the data collection, the data got in this research was from three English teacher in different grade in implementing of scientific approach in English language teaching (ELT) at SMPN 1 Driyorejo.

F. RESEARCH INSTRUMENTS

Data that are collected during this research are need to hold out the finding of this research. All of the information can be collected by the exploitation of some instruments below:

1. Observation Checklist

The researcher was use observation checklist to gain the data to answer the first research question. The observation checklist adopted from the table 3.2

sheets observation students in learning³³. An observation checklist is presented in tables from wich contains some aspects such as some questions that uses by the English teacher implement of scientific approachin English language teaching in different grade. The observation checklist were designed to reveal what was impotant to understand about the phenomenom under study (see Appendix 1).

2. Interview Guideline

This study was purposed to give information of latest issue in wide environment, what challenges that were faced by three English teachers implement of scientific approach in English language teaching (ELT). The answer of each point of this research involves the teacher answer about the challenges. To knowing this answer, the researcher conducted to do an interview was guide by semi structured intrview³⁴. The questions were designed to reveal what was important to understand about the phenomenom under study (see Appendix 2).

G. DATA COLLECTION TECHNIQUE

The techniques for collecting the data for this research are two, the first is observation and the second is interview.

1. Observation

The first observation is the approach of collective data and information during a direct approach by wanting closely at folks and places

³⁴ Donald Ary, et-al. *Introduction to Research in Education*, Canada, Wadsworth, (2010).

Table 3.2 Lembar Observasi Siswa Dalam Pembelajaran". https:/repository.unpas.ac.id.accesseson15march2019.

within the location³⁵. In this research, the observation technique uses participant observation. This means that the researcher does involve the teacher activity in the classroom. The researcher observes about ho the English teacher implement of scientific approach in English language teaching (ELT) process. In this research, the data were collected by the researcher included in English teaching process. Observation was conducted during teaching and learning process in different grade. On the first day the research observed in the seventh grade, when the English teacher implement of scientific approach, the second days the researcher observed in eight grade, when the English teacher implement of scientific approach, the last days the researcher observed in nineth grade, when the English teacher implement of scientific approach.

2. Interview

Black and champions quotes from widodo said, interview is a question and answer activity to information or data³⁶. In this research uses structured interview, means the researcher will interview for the English teacher in different grade for completed the data about teacher challenges for implementing scientific approach in English language teaching (ELT). When the researcher observes three English teachers had the callenges implementing of scientific approach.

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³⁵ John W. Creswell, *Education Research: Planning, Conducting, and Evaluating Quantitative and Qualitative Research.* (Ohio: Pearson, 2005), 213.

³⁶ Widodo. *Metodologi Penelitian Popular Dan Praktis*. (Jakarta : Rajawali Press, 2017)

Table 3.1 Technique to Collect the Data Based on Research Questions

No	Research	Source of	Data Collection	Instrument
	Question	Data	Technique	
1.	How does	English	Observation	Observation
	English teacher	teacher		checklist
	implement	(implement of		
	scientific	scientific		
	approach for	approach)		
	English			
	language			
	teaching?			
2.	What are the	English	Interview	Interview
	English teacher	teacher (the		guideline
	challenges for	challenges for		
	implementing	im <mark>p</mark> lementing		
	of scientific	scientific		2
	approach in	approach)		
	English			
	language			E.
	teaching?			

H. DATA ANALYSIS TECHNIQUE

As explained above, this research used the descriptive qualitative method. There are six steps to analyze the qualitative data³⁷. The first of all was collecting data. The data of this research involved observation which answer first research question and interview for answer second research question. In this step the researcher collected the transcrip of observation and interview, field note.

The second step was organizing and preparing data for analysis. The collected data was prepared and organized before going to next step. The researcher identifies all the

 $^{^{}m 37}$ John Creswell, Educational research and foresight working papers, UNESCO, (2010)

data has beed obtained through observation, video recorder and interview based on information that has been provided by th speakers to answer two research questions by this research. The information is about English teachers' challenges for implementing scientific approach in English language teaching (ELT).

The following step was reading the data. After organizing the data and preparing all the data, the researcher read all of the data to gain information as much as possible. Itinclude a general idea that participants saying, the impression of the overall depth, credibility, and use information. While reading the data, the researcher transcript the data into the appropriate sentences. The information of the subject needed to be categorized whether it can answer the research questions or not. The answer for first research question about the English teacher implement of scientific approach in English language teaching (ELT) and the answer for second research question about English teachers' challenges in implementing of scientific approach. This step was about the general information for overall meaning of the data from observation and interview.

The fourth step was coding the description of data. In this step, the researcher started to analyzes the data or information from the transcription that categorizes into several facts by labeling the data on each research instrument such as an observation list, interview. This is to ensure that some information from the three instruments need to be used or reduces.

While the following step was interpreting the findings. The researcher needed to interpret the data from research finding and discussion. It could be personal interpretation of the researcher. The interpretation could be a meaning derived from a comparison of the findings to information

glaned from the literature of theory. The anlaysis focused on the English teacher implement of scientific approach and English teachers challenges in implementing of scientific approach in English language teaching (ELT).

The last step of analyzing data was to conclude the whole research. After interpreting the finding based on the research questions, the whole finding is discussed with several previous studies which are related the result.after discussing the finding, the researcher took the English teacher implement of scientific approach in English language teaching (ELT) and English teachers challenges in implementing of scientific approach. After all steps well done, the researcher took conclusion.

CHAPTER IV FINDING AND DISCUSSION

In this chapter, the researcher presents the data was obtained during the research. This chapter is used to answer the research questions in the first chapter. The first research question is how does the English teacher implement scientific approach in English language teaching (ELT) at SMPN 1 Driyorejo?, and the second research question is what are the English teacher challenges for implementing scientific approach in English language teaching (ELT) at SMPN 1 Driyorejo?.

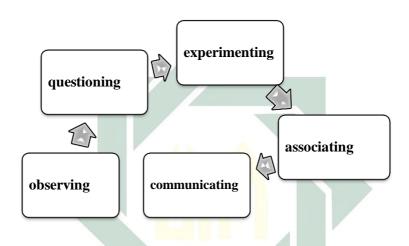
There are two types of instruments used to collect the data in this research, are observation and interview. Observation in this research to answer first research question, the researcher used the observation list it will collect data to explain how does the English teacher implement of scientific approach in English teaching. The researcher used the interview guideline, will collect the data to explain what are the teacher challenges for implementing scientific approach in English teaching.

A. RESEARCH FINDINGS

There are two terms that discussed in research finding on the research question. The first sub – section about to know and understand how to implement scientific approach in English teaching process. While in second sub – section is to know the English teachers challenges for implementing scientific approach in English teaching process. The researcher collected the data from 14 November 2019 – 19 November 2019, the data had been gathered from English teachers. The following explaination are the results:

1. The Implementation of Scientific Approach of Engish Teaching

Figure 4.1 step of scientific approach in English teaching



The researcher used observation to answer the first research question. First research question is how do the English teacher implement of scientific approach in English language teaching (ELT) at SMPN 1 Driyorejo?. Based on the theory, there are five steps of implement scientific approach in English teaching, namely:

a. Observing Step

Based on observation checklist, the researcher knew the results of observing activity, from English teacher implemented of scientific approach in English teaching at SMPN 1 Driyorejo.

In seventh grade there is English teacher, her name is "Miss Santy", she implemented of scientific approach with the English material about "Greetings and Leave Thaking". She tried made seventh grade students understood about the English materian with the English teacher explaination. In this step English teacher explained the material with general explaination, the English teacher tried made students used maximize the five senses for understood with the English lesson. The English teacher in seventh grade gave simple example conversation about "Greetings and Leave Thaking". In seventh grade class, did not all students which can understand with English lesson. So the English teacher repeated the explaination in students which did not understand with the material automatically the English teacher got some challenges in implementing scientific approach in English language teaching (ELT).

Teacher A: okay students, now i will explain the English material about (Greetings and Leave Thaking). What expression of greetings?

Students 1: expression of greetings are hi, hello, good morning, good afternoon, good night.

Students 2: how do you do, how are you, and good night.

Teacher A: yes right. Expression of Greetings are good morning, good afternoo, good night, how are you. Expression of Leave Thaking are, bye, see you, take care, and farewell. So i will give you simple example of coneversation about (Greetings)

(Teacher A choosen two students come in front of and tried read the conversation in white board)

Students 1: *Hi, how are you?* Students 2: *Hi, fine and you?*

Teacher A: okay now you must write the example have i given to you. After you write you must read the expression of greetings and leave thaking

(Seventh grade students write the material about greetings and leave thaking and read the expression of greetings and leave thaking).

In seventh grade students, the students had try to used maximum five senses to understand the English teacher explaination, wrote the material had English teacher explained, and read the example of greetings and leave thaking. Did not all students was understand with the English teacher explaination.

In eighth grade there is English teacher, her name is "Miss Herlina". She implemented of scientific approach in English teaching with material about "Expression of Giving Appreciation", so tried to made eighth grade students understood with the teacher explaination. The English teacher gave simple explaination about "Expression of Giving Appreciation" because the English teacher tried to made eight grade students used maximize with the five sense for understood the English lesson. In eight grade class, did not all students which can understand with the English teacher explaination. Automatically the Engkish teacher got some challenges in implementing scientific approach in English teaching.

Teacher B: Okay in this time, i will explain the material

about (Expression of Giving Appreciation). What is expression of giving appreciation?

Student1: Good job, Grateful, I appreciate you.

Student 2: This is great, you're the best.

In eight grade students, the students had try to understand with English teacher explaination, the students used maximum five senses, like wrote the English teacher explaination, and reading or followed the teacher said, and listened the English teacher explaination.

In nineth grade there is English teacher her name is "Miss Sholimatin". She implemented scientific approach with the material about "Procedure Text". The English teacher tried made the nineth grade students used maximize with the five sense for understood the English lesson. In nineth grade class, did not all students which can understand with the English teacher explaination. So the English teacher repeated the explaination in students which did not understand with the English material, automatically the English teacher got the some challenges to implement scientific approach in first activity or observing step.

Teacher C: In this morning, i will give English

material about procedure text. what do you know about procedure text?

Student 1: Procedure text is a text that is

designed to describe how to make something. The generic structure of procedure text are (Goal/aim,

material, and steps)

Student 2:

Procedure text is text explains or help us how to make something or how to use something.

Teacher C:

 $This\ example\ of\ procedure\ text$

How To Make Pancake

- Ingredients
 - 1. 3-4 spoonful of flour
 - 2. 2 eggs
 - 3. 250 ml of milk
 - 4. 1 stick of butter
- Material
 - 1. 1 mixing bowl
 - 2. 2 table spoons
 - 3. 2 cups
 - 4. 1 small pan
 - Steps
 - 1. Put the flour in the bowl
 - 2. Put milk in a cup
 - 3. Make sure it's 250 ml of milk
 - 4. Put the milk in the
 - 5. Breal the 2 eggs into the bowl
 - 6. Mix with a spoon
 - 7. Heat up the pan and put the bowl
 - 8. Put the mix in the pan
 - 9. Let the pancake mix cook about 5 minutes
 - 10. Flip pancake over when the top is brow.
 - 11. Your pancake its ready to be serve

In nineth grade the students had used maximum five sense to understand the English teacher explaination. Like the students can give feedback to the English teacher.

From the observation checklist, the researcher found when in observing activity. Three English teachers tried to made students used five sense for understood English lesson. Automatically three English teacher still got the challenges in this step

b. **Questioning Step**

Based on observation checklist, the researcher knw the results of questioning activity from the English teacher in different level at SMPN 1 Drivorejo.

In seventh grade "Miss Santy" when implemented scientific approach has guide and explained the material with used the text book and can stimulated students with questioning activity in the learning process. The seventh grade students can started to asked if still did not understand with the English teacher explaination or trying to answer the question from the English teacher or othe students in seventh grade. In seventh grade did not all students which can understand and did not can started to answer the question from the English teacher or othe students. automatically the English teacher got some challenges in second step in implemented scientific approach in English language teaching process (ELT).

Teacher A: Do you get the point from this material?. (Asked if still there are

students did not understand) and

(*Show the text book*).

Student 1: Just little bit miss, because i still did understand about the not

conversation of greetings and leave thaking. (This students did not understand the conversation of greetings and leave thaking)

Student 2: miss

miss can i tried to gave other example about conversation of greetings and leave thaking in student 1?

Teacher A: Yes of course

Student 2: I would gave you example conversation of greetings and leave

thaking.

A: Good morning

B: Good morning, How are you?

A: fine and you?

B: good

This is a simple conversation of greetings and leave thaking.

In eight grade "Miss Herlina" has guide and given the explained the material with used media and text book, the English teacher stimulated students with questioning activity in the teaching and learning process. In eight grade still there are students did not understand with the English teacher explaination, so the students started to ask the material, and there is student understand with the material and tried to answer the question from other students. Automatically the English teacher still got some challenges in implement scientific approach in English language teaching (ELT).

Teacher B: Do you understand with my explaination?(after explained the material used text booj and media).

Student 1: I' am miss, did mot understand with

the material

Student 2: *me too miss*

Teacher B: about what

Student1: what the purpose of giving

appreciation miss?

Student 2: can you explain again in general

about giving appreciation?

Student 3: can i tried answer the question from

student one?

Teacher B: yes

Student 3: the purpose about giving

appreciation is for say thank you to other people, and i tried to explain in general about giving appreciation

are like you say thanks, grateful.

Teacher B: very good, thank you.

In nineth grade "Miss Sholimatin" has guide and given the explained the material about "Procedure Text" with used text book. The English teacher can stimulated students with questioning activity in teaching and learning process. In nineth grade still there is student did not underst with the English teacher explaination. The student ask about the material in English teacher. The English teacher repeated the explaination in the student which did not understand with the material. automatically the English teacher in this still got some challenges in

implement scientific approach in English language teaching (ELT).

Teacher C: Do you understand with my

explaination

Student 1: Yes miss

Student 2: No miss, because i' am still did not

understand about defintion of

procedure text

Teacher C: Defintiomn of procedure text is a

text for how to make somthing or

how to use something.

From the observation checklist in second step, the researcher found if the English teachers in different grade at SMPN 1 Driyorejo implemented scientific approach in English language teaching (ELT) with used text book and media and still there are students did not understand with the English lesson. Automatically the English teachers in different grade at SMPN 1 Driyorejo got some challenges when implement scientific approach in English language teaching (ELT).

c. Experimenting Step

Based on observation checklist, the researcher knew the results of experimenting activity from English teacher in implementing scientific approach in English teaching at SMPN 1 Driyorejo.

In seventh grade, the english teacher gave some instruction for had the assignment made conversation about "Greetings and Leave Thaking" in a group. The english tacher understood did not all seventh grade students

undestand with the assignment. Automatically the english teacher got some challenges in experimenting step.

Teacher A: Make a become five group so in

your group maked simple conversation of greetings and leave thaking. Do you understand with my

instruction?

Group 1: Yes miss

Group 2: Okay miss

Group 3: Can i ask miss?

Teacher A: You write without meaning

Group 3: Yes miss

Group 4: Okay

In eighth grade, the English teacher gave instruction to the students for had assignment "Wrote one Sentence About Giving Appreciation". The english teacher understood did not all students understand with the assignment and did not all students can done the assignment itself. The english teacher tried to accompany and help the eighth grade students. Automatically the english teacher in eighth grade still got some challenges in implemented scientific approach in english teaching.

Teacher B: if you understand with my

explaination . now i give you instruction for assignment about write one expression of giving

appreciation in individually

Student 1: okay miss

Student 2: Yes miss

Student 3: Okay miss

In nineth grade, the english teacher gave some instruction to the students for had the assignment about "Made Procedure Text" in individually. The english teacher always accompany nineth grade students for done the assignment, but in nineth grade students did not understand with the assignment. So the english teacher still tried to made that students understood and done the assignment. Automatically the english teacher got some challenges in implementing scientific approach in english teaching, especially in experimenting step.

Teacher C: After you understand with my

explaination about procedure text.

So now you write some procedure
text in fortofolio paper in

<mark>indi</mark>vidu<mark>all</mark>y

Student 1: Sorry miss, if i write about (How to

Trun on Mobile Phone) can or no?

Teacher C: Never mind

From the observation checklist and video recording in experimenting step, the researcher found if the english teacher in different grade at SMPN 1 Driyorejo given instruction to the students for had the assignment. The english teacher always accompany to the students for had the assignment.

d. Associating Step

Based on observation checklist and video recording, the researcher knew the results of associating activity from the english teachers to implemented scientific approach in different grade at SMPN 1 Driyorejo. In seventh grade, the english teacher accompany to the students for associated activity, processing information disscussion in a group about "Made Simple Conversation of Greetings and Leave Thaking". The english teacher tried to company the seventh grade students for grouping disscussion. Did not all students can disscussion in a group. Automatically the english teacher in seventh grade still got some challenges in implementing scientific approach in english teaching.

Teacher A: Okay now you can start disscussed

with your group about conversation of greetings and leave thaking. "(come in our group and

accompany the student).

Group 1; Yes Miss

Group 2: Okay Miss

Group 3: Thank you Miss

Group 4: Okay Miss

In eighth grade, the English teacher accompany for associated activity, processing information disscussion with pair or English teacher disscussion about "Wrote the Expression of Giving Appreciation". Did not all students can done the assignment. Automatically the english teacher got some challenges in implementing scientific approach in english teaching.

Teacher B: (Accompany all students in eighth

grade)

Student 1: Miss can i ask?

Teacher B: *Yes what you ask?*

Student 1: Can i write in this paper miss?

Student 2: Yes dear friend

In nineth grade, the english teacher still tried to accompany and helping to the students for assoicated activity and processing informationwith individual activity for "Made or Wrote the Procedure Text". Did not all students in nineth grade can done the assignment. Automatically the english teacher go some challenges in implementing scientific approach in english teaching.

Teacher C: If i still did not understand can ask

to me (The English teacher always

accompany to the students)

Student 1: Okay Miss

Student 2: Yes Miss

From observation checklist and video recording in associating step, the english teachers in different grade at SMPN 1 Driyorejo always accompany the students in different grade to studied english lesson. The english teacher understood if did not all students can done the assignment, understand the assignment, understand the english lesson. Automatically the english teacher in different grade still got some challenge in implementing scientific approach in english teaching

e. Communicating Step

Based on the observation and video recording, the researcher knew the results of english teacher implement scientific approach in english teaching, especially in communicating step at SMPN 1 Driyorejo.

In seventh grade, the english teacher has directed to the students for done the assignment about "Made Conversation of Greetings and Leave Thaking". The english teacher gave some instruction to the students for read the conversation in front of the class. Did not all students can brave read in front of the class. Automatically the english teacher still got some challenges in implementing scientific approach in english teaching.

Teacher A:

If you done do your assignment, so you must practice the conversation in front of the class with your group

Group 1:

a: Good morning, how are you?.

b: Good morning, fine and how

are you?.

c: very good, what feel you know

de<mark>ar</mark>?.

d: i am very nice.

e: let's go to class now

In eight grade, the english teacher has directed students to done the assignment about "Expression of Giving Appreciation". The english teacher gave some instruction to the students to explained one sentence about "Giving Appreciation" in front of the class and can taken conclusion. Did not all students can explained the sentence in front of the class. Automatically the english teacher in eighth grade got some challenges for implemented scientific approach in english teaching.

Teacher B: After you wrote one expression of

giving appreciation you can come one by one for stick the expression

and explain that expression\

Student 1: I write thanks miss, because thanks

is simple for to said

In nineth grade, the english teacher has directed students to done the assignment about "Made Procedure Text" the english teacher gave some instruction to the nineth grade students for read or explained the procedure text. Automatically the english teacher got some challenges for implemented scientific approach in last step.

Teacher C:

After you done wrote procedure text, you must submitted and read the procedure text

Student 1:

I make procedure text about "How Make Fried Rice". The inggridient of fried rice are plate of rice, 2 eggs, tea spoon of salt, 2 cloves of garlic, ½ stick of leeks, chili, pepper, cooking oil, tomato sauce, and complementary material. while the material are, frying pan, stove, spoon, spatula, and plate. While the step how to make friend rice are, prepare a frying pan and pour the cooking oil according to your taste, heat the frying pan by using a medium flame, after the cooking oil is hot, put the garlic, onion, and chili, stir all the materials until ripe and fragrant, put the supplementary material according to your taste, uses spatula to stir until evenly cooked, put eggs and scramble until cooked, put white rice and stir until mixed with all ingredients, add tomato sauce, pepper, and salt until all materials

are blended, after everything on the frying pan was fragrant, serve into the plate, and you could decorate with the sliced tomatoes and other complementary materials as you like to make your fried rice looks interesting.

From the observation checklist and video recording in communicating step, the english teacher in different grade given some instruction to the students to communicate the results of the assignment in front of the class.

2. English Teacher Challenges For Implementing Scientific Approach

After doing observation the next step, the researcher did interview with the English Teachers in different grade at SMPN 1 Driyorejo. the researcher used interview to answer the second research question. It was to investigate about "english teachers' challenges in implementing scientific approach in English Teaching".

Table 4.2 Challenges in Implementing Scientific Approach

STEP OF SCIENTIFIC	CHALLENGES OF SCIENTIFIC		
APPROACH	APPROACH		
a. Observing Step	Develop Students Understanding		
	2. Develop Students Ability		
	3. Make Students Happy Study		
	English		
b. Questioning Step	Develop Students Ability		
c. Experimenting Step	1. Students Ability		
d. Associating Step	Develop Students Active		
	2. Develop Students Ability		
e. Communicating Step	Develop Students Ability		

According to table 4.2, the researcher found that the english teachers in different grade at SMPN 1 Driyorejo

faced the same challenges in our step of implement scientific approach in english teaching, namely:

a. Observing Step

In this step, the english teachers' in different grade at SMPN 1 Driyorejo to tried the students to understood the english lesson with the english teacher explaination clearly and general. The english teachers' in different grade at SMPN 1 Driyorejo got same challenges in implementing scientific approach in English Language Teaching (ELT).

In seventh grade class, the english teacher tried to made students understood the english lesson with english teacher explaination about "Greetings and Leave Thaking". The english did not prepare the media for teaching english in seventh grade students. In seventh grade, still there are students did not understand with the english teacher explaination, means the first english teacher challenges is "Develop Students Understanding". The english teacher still search the solution to the first challenges in implementing scientific approach in English Language Teaching (ELT) of observing step.

"first challenges, when i implemented scientific approach in english teaching, especially in observing step is (Develop Students Understanding) in english material about (Greetings and Leave Thaking) because did not all studentscan understand about my explaination. I still tried to search and find the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of Observing Step". (Teacher A)

In eighth grade class, the english teacher tried to students to understood the english lesson with english teacher explaination about "Expression of Giving Appreciation". The english teacher prepared some media, because the english teacher tried to "Develop Students Understanding. Did not all students in eighth understand with the english explaination. The english teacher in eighth grade got first challenges in implementing scientific approach in English Language Teaching (ELT) of observing step is "Develop Students Understanding". The english teacher still search the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of Observing Step.

"when i implemented scientific approach in English Language Teaching (ELT) in eighth grade. I got challenges in this step is (Develop Students Understanding). I tried to made eighth grade students understood with the english lesson, but i understood did not all sudents in eighth grade can understand the material had i explained. I still search the solution to my challenges in implementing scientific approach in english teaching of observing step". (Teacher B).

In nineth grade, the englis teacher tried to made students to understood the english lesson with the eglish teacher explaination about (Procedure Text). The english teacher prepared some paper to the students. The english teacher tried to helping "Develop Students Understanding" to english lesson. The english teacher in nineth grade got first challenges in implementing scientific approan in english teaching is "Develop Students Understanding". The english

teacher still search and tried to found the solution to the challenges in implementing scientific approach in English Language Teaching (ELT).

"my challenges in observing step is (Develop Students Understanding). I tried to help nineth grade students for develop the understanding in english teaching and learning process with my explaination about (Procedure Text), but i understood that develop students understanding in english lesson is not easy. I still tried to search the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of Observing Step.

The next challenges in implementing scientific approach in English Language Teaching (ELT) is "Develop Students Ability". The english teacher in different grade at SMPN 1 Driyorejo always tried to develop all students ability in english lesson, because when the english teachers implemented of scientific approach in English Language Teaching (ELT) still there are students did not develop the ability itself. The english teachers in different grade at SMPN 1 Driyorejo still tried search the solution to the second challenges in implementing scientific approach in English Language Teaching (ELT) of observing step.

"next challenges for this step is (Develop Students Ability). I still tried to develop all seventh grade students ability to english lesson with start gave explaination the material about (Greetings and Leave Thaking". I still tried to search and found the solution to the second challenges in implementing scientific approach in english teaching of observing step." (Teacher A)

"next challenges is (Develop Students Ability), because did not all students can develop the ability itself and did not all students know the ability in english lesson. I tried to help the eighth grade students to Develop the Ability itself. The english teacher still search the solution to the second challenges in implementing scientific approach in English Language Teaching (ELT) of Observing Step" (Teacher B)

"i faced next challenges in observing step, when i implemented scientific approach in observing step is (Develop Students Ability), because did not all students in nineth grade can develop the ability itself in english lesson. I tried to help nineth grade students to develop the ability in english lesson. I tried to search the solutios to the second challenges in implementing scientific approach in english teaching of observing step" (Teacher C)

Last challenges in observing step is (Make Students Happy). The english teacher in different grade at SMPN 1 Driyorejo must tried made all students happy and active to studied english lesson. The english teacher in different grade at SMPN 1 Driyorejo still tried to find the solution to last challenges in implementing scientific approach in English Language Teaching (ELT) of observing step.

"Last challenges in this step is (Make Students Happy) to studied and understood english lesson. I always tried to made seventh grade students happy to studied english lesson with implemented scientific approach in englih material about (Greetings and Leave Thaking). I still to tried search the solution to the last challenges in implementing scientific approach in English Language Teaching (ELT) in observing step" (Teacher A)

"Last chalenges, when implemented scientific approach in english teaching in observing step is (Made Students Happy to Studied English Lesson). I still tried to serach the solutuon to the last challenges in implementing scientific approach in English Language Teaching (ELT) of observing setp" (Teacher B).

"I got last challengs in observung stepis (Made Stuents Happy and Active to studied english lesson). I tried to search the solution to last challenges in implementing scientific approach in english teaching of observing step" (Teacher C).

From the english teachers in diffeent grade at answer, the researcher found if the english teacher in different grade at SMPN 1 Driyorejo got three challenges in implementing scientific approach in English Language Teaching (ELT)of observing step. The english teachers was search the solution to the challenges in implementing scientific approach in english teaching of observing step.

b. Questioning Step

In this step, the english teachers in different grade at SMPN 1 Driyorejo has guide and gave explaination english lesson used media and text book. The english teacher gave stimulated to students with questioning activity in english teaching and learning process. There are students did not understand with english teacher explaination. The english teacher tried to made studens understood with the explaination. So they must brave asked to the english teacher. The english teachers in different grade at SMPN 1 Driyorejo still got some challenges in implementing scientific approach in English Language Teaching (ELT) of questioning step.

In seventh grade, the english teacher tried to made students barve to asked the teacher if still did not understand with the english teacher explaination, about (Greetings and Leave Thaking), means the english teacher got a challenges in implementing scientific approach in english teaching of questioning step is (Develop Students Ability). The english teacher still search the solution to the challenges in implementing scientific approach in english teaching of questioning step.

"My challenges, when i implemented scientific approach in english teaching of questioning step is (Develop Students Ability) about brave to asked, if did not understand with the english teacher exlaination. I tried to aswer the question from the student. I still tried to search the solution to my challenges in implementing scientific approach in english teaching of questioning step" (Teacher A).

In eighth grade, the english teacher tried to helping and develop the students ability with guide and gave explaination english lesson used media and text book. The english teacher stimulated the eighth grade students to brave asked if did not understand with the explaination about (Expression of Giving Appreciation). In eighth grade, still there is students brive for ask to the english teacher about (Expression of Giving Appreciation). Means the english teachers in different grade got a challenges in implementing scientific approach in english teaching of questioning step is (Develop Students Ability). The english teacher still search the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of Questioning Step.

"Challenges in second step is (Develop Students Ability) to started asked about material which did not understand. I tried to made eighth grade students to brave asked if still did not understand with the material. if understood the material, i tried to made the students to brave to answered the question from me or from other students. I still tried to search the solution to the challenges in second step". (Teacher B)

In nineth grade, the english teacher has guide and helping students to develop the ability itself. The english teacher explained the material used text book. The english teacher stimulated the students to brave asked to the teacher if did not understand with the explaination. It means the english teacher in nineth grade got a challenges in implementing scientific approach in english teaching is (Develop Students Ability). The english teacher still search the solution to the challenges in implementing scientific approach in english teaching.

"My challenges in questioning step is (Develop Students Ability) i teach english lesson in nineth grade. I tried to helping the students, if still did not understand with the english material. I still tried to search the solution to the challenges in implementing scientific approach in english taching of questioning step".(Teacher C).

From the english teachers in different grade answer, the researcher found if the english teacher in different grade at SMPN 1 Driyorejo got a challenges in implementing scientific approach in english teaching. The english teacher still search the solution to the challenges in implementing scientific approach in english teaching of questioning step.

c. Experimenting Step

In experimenting step, the english teachers' in different grade at SMPN 1 Driyorejo gave instruction to the students to disscussed the assignment. The english teacher had to given the explaination and gave instruction to the students. The english teacher still got some challenges in implementing scientific approach in English Language Teaching (ELT), especially in experimenting step.

In seventh grade class, the english teacher gave some instruction to the students to disscussed the assignment about (Make Conversation of Greetings and Leave Thaking). The english teacher tried to help (Develop Students Ability). Did not all students in seventh grade can develop the ability itself. The english teacher got some challenges in implementing scientific approach is (Develop Students Ability) and the english teacher still tried to search the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of experimenting step.

"My challenges in this step is (Develop Students Ability) means i tried to help (Develop Students Ability was gave explaination english material about (Greetings and Leave Thaking) clearly and General. Did not all students in seventh grade can develop the ability itself and did not all students in seventh grade can understand with my explaination. I still tried to search the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of experimenting step" (Teacher A)

In eighth grade, the english teacher gave some instruction to the students to disscussed the assignment about (Expression of Giving Appreciation). The

english teacher tried to (Develop Students Ability). It means the english teacher got the challenges to implemented the scientific approach in english teaching of experimenting step is (Develop Students Ability). The english teacher still search the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of experimenting step.

"I found some challenges in this step is (Develop Students Ability). I to tried develop students ability to understood english material about (Wrote One Expression of Giving Appreciation). Did not all eighth grade students can develop the ability in english lesson. I still search the solution to the challenges in experimenting step". (Teacher B)

In nineth grade, the english teacher gave some instruction to done the assignment about (Procedure Text). The english teacher tried to (Develop Students Ability), but did not all students in ineth grade can develop the ability itself. It means the english teacher got some challenges in experimenting step is (Develop Students Ability). The english teacher still search the solution to the challenges in implementing scientific approach in english teaching of experimenting step.

"my challenges in this step is (Develop Student Ability), because the ability in nineth grade students to understood the english lesson was different. I tried to made students had to develop the ability itself with understood my explaination about (Procedure Text). i tried to search the solution to my challenges in implementing scientific approach in English Language Teaching (ELT) of experimenting step". (Teacher C)

From the english teachers' in different grade at SMPN 1 Driyorejo answer, the researcher found if the

english teacher in different grade at SMPN 1 Driyorejo got a challenges in implementing scientific approach in English Language Teaching (ELT) of experimenting step is (Develop Students Ability). The english teacher still tried to search the solution to the challenges in implementing scientific approach in english teaching of experimenting step.

d. Associating Step

In this step, the english teachers' in different grade at SMPN 1 Driyorejo always accompany to the students to done the assignment. The english teacher in different grade at SMPN 1 Driyorejo got some challenges in implementing scientific approach. The first challenges in implementing scientific approach in English Language Teaching (ELT) of associating step is "Develop Students Active".

In seventh grade, the english teacher always tried to accompany the students to done the assignment about make a simple conversation of "Greetings and Leave Thaking". The english teacher understood if did not all students can active to done the assignment in grouping disscussion or individually. The english techer got some challenges in implementing scientific approach in english language teaching (ELT) of associating step is "Develop Students Active". The english teacher still search solution to the challenges in implementing scientific approach in english language teaching (ELT) of associating step.

"My first challenges in fourth step in impementing scientific approach in english teaching is "Develop Students Active" to studied the english lesson and understand the english material. i always tried to accompany the seventh grade students to done the assignment about "Make Simple Conversation of

Greetings and Leave Thaking". I still search the solution to the first challenges in implementing scientific approach in english language teaching (ELT) of associating step". (Teacher A).

In eighth grade, the english teacher always accompany the students to done the assignment about wrote one "Expression of Giving Appreciation". The english teacher tried to made eighth grade students active to did the assignment and disscussion. The english teacher understood if did not all students liked with the english lesson and active in english lesson. The first challenges in implementing scientific approach in english language teaching (ELT) of associating step is "Develop Students Active). The english teacher still tried search the solution to the first challenges in implementing scientific approach in english language teaching (ELT) of associating step.

"I got firstchallenges in this step is (Develop Students Active) to studied english lesson. Did not all students in eighth grade can active to done the assignment from me or studied english lesson. I still tried to search the solution to the first challenges in implementing scientific approach in english teaching of associating step" (Teacher B)

In nineth grade, the english teache always accompany the students to done the assignment about make "Procedure Text". The english teacher understood if did not all students can active to studied english lesson. The first english teacher challenges in implementing scientific approach in english language teaching (ELT) of associating step is "Develop Students Active". The english teacher still search the solution to the challenges in implementing scientific

approach in english language teaching (ELT) of associating step.

"The challenges in this step is (Develop Students Active) to studied english lesson and to done the english assignment from me about "Procedure Text". i am always accompany nineth grade students to done the assignment from me. I still tried to search the solution to the challenges in implementing scientific approach in english teaching of associating step". (Teacher C)

Last english teacher challenges in implementing scientific approach in english teaching of associating activity is "Develop Students Ability". The englist teachers in different grade at SMPN 1 Driyorejo always tried to develop students ability to studied english lesson. The english teacher still search the solution to the last challenges in implementing scientific approach in english language teaching (ELT) of associating step.

"In this step, i got last challenges in implementing scientific approach in English Language Teaching (ELT) of associating step is (Develop Students Ability), because in our students had the different to studied english lesson . i still tried to search the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of associating step" (Teacher A)

"I faced last challenges in implementing scientific approach is (Develop Students Ability) to studied english lesson. I tried to helping english material. i tried to search the solution to the last challenges in implementing scientific approach in english teaching of associating step" (Teacher B)

"Next challenges for this step is (Develop Students Ability). The english teacher tried to helping the ninth grade students to develop the ability to studied english lesson. I still tried to search some solution to the challenges in implementing scientific approach in English Language Teaching(ELT) of associating step" (Teacher C)

From the english teachers' in different grade answer, the researcher found if the english teacher in different grade at SMPN 1 Driyorejo got two challenges in implementing scientific approach in English Language Teaching(ELT), and the english teacher still search the solution to the challenges in fourth step.

e. Communicating Step

In last step, the english teachers' in different grade at SMPN 1 Driyorejo gave some instruction to read or explained the results of the assignment. The english teacher in different grade at SMPN 1 Driyorejo got some challenges in implementing scientific approach in English Language Teaching (ELT) of communicating step is (Develop Students Ability). The english Teacher in different grade at SMPN 1 Driyorejo still tried to search the solution to the challenges in implementing scientific approach in english teaching of communicating step.

In seventh grade, the english teacher done to gave the instruction to the students read or explained the results of the assignment about (Conversation of Greetings and Leave Thaking). The english teacher got a challenges in implementing scientific approach in English Language Teaching (ELT) of communicating step is "Develop Students Ability" to studied english lesson. The english teacher in seventh

grade still search the solution to the challenges in implementing scientific approach in English Language Teaching (ELT) of communicating step.

"The challenges in this step is (Develop Students Ability) to communicate the results of the english assignment about "Conversation of Greetings and Leave Thaking". I still tried to search the solution to the challenges in implementing scientific approach in english teaching of communicating step" (Teacher A)

In eighth grade, the english teacher done to gave the instruction to the students read or explained the result of the assignment about (One Expression of Giving Appreciation). The english teacher got a challenges in implementing scientific approach in English Language Teaching (ELT) of communicating step "Develop Students Ability" to studied english lesson. The english teacher in eighth grade still search the solution to the challenges in implementing scientific approach in english teaching of communicating step.

"I got some challenges in this step is (Develop Students Ability) to studied english lesson and communicate the results of the english assignment about "Giving Appreciation". I still tried to search te solution to the challenges in implementing scientific approach in english teaching of communicating step" (Teacher B)

In nineth grade, the english teacher done to gave the instruction to the nineth grade students explained the result of the assignment about (Wrote Procedure Text) in the fortofolio paper. The english teacher got a challenges in implementing scientific approach in English Language Teaching (ELT) of communicating step is "Develop Students Ability" to studied and

understand with the english lesson. The english teacher still tried to search the solution to the challenges in implementing scientific approach in english teaching of communicating step.

"Challenges in last step is (Develop Students Ability) to studied and communicate the results of the english assignment about "Procedure Text". i still tried to search the solution to the challenges in implementing scientific approach in english teaching of communicating step" (Teacher C)

From the english teacher in **differen1.t** grade a SMPN 1 Driyorejo answer, the researcher found if the english teachers got a challenges in implementing scientific approach in english teaching in communicating step is "Develop Students Ability". the english teacher still search the solution to this challenges

B. RESEARCH DISSCUSSION

In this section, the results of the research finding was disscussed with the review of theory as explained in the theoritical framework in chapter II. The first disscussion was about English Teacher in Implementing Scientific Approach in English Language Teaching (ELT), and the second disscussion was about English Teacher Challenges in Implementing Scientific Approach in English Language Teaching (ELT).

1. English Teacher in Implementing Scientific Approach in English Language Teaching (ELT)

The first research question was addressed on the English Teacher in Implementing Scientific Approach in English Language Teaching. In this research, implementation of scientific approach consisted of Observing Activity, Questioning Activity, Experimenting Activity, Associating Activity, Communicating Activity.

a. Observing Activity

Based on the research finding about observing activity. The english teacher in different grade at SMPN 1 Driyorejo still to tried the students to understood the english lesson with teacher explaination clearly and general. The english teacher in different grade at SMPN 1 Driyorejo prepared the assignment to the students.

In seventh grade, the english teacher implemented secientific approach with the english material about "Greetings and Leave Thaking". She tred to made the seventh grade students understood with the english material of english teacher explaintaion. In this step the english teacher explained in english material with general explaination. The english teacher tried to made the students used five senses to understood with the english lesson.

In eighth gade, the english teacher implemented scientific approach with the english material about "Giving Appreciation". She tried to made eighth grade students understood with the english material. The english teacher gave simple explaination about "Giving Appreciation" because the english teacher tried to made eighth grade students used maximize with the five senses.

From the observation with engish teachers' in different grade at SMPN 1 Driyorejo, it show that the english teacher implemented scientific approach in english teaching was gave simple explaination and tried to made students used five senses to understood the english lesson

From the Muh Imam Shofwan on titled "The Use of Scientific Approach in Teaching English as a Foreign Language in SMPN 1 Jakarta" told first

activity was implemented scientific approach in english teaching was the english teacher facilitated the learned and stimulated students thinking and inteligence. It means the implementation of observing displayed students able to respond and discern the key word of the topic and also simple gramatical pattern³⁸.

From the M Zaim on titled "Implementing Scientific Approach to Teach English at Senior High School in Indonesia" told english teacher implemented scientific approach in english teaching in first activity of observing activity there are two main activities that should be done to lead to observing step. First activities the english teacher give students wide opportunity to do observation, the second activity was the english teacher facilitated the students to do observation and train the students to observe the important things from the object³⁹.

b. Questioning Activity

Based on research finding about questioning activity. The english teacher in different grade at SMPN 1 Driyorejo, after the english teacher explained the material with used text book and media.

In seventh grade, the english teacher implemented scientific approach has guide and explained the material about "Greetings and Leave Thaking" with used the text book and can stimulated students with questioning step in teaching and learning process. The seventh grade students can started to

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³⁸Imam Shofwan Muh. "The Use of Scientific Approach in Teaching English as a Foreign Language in SMPN 1 Jakarta". Jurnal Edulingua. Vol 4. No 1. Januari – Juni 2017

³⁹ Zaim Muhammad. *Implementing Scientific Approah to Teach English at Senior High School in Indonesia at Senior High School in Indonesia.*Asian Social Science. Vol 13, No 2, 2017, www.ass.ccsenet.org.

asked if still did not understand with the english explaination or trying answer the question from the english teacher or other students in seventh grade.

In eighth grade, the english has guide and given the explained the material about "Giving Appreciation", with used the text book and media. She stimulated students with questioning activity in the teaching and learning process. In eighth grade still there are students did not understand with the english teacher explaination. So the students tried to started to ask the english material and tried to answer the question from other students.

In nineth grade, the english teacher has guide and given the explained the material about "Procedure Text" with used text book. The english teacher can stimulated students with questioning activity in teaching and learning process. In nineth grade students there is students did not understand with english teacher explaination. The students ask about the material in the english teacher. The english teacher repeated the explaination in the students which did not understand the english material.

From the observation with the english teachers' in different grade at SMPN 1 Driyorejo, it show that the english teacher implemented scientific approach in english teaching. The english done to give simple explaination about english material, while still there are students did not understand with the english teacher explaination. The english teacher tried to students brave to ask about the material to the english teacher.

From Muh Imam Shofwan research, on titled "The Use of Scientific Approach in Teaching English as a Foreign Language in SMPN 1 Jakarta" told in

second activity to implemented scientific approach was the english teacher anticipate by using some strategies⁴⁰.

From M Zaim research, on titled "Implementing Scientific Approach to Teach English at Senior High School in Indonesia" told about second activity of implemented scientific approach in english teaching in questioning activity, the english teacher tried to made students can develop the question of and for itslef, to raise skills of students in talking, asking question, and the other can answer logically, systematically using proper and correct grammar⁴¹.

Experimenting Activity

Based on research finding about third activity. The english teachers' in different grade at SMPN 1 Driyorejo, gave some instruction to the students to discussed the assigment. The english teacher understood did not all students understand with the assigment. The students done the assigment individually, grouping discussion.

In seventh grade, the english teacher gave some instruction to done the assignment made conversation about "Greetings and Leave Thaking" in a grouping discussion. The english teacher understood did not all students in seventh grade students understand with the assigment.

In eighth grade, the english teacher gave instruction to the students to done the assignment wrote

⁴¹ Zaim Muhammad. Implementing Scientific Approah to Teach English at Senior High School in Indonesia at Senior High School in Indonesia. Asian Social Science. Vol 13, No 2, 2017, www.ass.ccsenet.org.

⁴⁰ Imam Shofwan Muh. "The Use of Scientific Approach in Teaching English as a Foreign Language in SMPN 1 Jakarta". Jurnal Edulingua. Vol 4. No 1. Januari – Juni 2017

one expression about "Giving Appreciation". The english teacher understood did not all students understand with the assignment itself. The english teacher tried to accompany and help the eighth grade students.

In nineth grade, the english teacher gave some instruction to the students to done the assignment about "Procedure Text" in individually. The english teacher always accompany nineth grade students to done the assignment. The english teacher tried to made students understood and done the assignment.

From the observation with the english teachers' in different grade at SMPN 1 Driyorejo, it show that the english teacher gave some instruction to the students to done the assignment. The english teacher always accompany to the students to done the assignment.

From Muh Imam Shofwanresearch, on titled "The Use of Scientific Approach in Teaching English As a Foreign Language in SMPN 1 Jakarta" told about third activity was the activity to internalize knowledge and the skill learned by the students. In this process, the students try to express the newly learned knowledge and use the language ability in the real world through the activity like stimulation, role play, presentation, disscussion in junior high school⁴².

From M Zaim research, on titled "Implementing Scientific Approach to Teach English at Senior High School in Indonesia" told about experimenting activity was this step are preparation, working, and follow up.

⁴² Imam Shofwan Muh. "The Use of Scientific Approach in Teaching English as a Foreign Language in SMPN 1 Jakarta". Jurnal Edulingua. Vol 4. No 1. Januari – Juni 2017

There are five activities that can be done in experimenting. Grouping students into several group. Asking students to discuss. Recording the finding. Supervising the learning process to ensure that all learner are actively involved in the discussion, directing the group that need help⁴³.

d. Associating Activity

Based on research finding about associating step. The english teachers' in different grade at SMPN 1 Driyorejo, always accompany to the students to done the assignment with associated activity.

In seventh grade, the english teacher always accompany to the students to associated activity, processing information discussion in grouping about "The Conversation of Greetings and Leave Thaking". The english teacher tried to accompany to all students in seventh grade to done the grouping discussion.

In eighth grade, the english teacher always tried to accompany all students in eight grade to associated activity, processing information discussion with pair or english teacher discussion about "One Expression of Giving Appreciation".

In nineth grade, the english teacher still tried to accompany and helping to the students to associated activity and processing information with individually activity about "Procedure Text".

From the observation with the english teacher in different grade at SMPN 1 Driyorejo, it show that the english teacher always tried to accompany the all

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⁴³ Zaim Muhammad. *Implementing Scientific Approah to Teach English at Senior High School in Indonesia at Senior High School in Indonesia. Asian Social Science*. Vol 13, No 2, 2017, www.ass.ccsenet.org.

students to associated activity and processing information to done the assignment.

From Muh Imam Shofwan research, on titled "The Use of Scientific Approach in Teaching English As a Foreign Language in SMPN 1 Jakarta" told about fourth step was done to build students critical thinking and scientific attitude. This process can be designed by group work so that the students are asked to analyze a text, identify, categorize, conclude, compare the expression, text structure, and language feature, discuss the discourse, and also get feedback from the teacher⁴⁴.

From M Zaim research, on titled "Implementing Scientific Approach to Teach English at Senior High School in Indonesia" told about associating activity was the ability to analyze and associate the information occured within the group. Associating was the analyzing the iformation to find the relationship between one information to other information and find the to patterns interrelationship of the information so that one can make conclusion from the patterns found⁴⁵.

Communicating Activity

Based on research finding about last activity to implement scientific approach in English Language Teaching (ELT). The english teachers' in different grade at SMPN 1 Driyorejo, has directed the students

⁴⁵ Zaim Muhammad. *Implementing Scientific Approach to Teach* English at Senior High School in Indonesia at Senior High School in Indonesia. Asian Social Science. Vol 13, No 2, 2017, www.ass.ccsenet.org.

Imam Shofwan Muh. "The Use of Scientific Approach in Teaching English as a Foreign Language in SMPN 1 Jakarta". Jurnal Edulingua. Vol 4. No 1. Januari – Juni 2017

to done the assignment. The english teacher gave some instruction to communicate the results of the assignment.

In seventh grade, the english teacher has directed to the students to done the assignment about "Conversation of Greetings and Leave Thaking". The english teacher gave some instruction to the studebts to read conversation with the group in front of the class.

In eighth grade, the english teacher has directed to the students to done the assignment about "Expression of Giving Appreciation". The english teacher gave some instruction to the students explaine one sentence about "Giving Appreciation" in front of the class and can take n the conclusion.

In nineth grade, the english teacher has directed to the students to done the assignment about "Procedure Text". The english teacher gave some instruction to the students to read the procedure text.

From the observation with the english teachers' in different grade at SMPN 1 Driyorejo, it show that the english teacher done to implement scientific approach in English Language Teaching (ELT). The english teacher gave instruction to the students to communicate the results in front of the class and taken conclusion from the assignment.

From Muh Imam Shofwan research, on titled "The Use Of Scientific Approach in Teaching English As a Foreign Language in SMPN 1 Jakarta" told about last step or activity in implement scientific approach. The students should communicate their work to their friend. This is aimed to develop ability to express or

present all the knowledge and the skill learned or not, spoken or write 46.

From M Zaim research, on titled "Implementing Scientific Approach to Teach English at Senior High School in Indonesia" told about communicatin Activity. Communicating is the ability to conclude the facts that have been observed and experimented. There are four activities that can be conducted in communicating step, asking the students to read their work to the class, asking each group to listen well and provide additional input with regard to the work of each group, giving explaination after the group discussion ended, structuring task and providing opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given 47.

2. English Teachers' Challenges of Scientific Approach in English Teaching

Based on the second research finding, the researcher found the result indicated 100% english teacher in different grade at SMPN 1 Driyorejo had a similar challenges in implementing scientific approach in english teaching. Based on the theory in our step of implement scientific approach in english teaching had same challenges.

a. Observing Step

In observing step, the researcher found there were 3 english teacher had similar challenges in implementing scientific approach in english teaching

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⁴⁶ Imam Shofwan Muh. "The Use of Scientific Approach in Teaching English as a Foreign Language in SMPN 1 Jakarta". Jurnal Edulingua. Vol 4. No 1. Januari – Juni 2017

⁴⁷Zaim Muhammad. *Implementing Scientific Approach to Teach English at Senior High School in Indonesia at Senior High School in Indonesia.*Asian Social Science. Vol 13, No 2, 2017, www.ass.ccsenet.org.

namely, develop students understanding, develop students ability, make students happy and understand with study english lesson. In our challenges observing step, three english teachers at SMPN 1 Driyorejo still tried to search some solution for challenges in observing step.

Intakhab Alam has found in his study, there were five teachers' challenges for implementing scientific approach in english teaching such as material, learning strategies, education character, students, and teacher. Challenges is difficult situation object teacher to encourage some enthuasiastic learner to uses the target language due to those students who are not very good in english teaching⁴⁸.

Sesilia has found there were 3 teachers challenges in implementing scientific approach in english, especially in observing step are develop students understanding, develop students ability, make students happy and understand with study english lesson⁴⁹.

Questioning Step

Based on research finding in questioning step, the researcher found there were three english teacher in different grade at SMPN 1 Driyorejo got some challenges for implementing scientific approach in english teaching is develop students. In this challenges in questioning step, three english teacher still search some solution for the challenges in questioning step.

⁴⁸ Alam Intakhab et.al. *The Teacher of English: Pedagogic Relevance in* Saudi Arabia. Vol 4, No 2, June 2011. www.ccsenet.org/elt.

⁴⁹ Kendari Niron Sesilia. The Implementation of The Scientific Approach in Learning Grade IV of SD Negeri Nirmala, Bantul Regency. Jurnal Pendidikan Sekolah Dasar. Vol 7, 2016

Sesilia has found in her study there was one english teacher challenges in implementing scientific approach in english teaching in questioning activity is develop students ability⁵⁰.

Azizah has found in her study there were 2 teachers' challenges for implementing scientific approach in english teaching are time and the teacher it self⁵¹.

c. Experimenting Step

In experimenting step, the researcher found there were 3 english teacher in differenet grade at SMPN 1 Driyorejo got similar challenges in implementing scientific approach in english teaching is students ability. In experimenting step, the english teachers still tried to search some solution for this challenges in experimenting step.

Siti azizah has found there was teachers' challenges for implementing scientific approach in english teaching, especially in experimenting step is function of experiments for develop students ability⁵².

Sesilia has found there was teachers' challenges in implementing scientific approach in english teaching, especially in experimenting activity is develop students ability, because not all students can develop the ability itself. The english teacher still tried

⁵¹ Azizah Siti et.al. *Implementasi Pendekatan Scientific Dalam Pengajaran Bahasa Inggris Kurikukulum 2013 Di SMPN 1 Pamekasan. OKARA*. Vol 1, No 10, November 2015.

⁵⁰ Kendari Niron Sesilia. *The Implementation of The Scientific Approach* in Learning Grade IV of SD Negeri Nirmala, Bantul Regency. Jurnal Pendidikan Sekolah Dasar. Vol 7, 2016

⁵² Azizah Siti et.al. *Implementasi Pendekatan Scientific Dalam Pengajaran Bahasa Inggris Kurikukulum 2013 Di SMPN 1 Pamekasan. OKARA*. Vol 1, No 10, November 2015.

search some solution for this challenges in experimenting step⁵³.

d. Associating Step

Based on the research finding in associating step, the researcher found there were 3 english teachers in different grade at SMPN 1 Driyorejo got similar challenges in experimenting scientific approach in english teaching is develop students active, because all students had different active for understand english lesson. Three english teacher in english teaching still search some solution for the challenges in associating step.

Sesilia has found in her study there was one english teacher challenges for implementing scientific approach in english teaching, especially in associating activity is develop students active, because the english teacher must make english students active for study english lesson⁵⁴.

e. Communicating Step

Based on research finding in communicating step, the researcher found there were 3 english teacher in different grade at SMPN 1 Driyorejo got same challenges in implementing scietific approach in english teaching are develop students ability and develop students understanding.

⁵⁴ Kendari Niron Sesilia. The Implementation of The Scientific Approach in Learning Grade IV of SD Negeri Nirmala, Bantul Regency. Jurnal Pendidikan Sekolah Dasar. Vol 7, 2016

⁵³Kendari Niron Sesilia. *The Implementation of The Scientific Approach* in Learning Grade IV of SD Negeri Nirmala, Bantul Regency. Jurnal Pendidikan Sekolah Dasar. Vol 7, 2016

Sesilia has found in her study there were 2 teachers' challenges for implementing scientific approach in english teaching are develop students ability and develop students understanding⁵⁵.



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⁵⁵ Kendari Niron Sesilia. *The Implementation of The Scientific Approach* in Learning Grade IV of SD Negeri Nirmala, Bantul Regency. Jurnal Pendidikan Sekolah Dasar. Vol 7, 2016

CHAPTER V

CONCLUSION AND SUGGESTION

This chapter of contains some conclusions regarding the result of this research that is about teacher challenges for implementing of scientific approach in English language teaching (ELT). The suggestions relate this study also provided for English teacher and the further researcher.

A. CONCLUSION

Based on the result of research finding which is presented in four chapter or previous chapter. The researcher conclude some point regarding the teacher challenges for implementing scientific approach in English language teaching (ELT) which is describe below.

1. English Teacher Implement of Scientific Approach in English Language Teaching (ELT)

Based on the result of research finding, three English teachers implemented scientific approach in English teaching with five steps are Observing, Questioning, Experimenting, Associating, Communicating.

In observing activity, the English teacher in different grade at SMPN 1 Driyorejo gave general explaination of English material to the students. The English teacher in seventh grade explained about "Greetings and Leave Thaking" and tried to made students understand and listened with the English teacher explaination. The English tried made students used maximize the five senses to understand the English lesson. In eighth grade, the english teacher explained the material about "Giving Apreciation". English teacher tried to made students used maximize the five sense to understand the English lesson. In nineth grade, the english teacher explained the material about "Procedure Text". The English teacher tried to the students

used maximize the five sense to understand the English lesson.

In second activity, the english teacher in different grade explained the material with used media and text book. In seventh grade, the english teacher gave instruction to the students to started ask about the english material and gave instruction to the students to answer the question from other students or the English teacher itself. The English teacher explained the material with used only English text book. While in eighth grade, the English teacher gave instruction to the students to answer the question from the English teacher itself. The English teacher in eighth grade explained the material with used media and textbook to made students understand. In nineth grade, the English teacher gave instruction to the students to started ask about the material and to answer the question from other student or the Englis teacher itself. The English teacher in nineth grade explained the material with used text book.

In experimenting activity, the English teachers in different grade at SMPN 1 Driyorejo, gave some instruction to the students to tried done the assignment about the English material. In seventh grade, the English teacher gave instruction to the students made a group to discussion the assignment about "Conversation of Greetings and Leave Thaking". While the English teacher in eighth grade gave some instruction to the students to done the assignment about "Writing One Expression of Giving Appreciation". In nineth grade, the English teacher gave some instruction to the students to done the assignment with discussion other students.

In fourth activity, the English teacher in different grade at SMPN 1 Driyorejo always accompany to the students to done the assignment. The students were able to

conclude the result of the assignment. In seventh grade, the English teacher always accompany to the students to done the assignment and conclude the results of the assignment about "Conversation of Greetings and Leave Thaking". In eighth grade, the English teacher always accompany to the studens to done the assignment about "Giving Appreciation" and were able to conclude the result of the assignment. In nineth grade, the English teacher always accompany to the students to done the assignment about "Procedure Text" and were able to conclude the result of the assignment.

Last activity, the English teacher in different grade at SMPN 1 Driyorejo gave some instruction to the students to presented the results of the assignment. In seventh grade, the English teacher gave some instruction to the students to presented the result of the assignment about "Greetings and Leave Thaking". In eighth grade, the English teacher gave instruction to the students to read the results of the assignment about "Giving Appreciation". In nineth grade, the English teacher gave some instruction to the students to explaine the result of the assignment about "Procedure Text".

2. English Teachers Challenges For Implementing of Scientific Approach English Language Teaching (ELT)

Based on the result from the research finding, was presented in previous chapter, the researcher concluded some poin about teacher challenges in implementing scientific approach in English language teaching (ELT).

There are four English teacher challenges in implementing of Scientific Approach namely:

Developing Students Understanding
 The English teacher tried to Develop the students to understand with the English lesson from the teacher explaination

b. Developing Students Ability

The English teacher had try to develop students Ability for study English lesson from teacher explaination and the students tried to more study English lesson.

c. Developing Students Active

The English teacher knew the students still can more active to study English in the class, so the English teacher tried to develop students active for study English lesson in the class.

Make Students Happy to Study English
 The English teacher had to make English students happy to study English lesson.

B. SUGGESTION

The researcher gives the suggestion and advice that relate with this study. The suggestions are for teacher and the further researcher.

1. Headmaster

For the headmaster, it should give an opportunity to all of teachers, especially english teacher in following workshop and training program about implementation of scientific approach. If only several teachers who follow the workshop from the government, the school should make a small workshop individually to encourage the teacher implement of scientific approach.

2. Teacher

Implementation of scientific approach in english lesson is not easy. The english teacher must always try implement of scientific approach with more develop the material with creative method, creative tool, etc, so can make the students developed the creativity and high order thinking.

3. Further Researcher

For the next researcher, identifying about "scientific approach" or "implement of scientific approach" or "teacher challenges". The researcher suggest for further researcher this study is for previous study.



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APPENDIX 1 (Teacher Implement Scientific Approach in English Language teaching)

OBSERVATION CHECKLIST

NO		STATEMENTS	C1	C2	C3
	a.	Observing			
1.		1. The English teacher give explaination to			
		the students			
		2. The sudents uses five sense in learning			
		process			
		3. The English teacher get the challenges in			
		observing step			
	b.	Questioning			
		1. The English teacher has guide explained			
		the material using text book or media			
		2. The students started to asking or trying to			
		answer the question from the teacher or			
		other students		Þ	
		3. The English teacher get the challenges in			
		questioning step			
	c.	Experimenting			
		1. The English teacher give instruction for			
		the students for discussion the assignment			
		in group, other students			
		2. The teacher get the challenges in			
		experimenting step			
	d.	Associating			
		1. The English teacher has directing the			
		students to associate activity, processing			
		information with discussion other			
		students, the teacher.			
		2. The students do the assignment and take a			
		conclusion of the result of the assignment			
	e.	Communicating			
		1. The English teacher give instruction for			
		the students for explain, read the result of			
		the assigment			

2.	The teacher get the challenges in		
	communicating step		



APPENDIX 2 (English Teacher Challenges in Implementing Scientific Approach in English Language Teaching)

INTERVIEW GUIDELINE

a. Observing Activity

- Apa saja yang dilakukan guru bahasa inggris ketika menerapkan scientific approach di english teaching pada observing step?
- 2. Challenges apa saja yang dihadapi guru bahasa inggris ketika menerapkan scientific approach di english teaching pada step ini dan jelaskan?

b. Questioning Activity

- 1. Apa saja yang dilakukan guru bahasa inggris ketika menerapkan scientific approach di pada step kedua ini?
- 2. Challenges apa saja yang dihadapi guru bahasa inggris ketika menerapkan scientific approach di english teaching pada step ini dan jelaskan?

c. Experimenting Activity

- 1. Kegiatan apa saja yang dilakukan guru bahasa inggris ketika menerapkan scientific approach pada step ini?
- 2. Challenges apa saja yang dihadapi guru bahasa inggris ketika menerapkan scientific approach di english teaching pada step ini dan jelaskan?

d. Associating

- 1. Kegiatan apa saja yang dilakukan guru bahasa inggris ketika menerapkan scientific approach pada step ini?
- 2. Challenges apa saja yang dihadapi guru bahasa inggris ketika menerapkan pendekatan saintifik pada step ini?

e. Communicating

- 1. Kegiatan apa saja yang dilakukan guru bahasa inggris dala menerapkan scientific approach pada step ini?
- 2. Challenges apa saja yang dihadapi guru bahasa inggris ketika menerapkan pendekatan saintifik pada step ini?