# Students Capacity on Questioning Phase in Implementing Scientific Approach at SMK Negeri 2 Karang Baru

## THESIS

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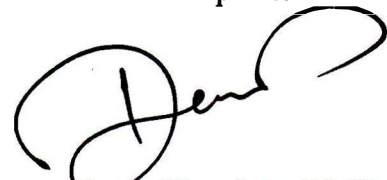**1042011164**

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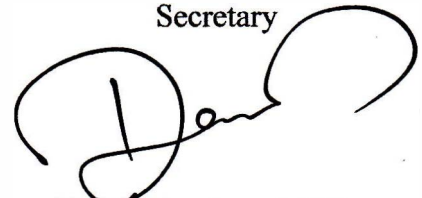
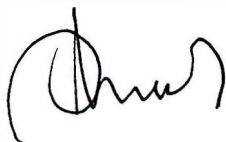Friday, March 31th, 2017 M

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Dengan ini menyatakan bahwa skripsi saya yang berjudul **"Students' Capacity on Qustioning Phase in Implementing Scientific Approach at SMKN 2 Karang Barn"** adalah benar hasil usaha saya sendiri. Apabila di kemudian hari ternyata terbukti hasil plagiat karya orang lain atau dibuatkan orang, maka akan di batalkan dan saya siap menerima sanksi akademik sesuai dengan ketentuan yang berlaku.

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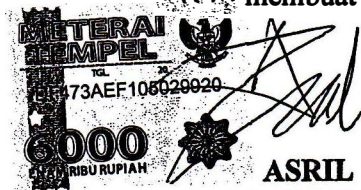
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However, the author realized that this thesis is still far of the perfect, so every critique and suggestion are needed to make this thesis perfectly.

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The Writer

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# ABSTRACT

The purpose of this research is to explore how implementing scientific can be applied in teaching English language to make students to learn be more actived in the class and especially in expresing curiosity to know through media question. This research was conducted at XI GB 1 grade students of SMKN 2 Karang Baru which consisted of 30 students. This research used qualitative research. It included some actions. The actions were activities of teaching learning process by applying scientific approach until six meetings. The result data was analyzed qualitatively by using observations and interview. In anaysis data, the writer used descriptive qualitative research. Using this method, the writer collects data, arranges data and presents data. Based on the result of the research, it can be conclude that applying scientific in teaching English language was done sucessfully and scientific can be applied in teaching. It can be proven based on the results of observation and interview. The results showed that the performance and the class condition generally was better than the previous meeting and then the class condition had a good atmosphere in teaching learning process. The students  more pay attention on the writer's explaination, they were more active and enthusiastic in the learning process. After that by using scientific method, The students seemingly enthusiastic in learning, more active, in the sense of expression that they never or into insight  they have known and relax in learning. Students become more active visible from  the interaction between students and teacher which become a good thing for the learning process.

**Keyword : scientific method and questioning**

# CHAPTER I

# INTRODUCTION

## A. BACKGROUND OF THE STUDY

Education is the main dimensions to be able to create human knowledgeable and cultured through a good education system. A nation or state will have a human resources (HR) is strong and qualified in the fields desired. The discovery of new invention in the field of science and technology brings enormous influence in the field of education, as a result of education increasingly progressed, prompting various reform efforts.

Recognizing the importance of education in determining the quality of human resources that can compete with human resources from other countries, educational institutions in our country continue to look for the structure of the curriculum, the educational system, and teaching methods are efficient and effective in several ways such as renewal and experimentation.

Education is always closely linked to the learning process and a goal.[1] There are many difficulties faced by teachers in learning process, one of them is in explaining the material whether the material have been  understood or not by the students. Accordingly, if the students do not understand the material, it means the learning process did not reached a goal.

The essentiall learning process is a process of communication. Teaching and learning activities has its own communication where the teacher and students

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[1] S.Nasution.M.A,Didaktik asas-asas mengajar, (Bandung:jemmars),p.149

exchanged arguments to develop ideas and understanding. There are common problems occur in communication which is interfere the effectiveness and efficient of communication. Which is caused by several factor namely, verbal, unprepared students, lack of interest, and so on.[2]

Actually questions in real life are different from the questions in the learning process, and its incline to the questioner. Then asking in the learning process is useful for teachers and students too. Nasution said, The question is a stimulus that encourages for thinking and sailing. Therefore if a students asking to their teacher, it means the students has been trained to acquire the knowledge and improve the ability to think[3]. Moreover Brown said, Despite the long history of the use of questions, difficult, to define exactly what constitutes rissing question. But in general, brown explained that any statement which test or creates knowledge in the learner .[4]

As well as the researchers want to research on how the students learning is applied in the study using a scientific approach where in this approachment can help students to learn to be more active in learning, because the students just silent when the teacher has finished the material and not active in the classroom. Moreover this is the background research for writers to find the solution about the effective of method learning. Based on the principle from this method that is the students must be active than the teacher and to improve the intelectual abilities,

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[2] Didaktik asas-asas mengajar, (Bandung:jemmars),p.149
[3] S.Nasution.M.A,*Didaktik Asas-Asas Mengajar*.(Bandung:Jemmars, 1986), p: 62
[4] H.Douglas Brown, *Language Assessment:Principles and Clasroom Practices,*1975.
P: 105

especially the ability to think a high level of student. In scientific approach is meant to extend comprehension for students, understand a variety of materials using a scientific approach. The information can come from anywhere, anytime, do not depend on the direction of the teacher information.

Therefore, the learning process is expected to create conditions for students to find out various sources through observation, and not just be told. The implementation of the scientific approach to improve learning skills such as observing, classifying, measuring, predicting, explaining, and concluded. In carrying out this process, the teacher needed help. However, teachers should help reduce with increasing adult student or students of higher classes.

In this study the author raised as a mean to know how effective way of learning for students, and to know what are the impact the learning model uses a scientific approach in improve the capacity of question from the students. Author of the research that is taking place at a vocational high school 2 Karang Baru located in the district of Aceh Tamiang. Based on the explenation above, the writer chooses the title "*STUDENTS' CAPACITY ON QUESTIONING PHASE IN IMPLEMENTING SCIENTIFIC APPROACH*"

**B. PROBLEM OF THE STUDY**

Based on the background of the study , the writer fine some problems as to follow:

1. What are the factors  decrease the students' Questioning intensity  During English Learning ?
2. How do the students  question intensity after implemented scientific approach ?

**C. PURPOSE OF THE STUDY**

1. To find out  the effect of decreasing students' Questioning intensity during English learning.
2.  To measurement the students' Question intensity after using scientific Approach.

**D. SIGNIFICANCE OF THE STUDY**

Based on the research problem and the research significant states above , the results of the study are expected to have hope as follows :

1. For teachers

   The result of this research can be use by teacher to teach the language learning or English to their students
2. For students

   The result of this study can be utilized by student as a learning process in order to more active .

3. For researchers

The result of this study hope useful for other researcher to add the information in other that can be a good researcher in the future.

## E. TERMINALOGY

In doing this research there are some terms that must be explained, they are :

1. Questioning

Nasution argues that the question is a stimulus that encourages thinking and sailed .with transform and thus if a student asked the teacher means that the student has been trained to acquire knowledge and enhance the ability of thinking.[5] besides it is considered also by Brown despite this long history of the use of the question, it is difficult, to define precisely rissingly what constitutes a question. but in general, brown describe that question is any statement roomates test or creates knowledge in the learner. [6]

2. Scienstific approach

The scientific approach is an approach in activities learning that promotes creativity and findings students .[7] The differences between method and approach , approach is the way in which you will approach the piece of literature you are teaching, approach is what you are going to teach . method refers to how you are going to teach it.[8]

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[5] S.Nasution.M.A, *Didaktik Asas-Asas Mengajar.* (Bandung: Jemmars, 1986),p.62
[6] H. Douglas Brown, *language Assessment:principles and clasroom Practices,* 1997,P.105
[7] Kosasih, E. 2014. *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013* . Bandung: Yrama Widya.
[8] *http:www.enotes.com/homework-help/what-differences-between-method-approach-some-139657*

# CHAPTER II

# LITERATURE REVIEW

## A. Curriculum 2013

The curriculum is the cornerstone for the implementation of activities education. Without the education curriculum will be impossible running properly, effectively, and efficiently as expected. The curriculum is very necessary to be considered in each unit education. Therefore, one of the curriculum of educational success. In this context, the curriculum is defined as a series of attempts to reaching educational goals.[9]

In the process of education curriculum plays a role important in realizing the generation of reliable, creative, innovative, and being personally responsible. Like the body, the curriculum is the heart of education. The curriculum determines the type and quality of knowledge and experience that allows people or someone achieve a life and a better life.[10]

Curriculum change from time to time relating to structural and conceptual changes and now also to be introduced the new curriculum, which will be launched by the government, namely curriculum 2013. The most interesting of these is the 2013 curriculum very responsive to the phenomena and social change.

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[9] Fadlillah, M. 2014. *Implementasi Kurikulum 2013 (Dalam Pembelajaran SD/MI, SMP/MTS, & SMA/MA)*. Yogyakarta: Ar-Ruzz Media.

[10] Muzamiroh, Mida Latifatul. 2013. *Kupas Tuntas Kurikulum 2013(Kelebihan dan Kekurangan Kurikulum 2013)*. Surabaya: Kata Pena.

Curriculum 2013 is a competency-based curriculum Pioneering once initiated in Competency-Based Curriculum (CBC) 2004, but has not been resolved because the urge to immediately implementing Curriculum Education Unit in 2006 ( KTSP). Curriculum 2013 emphasizes on modern pedagogic dimension in learning, using a scientific approach.[11]

The 2013 curriculum, students will no longer be the object of education, but became subject to the co-developed theme and the material. And with this change, of course, various standards in the education component will experience change. Start of content standards, standardized processes and standards competence of graduates, and even the standard penilaianan was also experiencing changes.[12]

The 2013 curriculum, teachers are no longer burdened with the obligation to make the teaching syllabus for students each year as which occurred in the KTSP (curriculum 2006). As we know that this sort of thing indeed become a burden for teachers with varying abilities especially in the early years of learning. Syllabus and teaching materials created by government, while teachers could prepare lesson plans(RPP) and media learning.[13]

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[11] Shoimin, Aris. 2014. *Model Pembelajaran Inovatif dalam Kurikulum 2013.* Yogyakarta: Ar-Ruzz Media.

[12] Kurniasih, Imas dan Berlin Sani. 2014. *Implementasi Kurikulum 2013 Konsep dan Penerapan.* Surabaya: Kata Pena.

[13] Muzamiroh, Mida Latifatul.2013.*Kupas Tuntas Kurikulum 2013 (Kelebihan dan Kekurangan Kurikulum 2013).* Surabaya: Kata Pena.

According Fadlillah, principles guiding in curriculum development in 2013 is the same as the principle preparation of the Education Unit Level Curriculum as has been mentioned in the Minister of Education and Culture (Permendikbud) No. 81A of 2013 on the implementation of Curriculum 2013[14], the following:

a. Increased faith, piety and noble character

Faith, piety and noble character were established personality of the learner as a whole. KTSP (curriculum 2006) is structured so all eyeslessons can support the increase of faith, piety, and morality noble.

b. Future competency requirements

Ability learners are required, among other things communication skills, critical thinking, and creative considering the value and moral Pancasila in order to become citizens democratic and responsible, tolerant in diversity, able to live in a global society, has an interest broad in life and readiness to work, in accordance with talents / interested, and care for the environment. Curriculum must be able to respond to these challenges so that necessary develop these abilities in the process learning.

c. Increased potential, intelligence, and interests in accordance with the level development and abilities of learners

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[14] Fadlillah, M. 2014. *Implementasi Kurikulum 2013 (Dalam Pembelajaran SD/MI, SMP/MTS, & SMA/MA)*. Yogyakarta: Ar-Ruzz Media.

Education is a systematic process to improve human dignity in a holistic manner that allows potential (Affective, cognitive, psychomotor) develop optimally. in step with it, the curriculum drawn up by watching potential, level development, interest, intellectual, emotional, social, spiritual, and kinesthetic learners.

d. The diversity of the potential and characteristics of the area and the environment

The area has a diversity of potential, needs, challenges, and environmental characteristics. Each of these areas requires education in accordance with the characteristics of the area and experience everyday life. Therefore, the curriculum needs to load diversity to produce graduates that are relevant to the development needs of the region.

e. The demands of regional and national development

In the era of autonomy and decentralization, the curriculum is one media binder and developer integrity of the nation to encourage community participation by promoting national perception. To that end, the curriculum needs to be watched the balance between regional and national interest.

f. The demands of the working world

Learning activities should be able to support the growth Private blossoms learners entrepreneurial and have life skills. Therefore, the

curriculum needs load life skills to equip learners entering working world. This is particularly important for the education unit vocational and students who do not continue to pursue the higher.

g. The development of science, technology and art

Education needs to anticipate the impact of global carry knowledge-based society in which science and technology play an important role as the prime mover of change. Education must constantly adaptation and adjustment of the development of science and technology so that it remains relevant and contextual to the change. Therefore, the curriculum should be developed regularly and in line with the continuous development of science, technology, and art.

h. Religion

The curriculum was developed to support the raise of faith, piety, and good character and maintain tolerance and the harmony of religious adherents. Therefore, the curriculum all subjects supporting the increase of faith, piety, and morality noble.

i. The dynamics of the global

Curriculum create independence, both at the individual and nation, which is very important when the world is driven by the free market. Intercourse between nations are getting closer memerlukam individual

independent and able to compete and have the ability to coexist with tribal and other nations.

j. National unity and national values

The curriculum is directed to build character and insight nationality learners are an important basis for efforts maintaining national unity within the framework of the State Unitary Republic of Indonesia (NKRI). Therefore, the curriculum should develop the knowledge and attitudes of nationality and national unity to strengthen the unity of the nation in the region Homeland.

k. Social and cultural conditions of local

The curriculum was developed by taking into account the characteristics local socio-cultural and support the preservation cultural diversity. Appreciation and the appreciation of the local culture grown before studying the culture of the area and other nations.

l. Gender equality

The curriculum is directed to the development of attitudes and behavior equitable with respect to gender equality.

m. Characteristics of educational unit

The curriculum was developed in accordance with the conditions and characteristics education units.[15]

The main thing why there is the concept of development curriculum is for their development and the positive influence which come from outside or from within itself, with the expectations of the participants students can face the future with good. Therefore, curriculum development is expected to be anticipatory, adaptive, and applicative.

According Kurniasih and Sani, there are three important things in curriculum development, namely:

a. Object developed

Objects that are developed should be of a variety of programs education which contains educational and teaching activities, then must be designed and programmed systematically appropriate these criteria of Pancasila, the UUD 1945, the GBHN, Regulations Government, ministerial decrees applicable norms, the needs of participants learners development of science and technology and so on. And then the party schools can develop the basic components such as structures program that contains the types of subjects and groupings, allocation time of each

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[15] Fadlillah, M. 2014. *Implementasi Kurikulum 2013 (Dalam Pembelajaran SD/MI, SMP/MTS, & SMA/MA)*. Yogyakarta: Ar-Ruzz Media.

program and the composition of the eye subjects, including compulsory subjects and compulsory pass mileage.

b. Subjects who developed

The parties participating in developing the curriculum are those associated with the issue of the curriculum as various experts appropriate that exist in educational institutions. For example, some sources in the Department of Education Department of P and K, Dikri, Dikdasmen Puskur, teachers who are experts in field and so on. Then it could be from sources that are at various companies, industries, banks, state enterprises, the Department of related and so forth, as well as the various professions that support such as traders, psychologists, philosophers, sociologists, metolog, technology education, a field of study that is on the curriculum being arranged. And the most important is the senior teachers who meet requirements.

c. approach to development

There are basically three approaches in the planning and curriculum development, namely:

- Approach Based Materials

The core of the learning process is determined by the selection material, because the curriculum renewal just discussed how the source material can be grown.

- Interest Based Approach

In accordance with the hierarchy of the goals of education in Indonesia consists on the National Interest, National Education Goals, Objectives Institutional Curricular Objectives. Instructional Objectives, divided again became General Instructional Objectives and Instructional Objectives Special. Each destination below will be followed related directly to the destination that is on it.

The aim of education in Indonesia is certainly stamped on Guidelines, and on the goal then is translated into more detailed purposes, which ultimately to the goal that is operational, then searched topics of discussion complete, which will be GBPP. And finally composed a curriculum with a syllabus (GBPP) are dispersed, and The next step of the TIU to ICT then elaborated on SAP.

- Ability Based Approach

Not much different from the curriculum by objective, just based on the ability of the more operational goal of the curriculum is based aim.[16]

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[16] Kurniasih, Imas dan Berlin Sani. 2014. *Implementasi Kurikulum 2013 Konsep dan Penerapan.* Surabaya: Kata Pena.

**B. Definition Of Question**

Questions is a way of expressing a sense curiosity would not answer or unknown. The curiosity is an impulse or stimulus of effective for learning and look for the answers.[17] Asking activities in the class is an important activity in the learning process, not only for teachers but also for students. Activities in the classroom is a sign that the teaching and learning activities in the classroom are exist. But the fact that happened is still a lot of students who actually silent when the teacher asked or provide an opportunity to ask questions in class.

According to Brooks , "To be able understand, students must find the meaning, to find a meaning, students should have the opportunity to establish and submit the questions."[18] Asking is the verbal utterance requesting a response from someone known. The response in the form of knowledge can give up the things that are the result of consideration.[19]  So asking an effective stimulus that encourages thinking skills.

questioning is one aspect of competencies that must be mastered by students. So ask is an activities of students in the form of the verbal utterance to obtain a reaction or response from others.

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[17] Ribowo, B. (2006). *Upaya Meningkatakan Hasil Belajar Siswa Kelas IIA SMP Negeri 2 Banjarharjo Brebes dalam Pokok Bahasan Segiempat Melalui Model Pembelajaran Tutor Sebaya Dalam Kelompok kecil*. Skripsi. Semarang: Universitas Negeri Semarang *http://digilib.unnes.ac.id/gsdl/collect/skripsi/archives/HASH01b9/55f8dc7e.dir/doc.pdf 20.06.2010_13.35*

[18] Johnson, E. B. (2002). *Contextual Teaching & Learning*: *Menjadikan Kegiatan Belajar-Mengajar Mengasyikkan dan Bermakna*. California: Mizan Learning Center (MLC)

[19]Sumiati dan Asra, *Metode Pembelajaran*,(Bandung:Wacana Prima, 2008),P.225

## C. Significance questioning

Asking is the important thing that should the question is structural and hurling appropriate techniques will have a positive impact for students, that is :

a. Increasing the students participate in learning activities.

b. Generating interest and curiosity of students to a problem that is being faced or discussed.

c. Developing patterns and how active learning of students because thought itself actually is ask.

d. Guiding the students thinking process because of good questions will help students in order to determine a good answer.

e. Focusing the students attention to the problems being discussed.[20]

## D. Basics of Good the Question

a. Clearly and easily understood by students

b. Giving information completely to answer the question

c. Focusing on a specific problem or task

d. Giving times for children to think before answering questions

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[20]*http://pe-te-ka.blogspot.com/2009/10/upaya-meningkatkan-kemampuan-berbicara.html*, diakses tanggal 20 April 2011.

e. Sharing all questions to all students equally

f. Friendly and pleasant response which raised the courage students to answer or ask

g. Lead answers to students so they can find their own answers are correct.[21]

**E. Types the Question**

1. Type the question by means

a. The Question demand, ie questions that contain elements of messengers in the hope that students can obey spoken commands, therefore this question does not expect an answer from the students, but to be expected is the actions of students

b. Rhetorical question, the question that do not require an answer from the students, but we own the answer.

c. Directing or guiding the Question, ie questions intended to guide the thinking of students, with the hope that students can improve or find a more appropriate answer from the previous answer.

d. the Question dig, the question is directed to encourage the students in order to increase the quality and quantity of answers.

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[21] Usman, *Menjadi Guru Professional,* (Bandung : PT Remaja Rosda Karya, 2005)P. 75

2. Type the question according to the difficulty level that is expected to answer questions consist of low-level and high-level questions.

   a. Knowledge questions, the questions that have the lowest difficulty level, because only rely on the ability to remember facts or data, so it is also called yan question requires that students can express back.

   b. Questions understanding, judging by the level of difficulty of the expected answer, the first type of question, therefore this question is not just expect students to restate what was reminded, however, that the question expect students' ability to clarify the idea.

   c. Applicative questions, ie questions that require answers that students can apply the knowledge he had.

   d. The question of analysis, the question which requires that students can describe a certain concept.

   e. Question synthesis, this question requires that students be able to create a kind of summary of the diagram of an assessment of learning materials

   f. Evaluation questions, ie questions that require answers by giving an assessment or opinion on an issue.[22]

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[22] Syaiful Bahri, *Pembelajaran Dalam Implementasi Kurikulum Berbasis Kompetensi*, (Jakarta : PT Rineka cipta,2000) P. 158

**F. Objectives Skills of Questioning**

   a. Stimulate of thinking skills

   b. Supporting the students in learning

   c. Giving directions for  students in independent learning interactions

   d. supporting students in achieving the learning objectives defined[23]

   e. Centralize power of memory in a problem, so to completely follow the discussion and deepening of the problem, and then after that bepindah to other materials (new material)

   f. Confirming the insights and issues that have been taught to them

   g.Measure (evaluate) whether or not the lesson material that can understand / captured by the students during the lesson clear and measured levels of absence (their understanding of)

   h.It would be cleared to teacher, many lessons have been already known / understood by his disciples.[24]

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[23] *http://irdahendro.blogspot.com/2012/03/teknik-bertanya.html*
[24] Abu Bakar Muhammad, *Pedoman Pendidikan dan Pengajaran,* (Surabaya : Usaha Nasional, 1981) P. 92

**G. The Benefits of Asking the Question**

Among the benefits of asking questions is:

a. Expanding horizons of thought, if someone always accept an idea or theory without questioning, then knowledge is limited to what is accepted solely.

b. Inviting reinforcement (reinforcement). In general, students will be satisfied if the question were given approval, or the questions asked are relevant and inviting the further discussion.

c. Motivate or encourage students to learn more. With the ability to ask the students to always be not accept one opinion, this attitude encourages students to always be curious and explore the various theories and encourage students to learn more.[25]

**H. Efforts the Teacher to Upgrading questioning of the  Students**

The forms or ways that can be used to provide enhanced ability to ask the students are:

a. Teacher asked in the form of games (compliance question) aimed at students asked. For example, when students noisier, then the teacher asked a question in the form of a request that students be quiet.

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[25] Sumiati dan Asra, *Metode Pembelajaran,* (Bandung: Wacana Prima, 2008), P.124.

b. Teacher provide guidance on the material being taught. When students think to answer that question. The teacher gives an introduction to first and the teacher asked questions to fit your intro.

c. Teacher give conflicting ideas. Opposed ideas to give a direct question (redirecting question) students to answer it reveals a clearly understood. Answer students, teacher indirectly justified or blamed but thrown to the other students to comment on the answer.

d. Teacher leave the question in the form of digging or guide (probing) students in answering. This question is meant to explore the students' answers have been disclosed to be more clear.[26]

e. Teacher provide reinforcement to students. This reinforcement is given so that students have the passion and no fear in presenting ideas he had in mind.[27]

f. Teacher use media that attract the attention of students. Media is "tools that can convey messages from the source to the receiver."[28]

g. Teacher give rewards for students who ask. Rewardatau prize is one tool that can be used by teacher to attract students' attention on asking. They will be encouraged to ask as motivated to get the prize.[29]

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[26] *Ibid.*

[27] Nana Sudjana, *Dasar-Dasar Proses Belajar Mengajar,* (Bandung: Sinar Baru Algensindo, 2009), P. 14.

[28] Azhar Arsyad, *Media Pembelajaran,* (Jakarta: RajaGrafindo Persada, 2008), P. 15.

[29] *Ibid.*, P. 17.

**I. Definition of Scientific Approach**

The implementing of scientific approach to learning involving process skills such as observing, classifying, measuring, predict, explain, and concluded. in carrying out these processes, teacher assistance be required. But the assist from teachers should be diminishing with get older the student or the higher the grade of the students.[30]

Scientific approach intended to provide insight to students in know, understand a variety of materials using scientific approach, that information can come anywhere, at any time, do not relyon the information the direction on the teacher. Therefore, it is expected to create conditions for learning directed to encourage learners to find out from various sources through observation, and not just be told.

Learning Scientific method have the characteristics:

1. The student centered

2. involve science process skills in constructing concepts, laws or principle

3. involve cognitive processes of potential in stimulating intellectual development, especially high-level thinking skills of students.

4. be able to develop the character of students.

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[30] Daryanto.2014.*Pendekatan Pembelajaran Saintifik Kurikulum 2013* . Yogyakarta : Gava Media.

a. The purpose of learning the scientific approach

The purpose of learning the scientific approach is based on excellence approaches. Some learning objectives with the scientific approach are:

1. To improve the intellectual abilities, especially the ability to think a high level of student.

2. To form a student's ability to solve a problem systematic.

3. The creation of conditions of learning in which students feel that learning is a necessity.

4. Obtaining results of high learning.

5. To train students in communicating ideas, especially in write scientific articles.

6. To develop students' character.

b. Principles of Learning Approach Scientific

Some of the principles of scientific approach in learning activities isas follows:

1. The student-centered learning

2. Learning form the students' self-concept

3. Avoid verbal learning

4. Learning provide opportunities for students to assimilate and accommodate concepts, laws, and principles

5. Learning leads to an increase students' thinking skills

6. Learning increases student motivation and motivation to teach teachers

7. Provides the opportunity for students to practice skills incommunication

8. The process of validation of concepts, laws, and principles that are constructed student in cognitive structure.

The scientific approach in the process Learning includes digging information through observation, questioning, test, then process the data or information, presenting data or information, followed by analyzing, reasoning, then concluded, and create. For the subjects, materials or situations particular, it is possible this scientific approach is not always appropriate applied procedurally.

In this condition, of course, the learning process should remain applying the values or attributes of scientific and avoid the values or the properties of non-scientific. Therefore, the learning conditions are expected to create directed to encourage learners in find out from various sources through observation.[31]

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[31] Sani, Ridwan Abdullah. 2014. *Pembelajaran Saintifik untuk Implementasi Kurikulum 2013*. Jakarta: PT Bumi Aksara

Scientific approach to learning is presented below:

**a. Observing**

Observing is study activities intentional and systematically about the phenomenon of social and psychic symptoms in a way of observation and recording . activity observation are conducted with the aim to understand the characteristics and extent of significance of interrelasinya elements / elements human behavior in social phenomenon which is too complex in certain cultural patterns. In learning activities, students observe the object to be studied.[32]

Method of observing are priority meaningfulness process learning (meaningfull learning). This method has certain advantages, such as the media presents a real object, learners happy and challenged, and easy on implementation.

Method of observing very useful for the fulfillment of curiosity for students. So that the learning process has high significance. With the observation of learners found that there is a relationship between the object to be analyzed with learning materials used by teachers.[33]

Thus activity observed in learning as presented in Permendikbud No. 81A, the teacher opens widely and varied opportunities for learners observed through the following activities: viewing, listening, heeding, and reading. Teachers give

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[32] Hosnan.2014. *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21.* Bogor: Ghalia Indonesia

[33] Kurniasih,Imas dan Berlin Sani.2014. *Implementasi Kurikulum 2013 Konsep dan Penerapan.* Surabaya: Kata Pena.

facilitate for learner to observation, training them to pay attention (See, read, hear) the most important of a thing or objects. As expected competencies are trained seriousness, thoroughness, and search for information.

### b.Questioning

The activities of questioning is developed curiosity of learners. Getting trained in asking so students curiosity can be developed. The Question that became the basic for searching For further information and a variety of sources specified by teacher until determined by learners, from a single source until diverse sources.

The effective teachers can inspire students to promoting and developing the sphere of attitudes, skills, and knowledge. By the time the teachers asked, at the same time the teachers leading or guide their students to learn well. When the teachers were answered the questions from the learners, when it also the teachers encourage her guidance to be listeners and good learner.[34]

The ask in learning activities as delivered in Permendikbud No. 81A in 2013, that is asking questions about information that is not understood from what is observed or questions to obtain information additional on what is observed (starting from factual questions to the question is hypothetical).

As expected competencies in this activity is develop creativity, curiosity, ability formulate questions to establish the necessary critical thinking for

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[34] Kurniasih,Imas dan Berlin Sani. 2014. *Implementasi Kurikulum 2013 Konsep dan Penerapan.* Surabaya: Kata Pena.

intelligent living and lifetime learning. In these learning acivities, students doing the learning question.[35]

### c. collecting Information

The collecting information is the follow up of asking. This activity is done by digging and collecting information from multiple sources through variety ways. For that, learners can read more books, pay attention to the phenomenon or object that is more researched, or even conduct experiments. From the activity is collected some information.

In Permendikbud No. 81A in 2013, collecting information activity is done through experimentation, reading sources other than textbooks, observing the objects / events / activities interviews activities with interviewees, and so on. As for competence which is expected to develop an attitude conscientious, honest, polite, respect with others opinions, the ability to communicate, applying the ability to collecting information through various way to learn, develop the habit of studying and learning to lifetimes.[36]

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[35] Hosnan.2014.*Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*. Bogor: Ghalia Indonesia.

[36] Hosnan. 2014. *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21*. Bogor: Ghalia Indonesia

**d. Assosiating**

The term making sense within the framework of the learning process with scientific approach is adopted in the curriculum in 2013 to develop that teachers and learners being actived. The emphasis is certainly in many instances and situations of learners should be more actived than the teacher. Reasoning is the process of logical thinking and systematic on empirical facts that can be observed to obtain a conclusion in the form of knowledge. Reasoning is form a scientific reasoning, even though the measurement nonscientific not always helpful.[37]

The term association in learning process refer to the ability to grouping diverse ideas and associate a variety of events and then put it into fragment of memory. During transfer special events into the brain, the experience is stored to be reference with other events. The experiences have been stored in brain memory relate and interact with the previously expreiences were already available. That process is known as association or reasoning. From the perspective of psychology, the association refers to the connection between the conceptual entities or mentally as a result of similarity between the mind or the proximity in time and space.[38]

As well as, this activity is conducted to find the relation one of information with other information, find the pattern of linkages such information. The competencies is expected to develop an attitude of honest, conscientious,

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[37] Hosnan. 2014. *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21.* Bogor: Ghalia Indonesia

[38] Kurniasih, Imas dan Berlin Sani. 2014. *Implementasi Kurikulum 2013 Konsep dan Penerapan.* Surabaya: Kata Pena.

disciplined, law-abiding, hard work, the ability to apply the procedures and the ability to think inductively as well as deductive in concluded.

### e. The Communicate of learning

In the scientific approach, the teacher is expected to give a chance for learners to communicate what they had learned. At this stage, it is hoped learners can communicate the results of the work that has been arranged together in groups or individually from the conclusions have been made together. This communicate activity can be given clarification by the teacher so that learners will determine correctly whether the answers that have been done already true or there should be repaired. It can be directed to confirmation as to the activities of the standard process.[39]

As for the competencies are expected in this activity is develop an attitude, fair, thorough, tolerance, the ability to think systematic, express opinions briefly and clearly, and language development is good and right.

Inside communicating activities of learners are expected to could presented the result to be displayed in front the general public so dare to leave comments, suggestions, or improvement of what was presented by colleagues.[40]

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[39] Hosnan. 2014. *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21.* Bogor: Ghalia Indonesia

[40] Hosnan. 2014. *Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21.* Bogor: Ghalia Indonesia

In essence, the scientific approach is the approach in learning activity that promotes creativity and students' discovery. The learning experience they acquired do not of  understanding, memorization, and the like. The learning experience, whether it in the form of knowledge, skills, and attitudes they earn based on the awareness and interest of their own.[41]

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[41] Kosasih, E. 2014. *Strategi Belajar dan Pembelajaran Implementasi Kurikulum 2013*. Bandung: Yrama Widya.

# CHAPTER III

# METHODOLOGY OF RESEARCH

## A. The Approach and Type of Study

Research methodology is a way to systematically solve the research problem. Research is equally important for social scientists in studying social relationship and in seeking answers to various social problems[42]. Research can be interpreted as a way of observation or inquiry and has the objective to find the answer or the problem of the discovery process, both discovery and invention (the discovery of truly newer).[43]

The research is all searching activity, inquiry, and scientific experiments in a particular field to get the facts or newer principles that purpose to get newer information and increase the level of science and technology.[44] Paragraph above means are research is a process look for new information particular thing in increase knowledge and useable for everyone and everything. In this research the writer choose kind of the qualitative research that used descriptive method. According to Bogdan and Taylor in Silvia Yurniati research explain that qualitative research is that produce descriptive data such as the words or directly from the people and behavior had been observed.

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[42]Kathory. *Methodology Methods and Technique*.(New Delhi:New ag International (p) LTD ,2004) 6

[43] Syamsuddin,Vismaia, Damayanti, *Metode Penelitian Pendidikan Bahasa*. Bandung: PT.Remaja Rosdakarya. 2006,2.

[44] Margono.Metode Penelitian Pendidikan. Jakarta:Rineka Cipta. 2007. 1

Qualitative approach to research is concerned with subjective assesment of attitudes, opinions, and behavior [45]. The data in qualitative research is not in numbers but the data is derived from the text of an interview, file notes, personal document, record memos, and other official documents. The writer used this research as general specific and the writer used too qualitative descriptive research.

## B. The present of the research

Sugiono said that, In qualitative research an instruments of the study are the researcher itself [46]. Therefore, in this study the researcher acts as the human instrument in collecting data. Based on this condition, the writer present continuously at location in implementing the study. Thus, the writer does participant observer in order to be able in understanding data's contexton the whole of social situation.

## C. The location of study

The research will be conducted in SMK Negeri 2 Karang Baru. The writer chooses this place because this school was neared from the writer house and the writer has been teaching in this school when the writer followed the PPL (Praktik Pengalaman Lapangan ). The condition makes the writer easy for conducting the study especially in collecting data and this school has also chosen because it is

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[45] Kathory. *Methodology Methods and Technique*,(New Delhi:new ag international(p)LTD,2004),6

[46] *Ibid,*p.305

accessible in term of time and fund. In this research will be taken time in first semester.

**D. Sampling Technique**

This research is qualitative and in descriptive design. Therefore, the sample is used a sample intended or purposive sampling that is the sample contacted by certain provisions that are applied based on objective research. Sample technique aims, the research with existence consideration of characteristics in a population.

Sampling technique is a way to take a sample, that is determining the informants are considered able to answer and to solve the problems. The aim is to detailing the specificity existing in the context of the unique concoction, whereas the purpose of sampling is to dig will be the basic the design of the emerging theory.[47]

**E. Data sources**

According to Bogdan and Taylor research qualitative research is a procedure that produces descriptive data in the form of written or spoken word of a person or behavior observed[48]. In this study as a primary data source is from the Teacher English language and students in SMKN 2 Karang Baru.

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[47] Moleong, Lexy J. 2010. *Metodologi Penelitian Kualitatif Edisi Revisi.Bandung* : PT. Remaja Rosdakarya.

[48] Moleong, Lexy J. 2010. *Metodologi Penelitian Kualitatif Edisi Revisi.Bandung* : PT. Remaja Rosdakarya.

## F. Technique of collecting data

Technique is very specific, concrete stratagem or trick designed to accomplish an immediate objective.[49] Collecting data is very important steps in doing a research. Therefore, the writer must have skill in gathering data. In collecting the data the writer conducts the research by using observation and interview.

a. Observation

Observation as a data collection techniques have the feature specific that when compared with other techniques, that is interview and questionnaire. If interviews and questionnaires always communicate with others, then the observations are not limited to people but also on objects other objects .[50]

b. Interview

The interview is a technique for data collection to get the information extracted from the data source directly through debriefing conversation. Interviews in qualitative research its depth because they want to explore information holistic and clear of informants.[51]

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[49]Yopisensei, *Difference Between Approach Method* , *http : / / yopisensei .blogspot . com /2009/12/ difference-between-approach-method.html*

[50] Sugiyono. 2010. *Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D).* Bandung : Alfabeta.

[51] Satori, D. dan Komariah, A. 2010. *Metode Penelitisn Kualitatif.* Bandung: Alfabeta.

Interview method aimed try get information or orally establishment of a respondent, by conversing face to face with the man's face.[52]This study use deep interviews to obtain the valid data in research. Data collection tool is called an interview with instrumens of interview.

Thus, before the interview is done, researcher has prepared a instruments interview which contain questions related to the implementation approach scientific in learning English in SMKN2 Karang Baru.
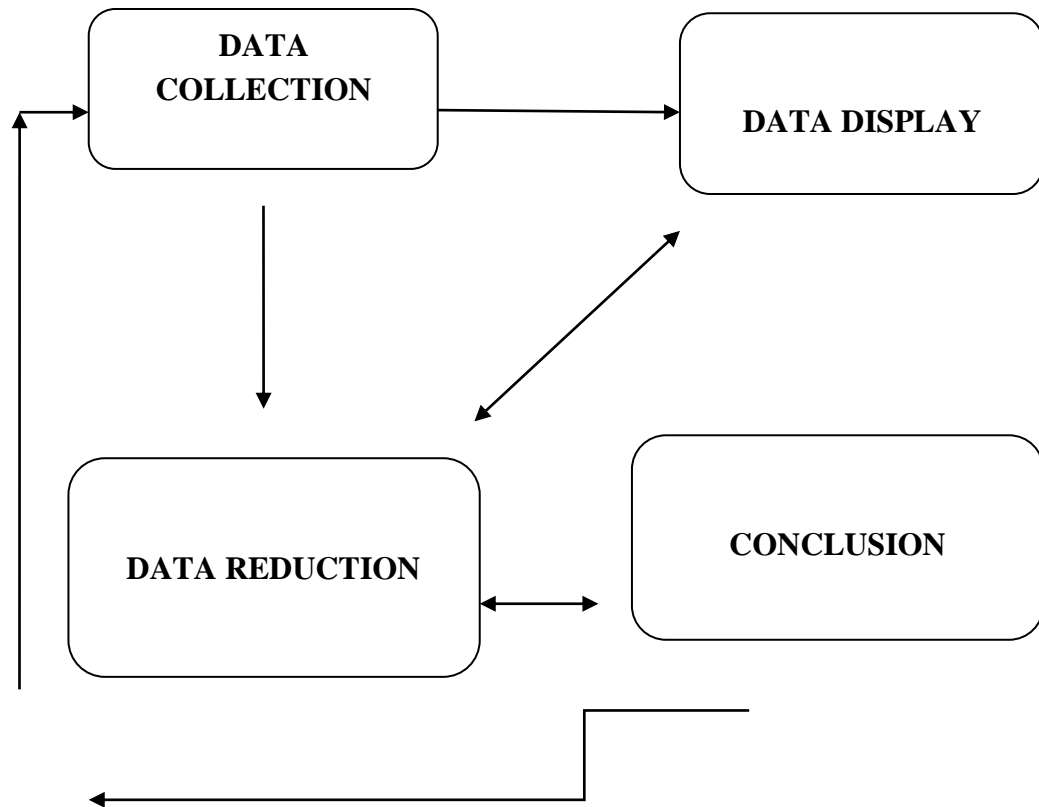
## G. The technique of data analyze

According to Bogdan and Biklen, data analysis the efforts made by the data, organize data, sorting out into units that can be managed, synthesize, search and find patterns, find what is important and what studied, and decide what can be told to other people[53]. Data analysis by organizing the data, translate it into the units, synthesize, organize into in a pattern, choose what is important and make inferences. Miles and Huberman argued that the analysis consists of three grooves activities going on simultaneously: data reduction, presentation the data, drawing conclusions or verification.[54] Miles and Hubermen suggests that activity in the qualitative data analysis done interactive and takes place continuously until

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[52] Koentjaraningrat. 1981. *Metode-Metode Penelitian Masyarakat*. Jakarta:Gramedia.
[53] Moleong, Lexy J. 2010. *Metodologi Penelitian Kualitatif Edisi Revisi.Bandung*: PT. Remaja Rosdakarya.
[54] Miles, Mattew B. dan A.M Huberman.1992. *Analisis Data Kualitatif.Terjemahan Tjetjep Rohendi Rohidi*. Jakarta: UI Press.

complete, so that the data is already saturated[55]. Flow analysis can be described as following:

```
┌─────────────────┐                    ┌─────────────────┐
│      DATA       │ ─────────────────► │                 │
│   COLLECTION    │                    │  DATA DISPLAY   │
└─────────────────┘                    └─────────────────┘
         │
         ▼
┌─────────────────┐                    ┌─────────────────┐
│                 │                    │                 │
│ DATA REDUCTION  │ ◄────────────────► │   CONCLUSION    │
└─────────────────┘                    └─────────────────┘
```

Picture 3.1 An interactive model (miles and Huberman)

1. Data Reduction.

Data reduction is a form of analysis that classifying, directing, and organizing data in such way, so that it can be reduced data verification. Collecting the data obtained from interviews, observations, and field notes.[56]

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[55] Sugiyono. 2010. *Penelitian Pendidikan (Pendekatan Kuantitatif, Kualitatif Dan R&D).* Bandung : Alfabeta.

[56] Mattew,B.Meles,dkk,*Analisa Data Kualitatif*,(Jakarta:UI Press,1993),p.16.

2. Data Display.

The data have been reduced and then made the presentation of data. The presentation of data can be done in the form of brief description, charts, relationship between categories, and so on. By data display, then the data is organized, arranged in a pattern of relationships that would be easily understood.

3. Conclusion Drawing/Verification.

Conclusion drawing and verification. Presented preliminary conclusion is still tentative and will change if not found evidence that supports strong data collection on the next stage.[57] The conclusion in qualitative research may be able to answer the formulation of the problem that formulated from the beginning, but maybe not, because as has been stated issues and problems in the qualitative research is still tentative and will be developed after research in the field. From the explanation above, the writer will apply this technique to describing and analyzing data from the result or research about how to teach simple present tense for the eighth grade students using the inductive method systematically.

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[57] Ibid,p.345.

**H. The Validity of  Data**

In order to get the validity in qualitative research, the writer used triagulation. According to milan, triagulation is the use of different methods of gathering data or collecting data with different sampls, at different times, or in different places, to compare different approaches to the same thing.[58] The statement above supported by Cohen and Manion as quoted by setiyadi that, " trigulation in testing validity of these data are interpreted as checking of data from various sources with various ways, and differenr time. He added that, there is triagulation of sources, trigulation of data collection techniques, and time, triagulation of researchers, etc"[59]

It means that the triagulation was used to check the real findings or whether the findings were in line with the reality. Thus, in this research the writer uses triagulation method which consists of two kinds, those are : observation and interview.

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[58] James H Mcmillan, *Education research, Fundamentals For The consumer, Fifth Edition*,(USA:person education.2008)P.296

[59] Bambang Setiyadi, *Metode Penelitian Untuk Pengajaran Bahasa Asing:Pendekatan Kualitatif dan Kuantitatif*,(yogyakarta:Graha Ilmu,2006)P.246

## I. The Step of Study

The researcher plans some steps in conducting research. At first, the researcher inquires for the school permit. After having permit, the researcher observes the location and the students as the sample. Then the reseacher will apply interview for the students based on interview list.
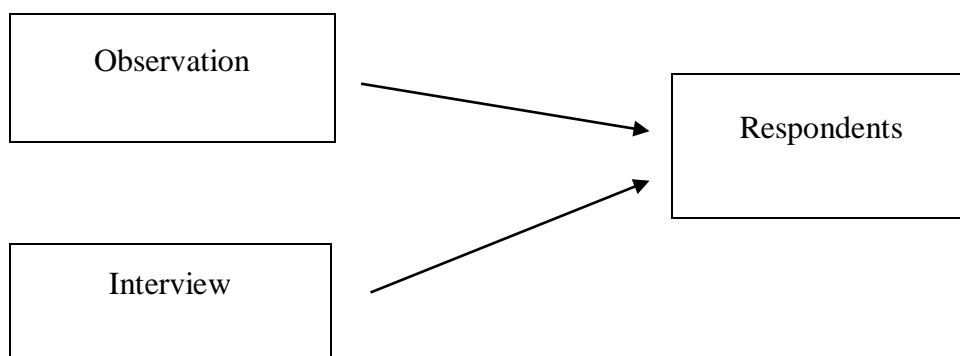


Picture 3.2 Trigulation technique collecting data
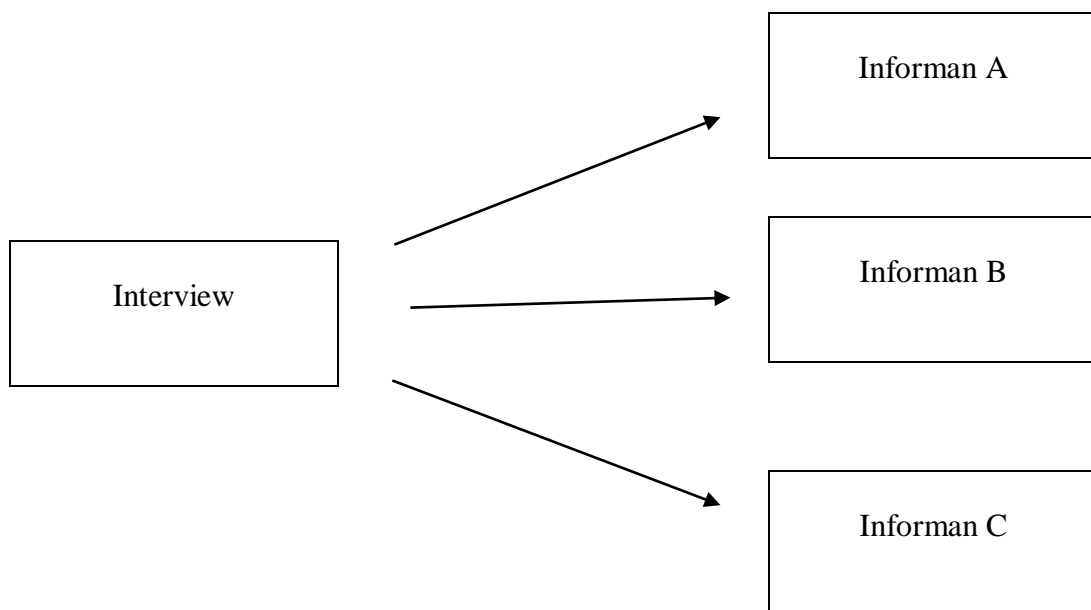


Picture 3.3 Trigulation of data collection

## CHAPTER IV

## FINDINGS AND DISCUSSIONS

### A. Findings

Based on the problem of study, the writer choosen observation and interview as mentioned in the chapter III to exlpore the student's description about the students' capacity on questioning phase in implementing scientific approach. The process of observation is done for six meeting where the writer used observation sheet. In that process, the writer mentioned five points that refered to the techniques in implementing scientific approach. Furthermore, the writer observed the students during learning English subject using scientific approach and fill the observation sheet using checklist whether each points are implemented in the class. To resume the description of observation result, the writer would show in the following table.

Table .1

Observation Sheet

Day     : 1$^{st}$ meeting

Date    : August 1, 2016

| No | Observation | Yes | No |
|----|-------------|-----|-----|
| 1 | The teacher explains the material | √ | |
| 2 | The teacher performs a command | √ | |
| 3 | Students  give the respons | √ | |
| 4 | Students raise a question about the material | √ | |
| 5 | Students look more active and enthusiastic in lessons using scientific approach | √ | |

Table .2

Observation Sheet

Day    : 2$^{nd}$ meeting

Date   : August 5, 2016

| No | Observation | Yes | No |
|----|-------------|-----|-----|
| 1 | The teacher explains the material | √ | |
| 2 | The teacher performs a command | √ | |
| 3 | Students  give the respons | √ | |
| 4 | Students raise a question about the material | √ | |
| 5 | Students look more active and enthusiastic in lessons using scientific approach | √ | |

Table .3

Observation Sheet

Day      : 3$^{rd}$ meeting

Date      : August 8, 2016

| No | Observation | Yes | No |
|----|-------------|-----|-----|
| 1 | The teacher explains the material | √ | |
| 2 | The teacher performs a command | √ | |
| 3 | Students  give the respons | √ | |
| 4 | Students raise a question about the material | √ | |
| 5 | Students look more active and enthusiastic in lessons using scientific approach | √ | |

Table .4

Observation Sheet

Days    : 4th meeting

Date    : August 12, 2016

| No | Observation | Yes | No |
|----|-------------|-----|----|
| 1 | The teacher explains the material | √ | |
| 2 | The teacher performs a command | √ | |
| 3 | Students  give the respons | √ | |
| 4 | Students rise a question about the material | √ | |
| 5 | Students look more active and enthusiastic in lessons using scientific approach | √ | |

Table .5

Observation Sheet

Days    : 5th meeting

Date    : August 15, 2016

| No | Observation | Yes | No |
|----|-------------|-----|----|
| 1 | The teacher explains the material | √ | |
| 2 | The teach er performs a command | √ | |
| 3 | Students  give the respons | √ | |
| 4 | Students raise a question about the material | √ | |
| 5 | Students look more active and enthusiastic in lessons using scientific approach | √ | |

Table .6

Observation Sheet
Days   : 6$^{th}$ meeting

Date   : August 19, 2016

| No | Observation | Yes | No |
|----|-------------|-----|-----|
| 1 | The teacher explains the material | √ | |
| 2 | The teacher performs a command | √ | |
| 3 | Students give the respons | √ | |
| 4 | Students raise a question about the material | √ | |
| 5 | Students look more active and enthusiastic in lessons using scientific approach | √ | |

From the table 1 to 6 we can see that all the technique are used by the teacher to the students. It means the method is suitable for students and they do not have problem while implementing the technique in the class. In the process observation, the writer saw that there was not pressure for students speak and the give the question. The teacher encourages learners to be totally involved in scientific approach activities so that they can act out what they have heard.

It also helped the teacher get the students to be more actived in teaching English. The first step the teacher explained the material. The teacher says the command, but the students only perform it. Afterward, the teacher give section for the students to raise the question about the material and the teacher give the respons about the question from student. Students were looked active, enjoy, more atractive and give positive respons. In conclussion, the writer described that the

teacher need a technique to make the students in learning english language on the class.

Here students are demanded for more active than the teacher, where the scientific methods used to generate confidence, a sense to know the material taught, improve intelectual ability, especially the ability to think of the students and develop students' character.

The writer uses a interview in collecting data. In conducting the interview, the writer uses structured interview in order to be more efficient in getting the data, because it can be focus on the things that is mentioned in the interview sheet. In this occasion, the writer interviews the English teacher and the students of SMKN2 Karang Baru.

In doing interviews, the writer prepared five ( 5 ) question to interview the English teacher. It is consists of teacher opinion about the method, the teacher's feeling after knew the students' result,  how  the condition after implemented scientific approach with intensity of questioning. The interview list for English teacher could be showed as follow :

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**The Interview List**

1. How the Students  condition in English learning after implementing scientific method ?

2. How the students ability of questioning after implementing scientific method?

3. What is your opinion about this methoad ?

4. What is the scientific method can make students more active in learning ? especially in learning english .

5. Can the scientific method compatible to applied in learning English ?

While to interview students, the writer prepared one (1) question. It is only contain about their opinion  about the English lesson that they have been learned during teaching learning activity. The list interview students can be showed as follow :

1. What the factors you are not raise the question ? are you done understand what your teacher said , give the reason!

After collecting the interview which has answered by the teacher and the last the question from the students. The writer could analyze and describe the teacher respond in every question from teacher for the first, the writer concluded that for the first question which was related about condition of students after implementation scientific approach in teaching english. The teacher said that the student's condition in the teaching learning process after applying scientific approach in teaching english is more active and they looked interested in learning. The classroom situation is very atractive.

The second question related to student activity in inquiring after the application of the scientific method, the teacher said that after the application of the scientific method liveliness of question students be increased. students were

asked the questions and also expressed their opinion on the material given by the teacher, so the class became more active and more vibrant than ever.

The third question related to teachers' opinions about the scientific method. teachers said that the method of scientific methods to develop students' ability to think critically and be more active, where students can develop intellectual abilities, especially in thinking and developing students character to cause a sense of confidence in its expression.

The next question related about the effectiveness of the scientific method to enhance the activity of students in learning. the teacher said the scientific method can increase students' activity is conducive, because students are in demand for critical thinking and more active and able to develop the character of students. so this method is effective in increasing student activity in learning and are suitable for application in English class, but should also help with other methods and should be adjusted to the material to be taught so as to improve the ability of students and student activity in learning. Based on explaination above the writer can include that the teaching learning activity was done sucessfully.

From the results of the observation during the learning process, the author took some respondents at the time of the author conducted observations in the classroom, find an event where there are some students who are less active in the classroom. So it becomes a question mark for writers what they ware actually experienced, therefore the author conducted some interviews to these students to

find out the cause of the less active students in inquires and look less interested in the lessons conveyed by the teacher.

The author look and found 2 of 30 students, 2 students are giving a negative response. They seem less interested in the lessons. So the author interviewed the two students. From the answers to the two students are the author found that the two students are not very interested in the lesson is one of them said that do not like English lessons. Because they are only interested in vocational subjects and also they think learning English is difficult. So that they are less interested in the subject.

**Discussion of the Study**

Based on the observation process that has observed in the research location. The writer took the summaries that was the teacher has implemented of sceintific method in learning english in the classroom. There were several step that teacher applied for students. The first teacher explanined the material and the second perform a command , the students stiil listen what the teacher said. Afterthen students give the respons with raising the question about the material, and students look more active and enthusiastic in lessons. But there are some students not active in the class and do interview for the next step collecting data.

In fact, the writer got the students result by their responses in the interview. Based on the research question number 2 , The result show that most of students more enthusiastic and interested in teaching and learning after implemented scientific method. Eventhough, there were some students did not give much attention because of some students did not interested and do not like English lesson. The writer was choose the students which did not actived and do interview to find the what the factors and why they not look interesting while learning, the reason why they did not active that is one of them said he does not like english learning and the other said studied english difficult . In fact, after implemeting scientific method become critical thinking and dare to express their opinions on what they have known. In accordance with the purpose of this method is that students are demand more active than his teacher and the teacher only as facilitator.

# CHAPTER V

# CONCLUSION

## A. Conclusion

After conducted the research at SMKN 2 Karang Baru, the writer found that the impelmented of the scientific method can increase the activity of students in learning, especially in expressing curiosity to know through media questions. Then the results of monitoring that has been done the intensity to be increasing in the lesson, the students seemingly enthusiastic in learning, and more active. The next factor in the reduction of the intensity of asking the students during the lessons is caused not interested in the subject and also in because they did not like English class. they are only interested in vocational subjects and also think that learning English is difficult. So that they are less interested in the subject.

Besides the application of the scientific method is the teacher only acts as a facilitator, as one of the characteristics of this scientific approach to develop the character of the students. However in learning creates a learning atmosphere that can attract through methods and means of learning the right so as to create learning to be successful and can be absorbed by the learners.

**B. Suggestion**

1. For schools need their teacher preparation is also further enhanced to the smooth running of the learning process by using the scientific approach

2. Teachers need to increase the role of the English language so that it can MGMP find solutions together for the betterment of the learning process in SMKN 2 Karang Baru

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## LIST OF APPENDICES

Appendix 1

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Appendix 2 THE OBSERVATION SHEET

Appendix 3 THE INTERVIEW SHEET

OBSERVATION SHEET FOR STUDENTS

MEETING            :

DATE                 :

| No | Observation | Yes | No |
|----|-------------|-----|-----|
| 1 | The teacher explains the material | | |
| 2 | The teacher performs a command | | |
| 3 | Students  give the respons | | |
| 4 | Students rise a question about the material | | |
| 5 | Students look more active and enthusiastic in lessons using scientific approach | | |

THE INTERVIEW SHEET FOR TEACHER

1. How the Students  condition in English learning after implementing scientific method ?

   Answer :

2. How the students ability of questioning after implementing scientific method?

   Answer :

3. What is your opinion about this methoad ?

   Answer

4. What is the scientific method can make students more active in learning ? especially in learning english .

   Answer :

5. Can the scientific method compatible to applied in learning English  ?

   Answer :

THE INTERVIEW SHEET FOR STUDENTS'

   1. What the factors you are not raise the question ? are you done understand   what your teacher said , give the reason!

      Answer :