

# CHAPTER I

## INTRODUCTION

### 1.1 Background of Study

Language is the tool of communication that expresses thought, feeling, attitudes, and experiences to our fellow people. Without language, people cannot interact and communicate with others. It is also considered as a very important aspect in communicating. People must learn not only their mother tongue which only roles in the area where their lives, but also an international language, that is, English. In Indonesia, English is regarded as a foreign language, which has still to be learned as a subject in the school from kindergarten until university level. The language that is used by most people around the world is English.

English becomes an important subject in junior high school. One of the objectives of this policy is enabling the students to enter the world of education through English. Based on the content standard of teaching English which is issued by Badan Standar Nasional Pendidikan (BSNP), English teaching in Indonesia is aimed to help the students to achieve communicative competence (BNSP, 2006).

Education is important for human life. Someone who has a good education, has a good mindset and good attitude. To invent a good education government of Indonesia set curriculum to make students think scientific, logical, and objective. It's based on the essence of learning the truth of the scientific process which teachers do for students. The minister of education set 2013 curriculum to develop education in Indonesia.

At school there is a curriculum, it will direct all instructional activities. Curriculum is a set of subjects and educational programs provided by an educational program provided by an

educational organizing institution that contains the design of lessons that will be given to participants in a period of education. According to Wortham (2006) that curriculum is a planned set of courses that is presented to teachers arrange teaching and learning in certain level of ages. The changing of curriculum is, moreover, continued in 2013 which is named as the 2013 curriculum. 2013 Curriculum is a curriculum that can educate future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem (Kemdikbud, 2013). Curriculum is often changed change because to make better future of national education. The implementation of 2013 Curriculum changes the teachers from a becoming source of information to be a facilitator during the teaching and learning process.

A lesson plan is the instructor's road map of what students need to learn and how it will be done effectively during the class time. Lesson plan has an important influence on successful teaching and learning process (Brown, 2001; 149). Lesson planning is a crucial process in an instruction. The process helps teachers manage instruction more effectively. It is logical to think that the lesson will be not effective if a teacher comes to class without designing material that will be given, arranging activity sequences, knowing students' prior knowledge about the material, having instructional media, and the way to assess students' achievement. So that is why lesson planning is fundamental.

The implementation of the curriculum 2013 is familiar with the words scientific approach. The application of this approach makes the students to learning model possibly to create a thought skill of science, the development of sense of inquiry, and students' thinking ability actively in the observing, questioning, experimenting, associating and communicating. According to Dyer (2011) in Ridwan (2015:53), scientific approach is learning that has the components, they are components is, observing, questioning, exploring, associating, and

communicating. In Curriculum 2013, the approach used in teaching and learning process is Scientific Approach, in which the students become the subject of the learning process and the teachers play roles as a facilitator (Permendikbud 81A, 2013). In the process of learning, the learners are facilitated to be actively involved in developing their potentials to be learning competencies.

Scientific Approach in 2013 Curriculum consists of five stages they are observing, questioning, experimenting, associating and communicating. These steps are implemented when teachers teach the students in the classroom. With this approach, it is hoped that all teachers can implement the scientific approach properly in the teaching and learning process in the classroom. so that students are able to develop critical thinking and apply scientific methods in solving every problem of life. With the ability to think critically and solve problems, students are expected to be able to answer the challenges of life today. So that students can actively develop their potential, teachers are required to be able to apply the Scientific Approach properly.

in during pandemic, learning process do from home. all students without exception must be study online at home, where the teacher teaches and guides students with online classes that are made such as learning through google classroom, zoom, google meet, whatsapp groups, and so on. therefore, even though the teaching and learning process is online, all the teacher must implement scientific approach in teaching and learning process, especially in teaching english and the teacher also has to make a lesson plan. When the researcher did PPL on SMP Nasrani 1 Medan at seventh grade the researcher observe lesson plan from done by the teaching to applied in online classes. In opening activities Before starting the lesson, the teacher guided students to pray together. Students fill out their list name in the chat field. In main activities students opened and observe learning videos sent by the teacher then students watched and listen to the video and

students then practice on their own. Students were given the opportunity to ask questions about things that did not understood from the learning video. The students were given assignments and the teacher closed the learning process. In the lesson plan the researcher has found the teacher only implemented three stage of scientific approach. Researcher found the teacher not able to implemented all the stage of scientific approach in her teaching online..

Based on observation that there were three Scientific Approach that occur in teaching process. The Scientific Approach used by the teacher was the observing, questioning and communicating. In the introduction activities based on the observations, the teacher has doing the opening activities well, the teacher had been doing the opening activities by conditioning and trying to create a pleasant learning atmosphere in online classes. In the Observing process, the teacher have done facilitating the students to do the observing in learning process. the teacher share a video to the students in online classes so that students understand about the material that is going to learn. In the Questioning process, the teachers gives the opportunity to students to ask questions about things that are not understood from the learning video. In the Experimenting process, the teacher do not take the experimenting process. In the Associating process, the teacher do not take the associating process. In the Communicating process, the teacher asked the students to do the homework and teacher close the online classes.

Based on the description above the researcher need to find out the implementation of scientific approach (five activities) done well by the English Teacher in at tenth grade on SMA Negeri 1 SIABU. The researcher want to know the problems in the implementing scientific approach at SMA Negeri 1 SIABU.

## **1.2. Problems of the study.**

The writer identifies the problems of the study and formulated as follow:

1. How is scientific approach implement in Teaching English at tenth grade on SMA Negeri 1 SIABU?
2. What are the English teacher problems in the implementing scientific approach ?

### **1.3. The Objectives of the study**

The objectives of the study are as stated below :

1. To describe the implementation of scientific approach of English teacher at SMA Negeri 1 SIABU.
2. To find out the English teacher problems in implementing scientific approach at SMA Negeri 1 Siabu.

### **1.4. The Scope of the Study**

According to Hosnan (2014), the scientific approach is a learning process designed so that students actively construct concepts, laws, or principles through observing, formulating problems, proposing / formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions, and communicate. This research focuses only on analysis of the implementation scientific approach used by English teacher in teaching English at tenth grade on SMA Negeri 1 SIABU in teaching learning process in academic 2020/2021. In scientific approach there are steps which researcher do : 1. Observing, 2. Questioning, 3. Experimenting, 4. Associating, 5. Communicating. There are three stages in teaching process. They are opening, main and closing activities. This research focus on main activities.

### **1.5. The Significance of the Study**

The finding of the study is expected to contribute to two perspective theoretically and practically.

a. Theoretically

1. Theoretically, this research result are expected to contribute to development scientific approach, especially in teaching English.
2. To increase and enrich the knowledge of the writer and readers in scientific approach in teaching English

b. Practically

This study is expected to give benefit for :

1. Resercher : the result of this research can be used as one of the ways to develop the researcher's knowledge and experience.
2. Teacher : it will be give a teacher real description about how to implementation of scientific approach in class and also get more information and knowledge of the applying teaching English by scientific approach.
3. Reader : the reader will get more information and knowledge of the applying teaching English based scientific approach.

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1 Theoretical Framework**

This chapter presented the result of reviewing of related literature including The Teaching, 2013 Curriculum, Scientific Approach, and some previous studies related to the topic of this study.

#### **2.2 Teaching**

Teaching is facilitating learning, enabling the learner to teach, setting the condition for learning and for showing or helping someone to learn about something. The word 'teaching' is derived from 'to teach' which means to instruct. People who are taught will learn the particular things and know something new that haven't known before. Teaching is the process of attending people's needs, feeling, experience act. According to Leo (2013:1), teaching is stand for treat,

inspire, enable, organize, heighten, infuse, cultivate, and graduate. According to Brown (2000:7), teaching is an art of introducing intelligence, science, and ability to the student.

Tyson in Mustofa (2015:194) stated that teaching is a process of interaction, the teacher does something to a student; the student do something in return. It means that teaching is a way and an active bilateral process between students and teachers. Teaching is the process of attending to people's needs, experiences and feelings, and intervening so that they learn particular things, and go beyond the given.

Based on the explanation above, it can be conclude that teaching is an activity that performed by teacher to improve the learner's knowledge to be better or it's a process to help the learners to get knowledge and make the learners understand it.

### **2.3 2013 Curriculum**

In Indonesia, definition of curriculum found in Pasal 1 butir 19 UU No. 20 th. 2003 about National Education system, that Curriculum is a set of plans and arrangements about the purpose, content, teaching materials and methods used to guide the implementation of learning activities to achieve specific educational goals (Imas and Berlin, 2014). The definition of the curriculum is a device that used as a reference in developing a learning process that contains students activities to achieve a specific learning objectives and purpose of education in general.

A curriculum is an important tool to get success in education. Without an appropriate curriculum, it is difficult to reach the goal of education. In the history of education in Indonesia. Indonesia has several times in held curriculum change. Indonesia has been implementing 2013 Curriculum as the revision of previous curriculum, School-Based Curriculum (KTSP). Curriculum change based on the awareness that development and change that occur in society in Indonesia, global challenge, development of science and technology. This continuous change



requires the improvement of the national education system, including the completion of the curriculum in realizing a society who is able to compete and adapt to the change.

The Decree of The Ministry of The latest curriculum used by education in Indonesia is 2013 Curriculum. The 2013 curriculum aims at preparing the Indonesia generation in order they are able to live as a faithful, productive, innovative, creative, effective, and contributive in life society, nation, state, and also civilization. Besides, one of the efforts to support the 2013 curriculum is preparing the teacher to face it. The way to make it real is the implementation of training toward the teacher in Indonesia about the 2013 curriculum. This training aims to produce the competent teacher in applying the scientific approach in 2013 curriculum when they are teaching. The main purpose of this curriculum is to shape the individuals who are faithful in God, good in characters, confident, successful in learning, responsible citizens and positive contributors to the civilization (Kemendikbud, 2013).

2013 Curriculum focuses on education based on competences and characters. Competence is a knowledge, skills, and abilities or capabilities that a person achieves. Students are able to perform particular cognitive, affective, and psychomotor behaviors. Mulyasa (2013) stated that character in the 2013 Curriculum is a combination between manner or moral and knowledge based on competency standart in every educational unit. He also states that through the 2013 Curriculum, students are expected to increase and use their knowledge independently and review character values and attitude to apply in daily behavior.

The 2013 Curriculum uses contextual method based on competences, characters, and lesson which concerns with skills developed by competence approach. There are two theoretical bases which become the reasons of it those are individual learning and mastery learning (Kemendikbud, 2013). In individual learning, students are able to learn by their own way and

based on their ability. In mastery learning, students are able to learn all materials with good evaluation based on appropriate learning system. In conclusion, the 2013 Curriculum forces the students to develop their knowledge based on their own potential. The students learn from what they get inside and outside learning process naturally.

### **2.3.1 The Function of Curriculum**

Basically, curriculum serves as a guide or reference. For teachers, the curriculum serves as a guide in implementing the learning process. For Headmaster and supervisors, curriculum serves as a guideline in conducting supervision or oversight. For parents, the curriculum serves as a guide in guiding their children learn at home. For society, the curriculum serves as a guide to provide assistance to the educational process in schools. As for students, the curriculum serves as a study guide.

### **2.3.2 Characteristics of 2013 Curriculum**

The 2013 Curriculum has some characteristics as stated in the Minister of Education and Culture Decree No. 24/2016. It is stated that the objective of the 2013 Curriculum is to prepare Indonesian people to be devout, productive, creative, innovative, affective, and capable of contributing in social life, national, and world (Kemendikbud, 2016c). To reach the objectives, the designed 2013 Curriculum has several characteristics as mentioned the Minister of Education and Culture Decree No. 59/2014.

First, it develops the balance between spiritual aspects, social attitude, knowledge, and skills. Second, school is a part of society that gives planned learning experience. The students apply what they learn at schools to society and use the society as a source of learning. Third, the 2013 Curriculum provides sufficient time to develop students' attitude, knowledge, and skills. Fourth, it develop the competence that is stated in core

competence and broke it down into basic competence of each instruction. Fifth, it develop the core competence to become organized elements of basic competences, all of which and learning process are developed to reach core competence. Sixth, basic competence is developed based on accumulative principle, reinforce, and enrich the subjects of education level (Kemendikbud, 2014b).

The change aspects of the 2013 Curriculum are increasing and balancing soft and hard skills on graduate competency standard which includes attitude, knowledge, and skill competence. The students are also forced to be more active and creative because the material and the process standard of the 2013 Curriculum used Scientific Approach. This approach includes observing, questioning, associating, experimenting, and communicating as learning activities. The learning evaluation also changes. The previous assessment uses test by measuring knowledge competence based on the result.

## **2.4 Scientific Approach**

### **2.4.1 Definition of Scientific Approach**

According to Hosnan (2014), the scientific approach is a learning process designed so that students actively construct concepts, laws, or principles through observing, formulating problems, proposing / formulating hypotheses, collecting data with various techniques, analyzing data, drawing conclusions, and communicate.

According to Lazim (2014:1), scientific approach is defined as a learning process designed in such way the students actively construct concepts, laws or principles through the stages of observing (to identify or find problems), formulate problems, submit or formulate hypotheses, collect data, draw conclusions and communicate concepts, laws or principles that are discovered. It means that, the scientific approach is one of technique

that the teacher should do in order to make students active through scientific stages so that they can construct new knowledge.

According to Longman (2014) in Zaim (2017:34), he said that scientific approach is the process of finding out information in science; any involves testing the ideas by performing experiments and making decisions based on the result of analysis.

According to Ridwan (2015:50), states that scientific approach used method of scientific is generally related observation needed for hypothesis formulation or collecting scientific method. It is generally based on the exposure of that data observation or experiment, and experimental activities can be replaced with activities to obtain information from the various sources.

The ministry of education (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach. Scientific approach something that is related to science. Each curriculum application has a different learning approach application, so in the current curriculum. Scientific approach is a learning approach that is applied to the 2013 curriculum learning application. This approach is different from the previous curriculum learning approach. At each core step of the learning process, the teacher will take the steps of learning in accordance with the scientific approach. Sani (2004) states that the scientific approach is closely related to the scientific method which should normally involve examination or observation needed formulation of hypotheses or data collection. Generally, this approach is used by scientists in doing a research related to the reliability of this approach for obtaining knowledge.

Scientific approach have some category as follows : first learning process based on fact or phenomenon which describe with logical or intellectual activity. Secondly, teacher

explanations, students responses, and teacher-student educational interactions are free from prejudice, subjective thinking, or reasoning that deviates from the path of logical thinking. Third, encourage and inspire students to think critically, analytically, and precisely in identifying understanding, solving problems, and applying learning material; fourth, encourage and inspire students to be able to think hypothetically in seeing differences, similarities, and links to each other from learning material; fifth, encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning material; sixth, based on concepts, theories, and empirical facts that can be accounted for; seventh, learning objectives are formulated in a simple and clear, but interesting system of presentation. More specifically, many of these challenges are likely to reduce the effectiveness of the teaching of English in schools, especially in senior high school. although the Scientific Approach has been applied in some public schools in Indonesia, some barriers might be found in its implementation. Mclelland (2006) explains that some steps in scientific approach are observation, defining question or problem, research (planning, evaluation current evidence), forming a hypothesis, prediction from the hypothesis (deductive reasoning), experimentation (testing the hypothesis), evaluation and analysis, peer review and evaluation, and publication. That step used by the researchers or scientists was usually called as discovery skills.

For this reason, in this study, the researcher focused on observing how English teacher teach English in their classroom by using the Scientific Approach. Furthermore, according to *Kemendikbud* (2013) scientific approach consists of five steps for all subjects.

In 2013 curriculum socialization data issued by the Ministry of Education and culture of the Republic of Indonesia, there are several criteria that must be achieved, including:

1. Learning materials based on facts or phenomena that can be explained by logic or certain reasoning, not limited to more imagination, fantasy, legend, or fairy tale.
2. Teacher explanations, students responses, and teacher-student educational interactions are free from instantaneous prejudice, subjective thinking, or reasoning that deviates from the flow of logical thinking.
3. Encourage and inspire students to think critically, analytically, and accurately in identifying, understanding, solving problems, and applying learning materials.
4. Encourage and inspire students to be able to think hypothetically in seeing the differences, similarities, and links with each other from the learning material.
5. Encourage and inspire students to be able to understand, apply, and develop rational and objective thinking patterns in responding to learning materials.
6. Based on justified empirical concepts, theories and facts.
7. The learning objectives are formulated in a simple and clear manner, but the presentation system is interesting.

Scientific approach is an approach which is done by scientific approach. Scientific approach of curriculum 2013 are observing, questioning, experimenting, associating, and communicating. Kemendikbud (2013) describe the learning process as follow :

1. Observing

Observation as a process is discovering in such a phenomenon. The discovery of a phenomenon will occur because the observer has interest on it. The discovery may even be by chance, although the observer is forced to do the observation. Based on the

syllabus of 2013 curriculum, the teacher can do several observing activities. The teacher ask the students to observe the students to observe pictures, video or power point. Here, students are directly involved in learning. At the same time, students can learn based on what they see to construction of knowledge. Contextually is also present because students can connect what they have are going to learn. In addition, Hosnan (2014:14) also states that the teacher facilitates students to make observations, training them to pay attention (see, read, listen) to the main aspects of an object.

## 2. Questioning

The following step after the researcher doing the observation questioning. Observation will lead to some question that need to be answered. The aim why the question based on observation need to be answered is respond to human curiosity. Kemdikbud no.18a the year of 2013, the teachers can do some activities to guide questioning step such as give the students a chance to ask about observation's object and lead the students to be able to give questioning dealing with it. In the process of asking, the problem's that arise usually come from the question itself. The obstacle is the difficulty in making good questions and attracting students interest and making students think critically about a study. Experience is needed so that you have the skills to make interesting questions.

## 3. Experimenting

To get the real or authentic learning, learners have to do experiments. For example, students should understand the concepts of science and its relation to everyday life. Learners must have the skills to develop knowledge about the environment, and scientific attitude to solve the problems they face in everyday life. In Hosnan (2014:58) states experimenting is a method which is based on scientific method to solve problems

in detail in order to make students get further information about the material given by the teacher. The students are expected to find other sources and get some information from it. They can get it through reading, or interview some informants. Experimenting is intended to develop various learning objectives, attitudes, skills and knowledge. It is an activity to internalize knowledge and skills that have been learned. The students practice to express new things that they have learned and try to utilize the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games.

#### 4. Associating

Associating is the fourth step in the scientific approach. In this stage, the students continued the activity from exploring step that they analyzed the assignment or task was given by the teachers. Is to describe teachers and students active participation in the classroom. Students must be more active to give more opportunities in learning. Kemdikbud No.81a year 2013 notes associating as learning activities to process the information collected from the observation's result. In the context of learning, associating focused on student's learning activities. Reasoning is a process of logical thinking and systematic based on the fact of empirical which is observed in getting a conclusion of knowledge.

#### 5. Communicating

Kemdikbud No.81a year 2013, communicative is activities to convey the result and conclusion of observation which based on analysis in the form of written, spoken or others. Besides, Hosnan (2014:76) states that the communicating step, the students will convey their conclusion about the material given to be presented to audience. It means



that the students can share their thought in front of the class. Then, Teacher assesses their performance.

## **2.5 Previous Studies**

In conducting this study, the relevant studies are needed and the researcher put some studies done before. The researcher evaluated these following previous studies in attempting to strengthen this thesis.

The first, was conducted by Pahlevi (2013). This research was aimed to find out the implementation of Scientific Approach in teaching writing based on the 2013 Curriculum in junior high school. His analysis shown that the teacher implemented learning in scientific approach. They are observing, questioning, experimenting, associating, and communicating. The teacher did not apply the questioning and associating was less effective. The students' response in the implementation scientific approach was informative enough. It can be seen from the students' response were effective in the three learning, they are observing, experimenting, and communicating. In contrast, the students' responses to questioning and associating show that they could not learn well due to the less creativity of the teacher.

The second, the study by Diki Atmarizon, M. Zaim (2016), entitled "the implementation of scientific approach in teaching English at the tenth Grade of senior high school 7 Padang. This articel aims to investigate the extent to which the implementation of scientific approach by english teacher who taught in tenth grade at SMAN 7 Padang. Researcher try to see the implementation of scientific approach in teaching and learning process, assessment and problems faced by english teachers in teaching and learning process using scientific approach in 2013 curriculum. Kind of the research is descriptive method. Data of the research were taken from observation and interview. Direct observation were done to see the activities and assessments

conducted by english teacher in the classroom. Then, the researchers interviewed the english teacher to know the extent to which the implementation of scientific approach in teaching and learning process. Related to observing, questioning, experimenting, associating, and communicating. Then, the problems in the teaching and learning process were identified. The result showed that 69% of the steps in the scientific approach implemented by the english teacher. However the english teacher only used 62% of assesments based on the 2013 curriculum. Afterwards, there were problems faced by english teachers in the learning process in each steps in the scientific approach in the aspect of 2013 curriculum.

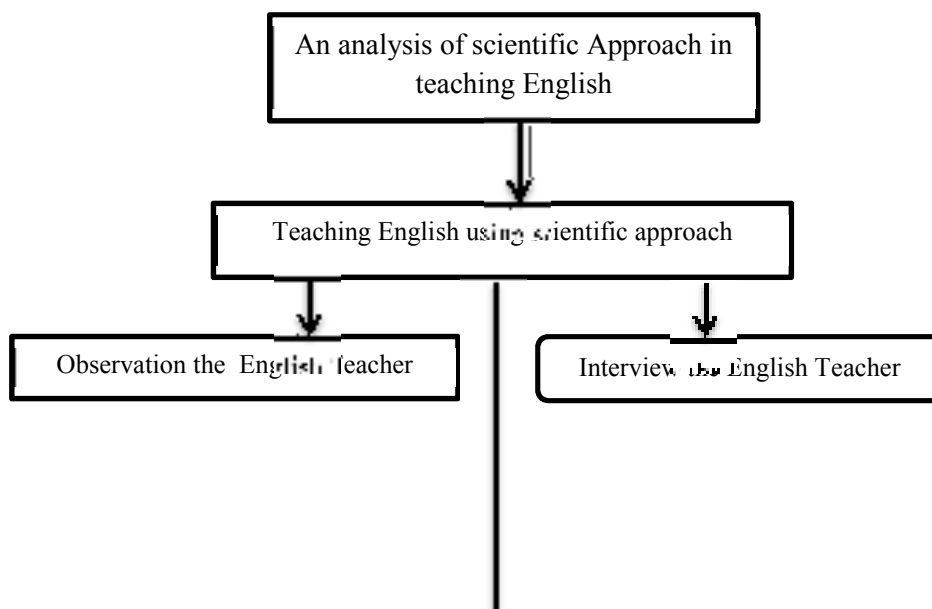
The third writer is Afrianto, (2017), entitled “The Implementation of Scientific Approach for Teaching English in Senior High School. This study is particularly intended to answer three research question : 1) what is teachers’ understanding on the scientific approach; 2) how do they implement the mandated approach in their classroom; and 3) what kinds of problems they encountered during the implementation of the approach. Three English teachers were randomly selected as the participants of this research. Data were collected through semi-structured interviews with each participant. The findings showed that the English teachers were rather skeptical with the SA. They did not really follow all stages of teaching mandated in the SA during the implementation.

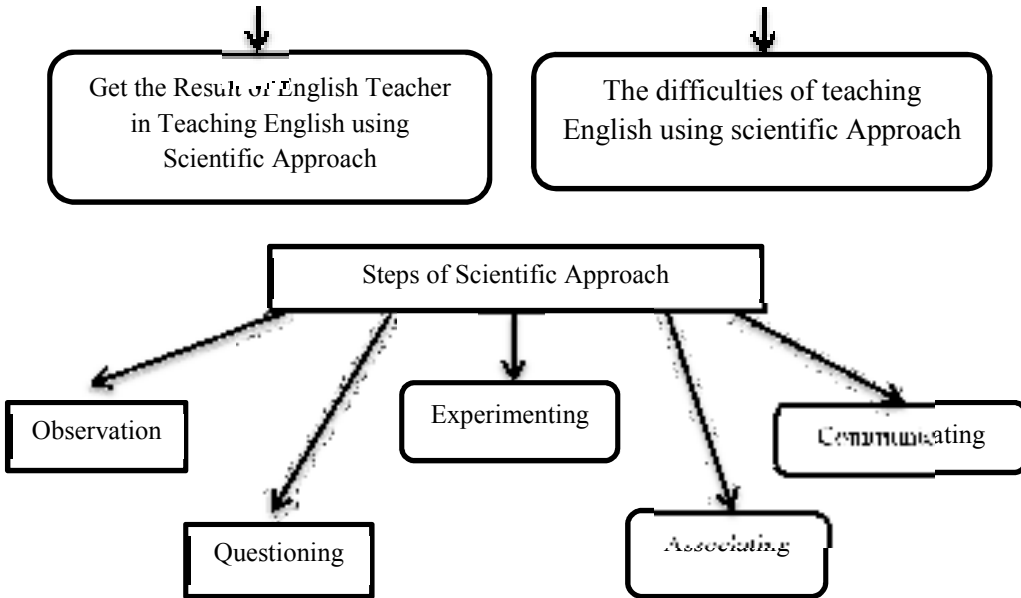
These studies are to talking about scientific Approach. So, it will contribute this study about the implementation of Scientific Approach in teaching English during the pandemic. Meanwhile, this study aims to determine whether the implementation of the Scientific Approach already well in the English teaching process and also to find out whether there are any problems with the teacher in implementing the scientific approach in online learning process during the pandemic.

## 2.6 Conceptual Framework

Scientific approach is that learning process is designed so that learners are actively to construct of concept, law or principle through the stages observed. The application of scientific approach in the learning process involves skills such as observing, classifying, measuring, predicting, explaining, and conclude. The learning process at all levels of the curriculum in 2013 to be implemented by using a scientific approach.

Considering the importance of analyzing the scientific approach by English teacher in teaching English subject at tenth grade SMA Negeri 1 SIABU. The purpose of this research to analyzing of teacher English in teaching English subject used scientific approach.





**Figure 2.6**  
**Conceptual Framework**

## **CHAPTER III**

### **RESEARCH METHODOLOGY**

#### **3.1. Research Design**

This research design of this study used descriptive qualitative, because the result of the study is to analysis of the implementation of teaching English subject on 2013 curriculum on eight grade English teachers. Qualitative research is exploratory is useful when the researcher does not know the important variables to examine. The work way of descriptive qualitative is

collected the data, arranged the data and interpreted the data. Qualitative research was concerned with description. The researcher used qualitative research design to obtain the teaching English. According to Basrowi and Suwandi (2008:1), qualitative research is a research that produced findings which cannot be achieved by statistical procedures or other quantification ways. Furthermore, Moleong (1988:5), “the qualitative descriptive study is the method of choice when straight descriptions of phenomena are desired”.

### **3.2. The Source of Data and Data**

The source of the data in this research included events, informants, and documents. In the event of this research, the researcher was observe the activities of learning process of English teacher teaches the student at SMA Negeri 1 SIABU. The informant of this research is the English teacher. The document of this research is lesson plan, used in of English teacher at SMA Negeri 1 SIABU. The lesson plan was collected before the teacher conduct teaching practice. The data in this research is the result and response of analyzed scientific approach in teaching English. In this case the data was taken from English teacher at tenth grade of SMA Negeri 1 SIABU when taught in class by scientific approach in teaching English.

### **3.3. The Technique of Collecting Data**

Collecting data was done in any settings, any sources and any ways. In this research the researcher was used observation and interview as the techniques of the collected data. There are several data collection techniques, three of which are observation, interview, and documentation. In this case the data was taken from the source by teaching English used scientific approach.

#### **3.3.1 Observation**

Observation is process of observing something or someone carefully in order to gain information. According to Sukmadinata (2012:220), Observation is a technique or the

way to collected data through observing of ongoing events. It means that observation is a technique to collected data through observing the events. The researcher concluded that observation is a technique of collected data in the field of research when monitoring the activity and in this case the researcher was observe activities of learning process of English teacher teaches the student at SMA Negeri 1 SIABU.

### **3.3.2 Interview**

Interview is one of technique collected data to got information from many aspects. Interview is a conversation between two or more people and takes place between the speaker and the interviewer. The purpose of the interview is to got the right information from trusted sources. According to Aditya (2013:16) “Interview is a meeting between two people to exchange information and idea through question and answer so that it can be constructed meaning in a particular topic”.

The researcher concluded that interview is an activity undertaken to obtain information directly by asking questions between the interviewer and the interviewed. In fact, both have done simultaneously, where interview was used to dig deeper data obtained from observation. The researcher was chosen the teachers to answer the interview sheet. Which contains the questions are five questions.

### **3.3.3 Documentation**

Document is defined as a written record / image stored about something that has already happened. According to Aditya (2013: 17) “Document which means items written. In carrying out the method of documentation, research investigates written objects such as lesson plan, and handbook used in of English teacher at SMA Negeri 1 SIABU”. Documentation is a job in charge of collected, compiled, searched, investigated,

researched and processed and maintained and also prepared so that it becomes a useful new document and this study researcher used documents to collected data such as: Field note in interview, the picture when doing observation, and also the picture when did interview.

### **3.4 Data Triangulation**

The validity of the data is important in research. To check a validation of data researcher was used the relevance of technique of data analysis. Researcher used the triangulation to validate, challenge or extend existing findings. Cresswell ( 2013 ; 252 ) stated that triangulate on is collected data over different times or from different sources to shed light on a theme or perspective. According to Patton (1987: 331 ) stated that “Triangulation using the source is was by compared and checked the degree of confidence that information obtained through different times and tools in qualitative research”. These are done by:

- 1) Compared observational data result with interview data result.
- 2) Compared what people say in public and what they say in personal.
- 3) Compared what people about research
- 4) Compared someone’s perspective with other people’s views.
- 5) Compared interview result with the contents of related document.

The researcher validated the data by using fifth the strategy. In this data triangulation was compare the result of observation, interviews, and documentation.

### **3.5 The Technique of Analyzing Data.**

In qualitative research, there are some steps that use by the researcher to analyze the data. According to Miles and Huberman (2014: 10) “activities in qualitative data analysis are

conducted interactively and take place continuously until complete, so the data is saturated. Data saturation sizes are indicated by no data retrieval or new information". Activity in the analysis includes data reduction, data display, and conclusion drawing/ verification. In this part, the researcher was chosen of the technique of analysis data to analyze the data. It means that the way that use in analysis data in qualitative research consist of three, they are: data reduction, data display and conclusion drawing verification. As follow:

#### A. Data Reduction

The researcher was focused on the process of teaching and learning English by observed whether the English teacher has implemented the scientific approach in the classroom, starting from before learning activities until after the activity. The data is in the form of notes on the results of observations of teacher activities.

#### b. Data Display

The researcher displayed data about the implementation of the scientific approach by English teachers in teaching English. Data obtained from activity observations and interview.

#### c. Drawing Conclusion or Verification

Finally, the final step of data analysis is to concluded and verify the data. The data changes if there are no new findings that are supported by strong evidence. Conclusions or evidence in qualitative research are new findings that have never been found before. In this research, researcher used data reduction, data presentation, and drawing conclusions or verification to analyzed data.

Based means that data reduction, data presentation and drawing conclusions are continuity before, during and after data collection in a general form called analysis. Based



on research data, the analysis of the implementation of the scientific approach by English teachers in teaching English in the classroom for grade X students at SMA Negeri 1 SIABU.