

**AN ANALYSIS OF TEACHER'S LESSON PLAN IN
IMPLEMENTING SCIENTIFIC APPROACH FOR TEACHING
ENGLISH IN 2013 CURRICULUM IN MAN 2 KEPAHIANG**

THESIS

**This Thesis is Submitted to Fulfill the Requirement for Thesis Arrangement in
English Language Education**



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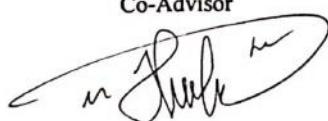
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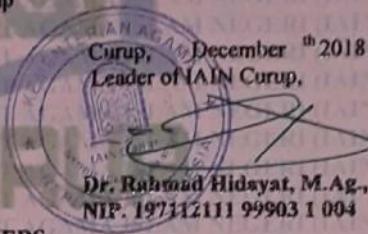
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PREFACE

The thesis is submitted as a part of the completion for the “Sarjana degree” in State Institute for Islamic Studies (IAIN) Curup. The writer realizes that this thesis is far from being perfect, thus, she really appreciates any suggestions and criticism for the betterment of the thesis.

Finally yet importantly, the writer hopes this thesis will be useful to those who are interested in this field of study.

Curup, October 2018

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Assalamualaikum Warahmatullah Wabarakatuh

Thanks to Allah SWT, certainly in the main words researcher say to the healthy and everything. So that the researcher can stand chance to complete my thesis. Then, researcher has never forgot to send my greet salutation and greeting to Prophet Muhammad SAW.

This thesis is “*An Analysis of Teachers’ Lesson Plan in Implementing Scientific Approach for Teaching English in 2013 Curriculum in MAN 2 Kepahiang*”. This thesis is obtainable in partial fulfillment of the requirement for the degree of strata I in English Study Program of IAIN Curup. In conducting this thesis, the researcher received valuable contribution, guidance, assistance, support and motivation from others. In this chance, the writer would like to express her deepest appreciation to:

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Finally, there is not perfect one except our creator; the writer realizes that there must be strength and weakness in thesis writing. Therefore, criticism and suggestions is do hoped. Hopefully, this writing gives the advantages for reader and the next researcher who want to follow up this research in the similar case.

Wassalamualaikum Warahmatullah Wabarakatuh

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MOTTO

“Little girls with dreams become women with vision”

“Life isn't about finding yourself. Life is about creating yourself”

“Don't stop until you're proud”

DEDICATION

This thesis is proudly dedicated to:

Allah SWT

My beloved parents Mr. Suyoto and Mrs Asnawati

I love you so much and Thanks for your prayer ,support and pressure.

My beloved cousin Sri Wulandari, S.Pd.I

My lovely husband Debby Rosi Saputra

Thank you so much for giving me support and always giving me spirit.

ABSTRACT

Desi Wulandari. 2018. *An Analysis of Teachers' Lesson Plan in Implementing Scientific Approach for Teaching English in 2013 Curriculum in MAN 2 Kepahiang.*

Advisor : Sakut Anshori, S.Pd.I.,M.Hum

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This research was about An Analysis of Teachers' Lesson Plan in Implementing Scientific Approach for Teaching English in 2013 Curriculum. The objectives of this research were to find out the strategies used by the teachers in Implementing Scientific Approach in MAN 2 Kepahiang and to know how the teachers use the strategies in Implementing Scientific Approach. The subject of this research was the English teachers of MAN 2 Kepahiang, they were three teachers. This research used descriptive method in which the researcher described the fact that happened in the field. The techniques of collecting the data were document analysis and interview. The researcher used checklist and interview guidance as the instruments of the research. The result of this research were: 1) Lesson plan has some parts in curriculum 2013, namely main competence, standard competence, indicator, purpose of learning, learning material, learning method, learning media, source of learning, steps of learning and evaluation. Based on the result of analyzing the English teachers' lesson plan, parts of lesson plan that implemented scientific approach by the teachers are on the indicator of learning, on the purpose of learning, on the method of learning, and on the steps of learning; 2) The three English teachers in MAN 2 Kepahiang implemented scientific approach in their lesson plan by observing, questioning, collecting information, associating, and communicating. All of them were used by the teachers based on material and skill given to the students. In conclusion, the implementing scientific approach of teacher's lesson plan are support the curriculum 2013 at school.

Keywords : *Teacher's lesson plan, scientific approach, 2013 Curriculum*

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CHAPTER I

INTRODUCTION

A. Background of the Research

In order to improve the quality of education in Indonesia, the government continues to undertake various reforms in education. In order to improve the quality of education are needed a curriculum. The curriculum is an important element in every educational institution. Physically, the curriculum can be in form of a document containing a variety of components such as thoughts about education, the objectives to be achieved by the curriculum, the content is designed and should be mastered by the learners, a process that is designed to control the content, evaluation is designed to determine the ability stated in objectives, as well as other components. Oliva says that the curriculum is the heart of an educational process regarding to the physical elements involved in the process of education and non-physical elements such as the process of thinking, the process of information storage, the process of forming attitudes, the process of internalization or the process of forming habit that can only be known through a certain procedure and tools are believed to represent the construct in question.¹ So, curriculum has a very important role as a guide to success for an educational system. Without suitable and appropriate curriculum, it will be difficult to achieve the goals and objectives of educational desire.

¹Peter F. Oliva, *Developing The Curriculum*, (Canada: Little, Brown & Company, 1997), p. 54

The 2013 curriculum is competency-based curriculum that is designed to anticipate the needs of 21st century competencies. Based on *Kurikulum 2013 Tanya Jawab dan Opini* book, this curriculum has three characteristics. First, competence determined in advance based on the needs, and then subject area. Second, the 2013 curriculum has more intact approach, based on the creativity of the students. The 2013 curriculum integrated which composed between one subject to another, so that the three main components of education, they are: attitudes, skills, and knowledge are used as reinforcement in the character formation of the students. Third, the 2013 curriculum competencies at each level elementary, junior high school, and senior high school is designed in continuous and intact.

From some new things on this 2013 curriculum above, the researcher is interested with the first point; the new 2013 Curriculum introduced a new approach for teaching, called the Scientific Approach based on the Ministerial Decree no 65/2013 and 103/2014, which states “proses pembelajaran menggunakan pendekatan ilmiah” The curriculum further stipulates its stages as follows: observing, questioning, collecting information/ experimenting, reasoning/associating, communicating. While these stages are generic, the decree allows for adaptation saying it could be adapted to the characteristics of each lesson. It means that this approach can be applied in English lesson too. It forces the teacher to create what activities can be used to apply this approach. These activities should be appeared on the lesson planning. By this condition,

the researcher should made lesson plan that appropriate to this approach. Lesson planning is a crucial process in an instruction. The process helps teachers manage instruction more effectively. Without lesson planning, both teacher and student will find the lesson not meaningful and interesting as well. The worst, it will destruct students' motivation to learn. It will be different if lesson planning is accomplished properly and meaningfully, teacher will lead instruction effectively and of course it helps build teachers' confident to teach, because teacher does not worry about what to do next. At the same time, the student will find the lesson easy to understand. Hence, the opportunity for students to reach optimal achievement seems easy to get. Furthermore, effective instruction is the instruction that motivates students to learn affirms the presence a validity of diverse learning style maximizes the climate or conditions for learning in the classroom through the use of instructional design principle that value learning differences and increase the possibility of success for all students.²

It can be concluded that, the government provided the curriculum with its rules, the teacher should follow the rules. It made the teacher should be able to make the lesson plan based on the instruction on the curriculum that pointed by the government. From that statement, it can be seen that in planning a lesson a teacher should create a high quality lesson plan, i.e. lesson plan that should give experience, knowledge, and skill to the students. It also demands teachers to consider a number of crucial factor such as the language level of the students, their educational and cultural background, their level of motivation, and their different learning style before starting

²Linda Border &Note Chism,*Teaching for Diversity. New Direction in Teaching And Learning*, No.49 (San Fransisco: Jassey Bass. 1992), p. 23.

to make a lesson plan. Therefore, in this research the researcher would like to investigate a research, entitled “An Analysis of Teachers’ Lesson Plan in Implementing Scientific Approach for Teaching English in 2013 Curriculum at MAN 2 Kepahiang”. In this research, the researcher chose MAN 2 Kepahiang to be investigated because this school has been applied K13 for three years. So that the teachers have experienced teaching English by using this approach. In addition, the researcher can get more scientific approach on the lesson plan.

B. Research Questions

Based on the background of the study, the researcher identifies the following problem:

1. In what components of lesson plan do the teachers implement scientific approach?
2. How do the teachers implement the Scientific approach in English lesson plan?

C. Objective of the Study

Based on the research questions above, this research is intended to find out:

1. In what parts of lesson plan the teachers implement scientific approach.
2. How do the teachers implement the Scientific approach in English lesson plan.

D. Significant of the Research

The researcher hopes that the result of this research becomes useful for:

1. The Government

The result of this research is hopefully useful for the government to pay attention about the lesson plan in each curriculum that had been decided by the

government. It can be as reference for the government to see the its lacking of insufficiency of the lesson plan that made by the teacher, and the government can improve it in the future.

2. The teacher

The result of this research will give useful inputs in English teaching learning process, so that the teacher can improve their knowledge of the teaching and learning process in teaching of English using Scientific approach. In addition, it can help teachers and future teachers apply Scientific Approach in teaching English so that they can be more professional in teaching English using Scientific Approach.

3. The other researchers

The result of this research can be used as reference for those who want to conduct a research in the implementation of scientific approach in teaching learning English.

E. Definition of Key Terms

1. Scientific Approach

Scientific Approach is a learning process with a scientific way which uses five steps, namely observing, questioning, experimenting, associating and communicating (networking). In this research, the scientific approach refers to an approach that made by the teacher in the lesson plan, which consists of five steps above.

2. Lesson Plan

Lesson plan is a teacher's detailed description of the course of instruction for a lesson to guide class learning,³ So that the student's learning can be maximized. It means that planning a lesson becomes a fundamental aspect that brings the lesson to an effective instruction. In line with that, a lesson plan is useful for outlining goals for all students and gives the educator direction as far as classroom management is concerned.⁴ In this research, the researcher focused on English Lesson Plan which had been made by the teacher.

3. Implementation

Implementation is a process to apply idea, concept, policy or innovation in a practical action so that it gives impact as changes on knowledge, skill, value and attitude.

³J Harmer, *The Practice of English Language Teaching*. (third edition), (Essex : Longman,2001), p. 78.

⁴Reiser, R. W. Dick, *Instructional Planning: A Guide for Teachers*,(Massachusetts: Allyn and Bacon, 1996), p. 1.

CHAPTER II

LITERATURE REVIEW

A. Review of related theories

1. Curriculum

a. The Definitions of Curriculum

Etymologically, the curriculum is derived from the Latin, the "Curriculae", means that the distance of race that must be taken by a runner. In the past, the curriculum is defined as a period of education that must be taken by students to obtain a diploma as a runner who had to take a distance of race to reach the finish line.⁵ Terminologically, the curriculum has a variety of different interpretations according to the viewpoint of each expert. Based on the studies that have been conducted by many experts, the definition of curriculum can be viewed from two different sides, those are the old view and the new view.

A curriculum is a plan for learning consisting of two major dimensions, vision and structure. Vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality. Structure in a curriculum is a basic organization for translating the visionary aspects of the plan into experiences

⁵Muhammad Joko Susilo, *Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta: Pustaka Pelajar, 2008), p. 77.

for the learners.⁶In addition, according to Peter F. Oliva, “Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school”.⁷Meanwhile, the definition of curriculum according to Government Regulation Number 19 Year 2005 on National Education Standards, is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals.⁸

In this research, the researcher focused on the English lesson plan.

2. 2013 Curriculum

Curriculum of 2013 is competency and character-based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.⁹ The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation

⁶Wiles Bondi, *Curriculum Development*, (New York: Macmillan Publishing, 1999), p. 3

⁷Op.Cit. Peter F. Oliva, p. 10.

⁸Kunandar, *Guru Profesional*, (Jakarta: Rajawali Pers, 2011), p.124

⁹Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*, Rom I, point (A).

of 2013 curriculum is expected to produce a productive, creative, and innovative human.¹⁰

Curriculum of 2013 is designed with the following characteristics:¹¹

- 1) Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- 2) Putting the school as part of the community that provide learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
- 3) Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- 4) Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.
- 5) Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.

¹⁰ Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 ...*, Rom I, point (C).

¹¹ Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 ...*, Rom I, point (B).

- 6) Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level(horizontal and vertical organizations).

The expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because the curriculum is competency and character based which conceptually has several excellences:¹²

First, 2013 curriculum uses a scientific approach. Learners as a subject of study will be led to develop various competencies according to the potential of each. *Second*, 2013 curriculum is competency and character based curriculum, so it may underlie the development of other capacities in various aspects(mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence. *Third*, many fields of study related to the development of skills which are more appropriate to use the competency approach.

In 2013 curriculum, syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both at central and regional levels. Thus teachers develop only lesson plans based on the teacher guide books, student guide books and resource books which have all been prepared. The English teachers guide book is an

¹²E. Mulyasa, *Pengembangan dan Implementasi ...*, p. 164.

accompanying book for the students guidebook for ELT. The book is useful for the teachers to guidewell the learning process performed by the students through the textbooks which have been arranged in accordance with the principles developed in 2013 curriculum. Generally, teacher guide book consist of general instructions, learning guidelines for each chapter and evaluation guidelines.¹³ The English book of 2013 curriculum for students guide are prepared to improve their language skills. The book display is using a text-based learning approach, whether oral or written, by placing the English language as a vehicle of communication. This book explains the minimum effort which should be done by the students to achieve the expected competencies. In accordance with the approach used in 2013 curriculum, students are encouraged to be brave to look for other learning resources around them. The role of teachers in improving and adjusting the absorption of students with the availability of the activities in this book is very important. Teachers can enrich it with creations in the form of other suitable and relevant activities which are sourced from the social and natural environment. The creations can be put into lesson plans.¹⁴

¹³Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris: Buku Guru*, (Jakarta: Balitbang Kemdikbud, 2014), p. v.

¹⁴*Ibid*

A lesson plan at least contains of:¹⁵

- 1) The identity of the school, subject or theme, class/semester, and the allocation of time;
- 2) Core Competence, Basic Competence and indicators of competencies achievement;
- 3) learning materials;
- 4) learning activities that include preliminary activities, main activities, and the post activities;
- 5) assessment, remedial learning, and enrichment; and
- 6) media, tools, materials, and learning resources.

Lesson plans arrangement must be adapted to the syllabus.

Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.¹⁶ Lesson plan is arranged and prepared by the teacher based on the syllabus with the following principles:¹⁷

- 1) fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;

¹⁵Permendikbud No 103 Tahun 2014, *Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah*, Pasal 3, ayat (4)

¹⁶Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2002), p. 2

¹⁷Permendikbud No 103 Tahun 2014, *Pembelajaran ...*, Pasal 3, ayat (2).

- 2) can be implemented in one or more than one session;
- 3) pay attention to individual differences of learners;
- 4) student-centered;
- 5) context-based;
- 6) contemporary-oriented;
- 7) develop independent learning;
- 8) provide feedback and follow-up of learning;
- 9) have relevance and coherence between competencies and between content; and
- 10) utilizing information and communication technology.

In addition to the innovation of syllabus development, innovation also occurs in the development of curriculum structure.

3. Scientific Approach

a. Definition of *Scientific Approach*

An approach is a way of looking at teaching and learning. Underlying any language teaching approach is a theoretical view of what language is, and of how it can be learnt. An approach gives rise to methods, the way of teaching something, which use classroom activities or techniques to help learners learn.¹⁸ According to *Kamus Besar Bahasa Indonesia* (KBBI) approach is a business research activity in order to make contact

¹⁸ British Council, BBC, Accessed on 06 November 2016 from <https://www.teachingenglish.org.uk/article/approach>

with people who studied, the method to achieve an understanding of the research problem. Meanwhile, according to Hamruni approach is the basic concept that embodies, inspire, strengthen and underlying thoughts about how the learning method applied by any particular theory.¹⁹ Based on the explanation can be concluded that approach is a way of learning about how learning method is applied based on the theories to assist learners in learning. Therefore, many view that approach is tantamount to a method.

In 2013 curriculum, there are characteristics that distinguish the core curriculum with others in which in learning process using a *Scientific Approach*.²⁰ *Scientific Approach* is a scientific process based approach used in learning activities in 2013 curriculum.²¹ What is learned and acquired by learners conducted with the senses and mind themselves so that they get an experience directly in the process of acquiring knowledge. The 2013 Curriculum using *Scientific Approach* because this approach is assessed according to develop attitude abilities, knowledge, and skills of students. Learning by using it is a learning process that is designed so that students actively construct concepts, laws or principles through the stages observed (to identify or find problem), to formulate the problem, propose or formulate hypotheses, collect data with a variety of techniques, analyzing data, draw

¹⁹ Hamruni, *Strategi pembelajaran* (Yogyakarta: Insan Madani,2012), p.6

²⁰ Lampiran permendikbud No.103 tahun 2014 tentang *Pembelajaran pada Pendidikan Dasar dan Menengah.pdf*

²¹ *Ibid.*

conclusions and communicate concept, law or principle "discovered".²² *Scientific Approach* is intended to give understanding to students in recognizing, understanding the various materials using *Scientific Approach*. The learning process is directed to encourage students to find out from various sources through observation, not only given by teachers alone.

b. Learning Objectives with *Scientific Approach*

The purpose of learning with *Scientific Approach* is based on the excellence of the approach. Some of the learning objectives using a *Scientific Approach* is:²³

- 1) To improve the ability of intellect, especially high-level thinking skills of students.
- 2) To form the students' ability to solve a problem systematically.
- 3) The creation of the conditions of learning in which students feel that learning is a necessity.
- 4) Obtaining a high learning outcomes.
- 5) To train students in communicating ideas, especially in writing a scientific article.
- 6) To develop the student's character.

From some of the above, the writer can conclude that the purpose of the scientific method is to assist students in learning and thinking creatively.

²² Daryanto, *Pendekatan Pembelajaran SAINTIFIK Kurikulum 2013....*, p.51

²³ *Ibid.*, p.54

c. The Principles of Learning in *Scientific Approach*

Some principles of scientific approach in the learning activities are as follows:²⁴

- 1) The student-centered learning.
- 2) Learning from the students self concept.
- 3) Learning avoid verbalism.
- 4) Lessons provide opportunities for students to assimilate and accommodate concepts, laws, and principles.
- 5) Learning leads to an increase students' ability to think.
- 6) Learning increase students' motivation and motivation of teachers to teach.
- 7) Provide opportunities for students to practice skills in communication.
- 8) The existence of the process of validation of concepts, laws, and principles is constructed student in cognitive structure.

d. Procedure of *Scientific Approach*

The learning process in the 2013 curriculum for all levels conducted using a *Scientific Approach*. According *Permendikbud No. 103 In 2014* there were five steps in the scientific approach, namely: Observing,

²⁴ M. Lazim, *Penerapan Pendekatan Saintifik dalam Pembelajaran kurikulum 2013*,pdf, p.2

Questioning, experimenting, associating, and Communicating.²⁵ Here is a description of each steps are conducted using a *Scientific Approach*.

1. Observing

The method of observing priority meaningfull learning. This method has certain advantages, such as the media presents a real object, the students happy and challenged, and easy implementation. Method of observing very useful for the fulfillment of the curiosity of students. So that the learning process has a high significance. The activity observed in learning, as presented in *Permendikbud No. 81A*, let the teacher opened wide and varied students the opportunity to make observations through: look, listen, hear, and read. The teacher facilitates students to make observations, training them to pay attention (see, read, hear) things that are important from an object or objects. As expected competencies are trained seriousness, rigor, and search for information.²⁶

The activities in doing observing phase are described below:²⁷

- b) Determine the object to be observed
- c) Creating guidelines for observation in accordance with the scope of the object to be observed

²⁵Lampiran Permendikbud No.103 tahun 2014 tentang *Pembelajaran pada Pendidikan Dasar dan Menengah.pdf*

²⁶ Salinan Permendikbud nomor 81A tahun 2013 *Tentang Implementasi Kurikulum (Pedoman Umum Pembelajaran)*, P. 6

²⁷Kemendikbud, Diklat Guru Dalam Rangka Implementasi Kurikulum 2013

- d) Determine data that needs to be observed, both primary and secondary clearly
- e) Determine where the object to be observed
- f) Determine how observations will be made to collect data clearly, in order to run easily and smoothly
- g) Determining how to keep records of the results of observations, such as using a notebook, cameras, tape recorders, video recorders, and other stationeries.

2. Questioning

Questioning is asking information that can not be understood based on what being observed (from factual to hypothetic questions). In this step a teacher is supposed to inspire the students to ask questions. The teacher can use a technique to encourage the students in questioning section. The competencies expected of this activity is developing their creativity, curiosity, the ability to formulate questions to form the critical thinking.

There are some function of Questioning, namely:²⁸

- a) Arouse curiosity, interest, and attention of learners about a theme or topic of study.
- b) Encourage and inspire learners to actively learn and develop questions of himself and for himself.

²⁸ *Ibid.*,

- c) Diagnosing learning difficulties of students and expressed a plan to find a solution.
 - d) Structuring tasks and provide opportunities for learners to show the attitudes, skills, and understanding of the substance of learning given.
 - e) Generating skills of learners in talking, asking questions and giving answers logically, systematically, and use language that is good and true.
 - f) Encouraging the participation of learners in discussing, arguing, developing thinking skills, and draw conclusions.
 - g) Build an attitude of openness to give and receive opinions or ideas, enriching vocabulary, as well as developing social tolerance in gregarious.
 - h) Allowing students to think spontaneously and quickly, and swiftly in response to the problems that suddenly arise.
 - i) Train modesty in speech and generate the ability to empathize with one another.
3. Collecting Information

Collecting information is doing experiment, reading other resources besides text book in school, observing object, event, or activity, and interview with informant. A teacher needs to provide interesting media to interact the students in collecting information.

The application development of learning activities to enhance the learners' reasoning can be done in the following way:²⁹

- a) Teachers prepare learning materials in a form that was prepared in accordance with the demands of the curriculum.
- b) Teachers are not many apply the lecture method. The main task of the teacher is to give clearly instructions with accompanying examples, either by themselves or by simulation.
- c) Learning materials arranged in tiered or hierarchical, starting from the simple (low requirements) to the complex (high requirements).
- d) results-oriented learning activities that can be measured and observed
- e) Any errors should be corrected or repaired
- f) Need to be repetition and practice so that the desired behavior can become a habit.
- g) evaluation or assessment is based on the behavior of a real or authentic.
- h) Teachers record all learners' progress to the possibility of providing learning corrective action.

4. Associating

Associating is learning activity such as processing the information that has been collected from the result of observing and

²⁹ Ibid.,

collecting information. In this case, the students try to apply the information. They have to answer the questions based on the observation result or do other tasks. The competencies expected is to develop the attitude of honest, conscientious, disciplined, law-abiding, hard work, ability to apply the procedures and the ability to think inductively and deductively in concluding.

5. Communicating

Communicating is presenting the result of observation and conclusion based on analysis result by spoken, written, or other media. In communicating, the students should be able to communicate effectively in conveying their idea., The competencies expected in these activities is to develop the attitude of honest, conscientious, tolerance, the ability to think systematically, express opinions briefly and clearly, and develop the ability to speak well and correctly.

F. The Implementation of *Scientific Approach* in Teaching Learning Activities

Learning activities include three main activities, namely the preliminary activities, core activities, and closing activity. Preliminary activities aimed at creating an atmosphere of effective early learning which allows students to follow the learning process well. For example when starting the lesson, teachers greet students with eager and excited tone (greetings), check the presence of the students, and ask for students'

absences if one is not present. The main purpose of the preliminary activities In the scientific method is to establish students' understanding of concepts that have mastered relating to the material new lessons will be learned by the students. In this activity, the teacher should strive for students who do not understand a concept, can understand it, whereas students who have misconceptions, such errors can be eliminated. In preliminary activities, it is suggested teachers exhibit a phenomenon or event "strange" or "odd" (discrepant event) that can inspire the emergence of questions on students.

The core activities is main activity in learning process or in the process of mastering the learning experience of students. The core activity in learning is a process of forming experience and abilities of students programmatically implemented within a specific time duration. The core activity in scientific methods is intended to construct a concept, law or principle by students with assistance of teachers through the steps of activities provided in advance.

Approach and Learning Strategies in closing activities, aimed at two main things. First, the validation of concepts, law or principle which has been constructed by student. Second, the enrichment of the subject matter that mastered by students.

There are seven criteria to determine whether a method of teaching is scientific or not. They are:³⁰

- a. the teaching materials are based on facts or phenomena which can be logically or reasonably explained. They are not based on prediction, approximation, imagination, legend, or myth,
- b. the teachers' explanation, students' responses, and teacher-student interaction are not based on subjectivity and wrong logic, (3) the teaching materials support and inspire students to be critical in thinking and analyzing, and accurate in identifying, understanding, and resolving problems, and applying the materials learned,
- c. the learning materials foster and inspire students to hypothetically think when seeing diversities, similarities and links in the learning materials,
- d. the learning materials foster and inspire students to understand, apply, and develop objectivity and rational thinking in responding to the learning materials,
- e. the materials are built on the basis on empirically valid concepts, theories, and facts, and the formulation of learning objectives is simple, clear, but attractive.

³⁰Pendekatan Scientific dalam Implementasi Kurikulum 2013. Accessed from <http://penelitian-tindakankelas.blogspot.com/2013/07/pendekatan-scientific-dalam-implementasi-kuriku-lum-2013.html>, 10 Agustus 2016

From some respects above, researchers can conclude that scientific method is a scientific method of learning which gives new planting on students and train students' creativity in implementing learning.

3. Lesson Plan

a. Definition of Lesson Plan

Teaching is a complex process that requires careful planning for its success. For this reason, teacher should realize the importance of planning for effective instruction and classroom management. Arranging effective teaching to create effective instruction is one of teachers' responsibilities. Therefore, all steps must be taken in the classroom should be planned well.

Lesson plan is the art of mixing a number of different elements into a lesson,³¹ so that a lesson can maximize students' learning. Hence, planning a lesson becomes a fundamental aspect that brings lesson to an effective instruction. In line with that, lesson plan is an activity what teacher and students will be doing.

From the definitions, it is noticeable that lesson planning cannot simply be defined as planning time to decide material, knowledge, or skills that will be given to students because planning a lesson should be aimed at maximizing students' achievement.

Lesson planning is conducted to get effective instruction. Effective instruction can be meant an instruction that enable student to

³¹J Harmer, *Op.Cit*

acquire specifiedskills, knowledge, attitude and student can enjoy.Then, it can be concludedthat a lesson will be good for students if students do not only get knowledge orsomething to learn, but also enjoy the instruction as well. Furthermore, effectiveinstruction is the instruction that motivates students to learn affirms the presencea validity of diverse learning style maximizes the climate or conditions forlearning in the classroom through the use of instructional design principle thatvalue learning differences and increase the possibility of success for allstudents.³²

From that statement, it can be seen that in planning a lesson a teachershould create a high quality lesson plan, i.e. lesson plan that should giveexperience, knowledge, and skill to the students. It also demands teachers toconsider a number of crucial factor such as the language level of the students,their educational and cultural background, their level of motivation, and theirdifferent learning style before starting to make a lesson plan.

In brief, planning a lesson is a way of ensuring the lesson whether it willbe good for students or not. A lesson will be good for students if students can getsomething and enjoy the teaching and learning process as well.

b. Components of lesson plan

³²Linda Border &Note Chism,*Teaching for Diversity. New Direction in Teaching And Learning*, No.49 (San Fransisco: Jassey Bass. 1992), p. 23

The following are some parts of lesson plan:³³

1) Goals

a teacher should always consider their intended goals for the subject material. Goals determine purpose, aim, along with rationale for both teacher and student alike during classroom hours. An educator should express intermediate goals, which take previous studies and activities into account, when learning how to write a lesson plan. Moreover, teachers should incorporate their objectives into the subject material

Goals determine purpose, aim and rationale for what the teacher and students will engage in during class time. The elements that should be considered in this part are; what the broader objectives, aims, or goals of the unit plan/curriculum are, what the goals for this unit are and what the teachers expect the students to be able to do by the end of this unit.

2) Objectives

This section focuses on what the students will do to acquire further knowledge and skills. The elements that should be considered in this part are; what the students will be able to do during this lesson. what conditions will students' performance be accomplished, what degree or criterion is on the basis of which satisfactory attainment of the objective

³³ Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 40.

will be judged, how the students will demonstrate that they have learned and understood the objectives of the lesson.

3) Prerequisites

Prerequisites can be useful when considering the readiness state of the students. Prerequisite allow the other teachers replicating the lesson plan to factor in necessary pre activities to make sure that student can meet the lesson objectives. The elements that should be considered in this part are; what the students must already be able to do before this lesson, and what concepts have to be mastered in advance to accomplish the lesson objectives.

4) Materials

Materials should be taken into consideration when learning how to write a lesson plan. Teachers can determine the amount of prep time, resources and classroom management that will be required in order to ensure the students met the objectives. Educators can also get a better idea of what type of materials will be needed for example books, resources and equipment.

This section has two functions; it helps other teachers quickly determine how much preparation time, resources and management will be involved in carrying out this plan, and what materials, books, equipment and resources they will need to have ready. The elements that should be considered in this part are; what materials will be

needed, what textbooks or storybooks are needed, and what needs to be prepared in advance.

5) Lesson description

This section provides an opportunity for the author of the lesson to share some thoughts, experience and advice with the other teachers. The elements that should be considered in this part are; what is unique about this lesson, how your students like it, and what level of learning covered by this lesson plan.

6) Lesson procedure

A teacher who is learning how to write lesson plan, should be familiar with the concepts and procedures. This is a step by step description, which will allow teachers to replicate the final outcome for use within the classroom and achieve the entire objective in timely manner. It is not only helpful in educating the teacher on how to write a lesson plan, but also ways in which to implement it. This section will focus on the items the teacher should have their students working on during class time for proper instruction.

This section is basically divided into several components; an introduction, a main activity and a closure. The elements that should be considered in this part are; what is the focus of the lesson, how the teacher would describe the flow of the lesson to another teacher who will replicate it, what the teacher do to facilitate learning and manage the various

activities, what somegood and bad examples are to illustrate what you are presenting to students, and how material can be presented to ensure each student will benefitfrom the learning experience.

7) Assessment or Evaluation

This section focuses on ensuring that your students have arrived at theirintended destination. The elements that should be considered in this part are; how you will evaluate theobjectives that were identified and have the students practiced what you areasking them to do for evaluation.

c. Basic of lesson plan development

Basic legal rules in lesson plan development can be seen in the following paragraph.

- 1) Government rules of Republik Indonesia No.65/2013 about process standardstated that “*RPP dijabarkan dari silabus untuk mengarahkan kegiatan belajar peserta didik dalam upaya mencapai KD*” (planning of learning process isspelled from syllabus to direct student learning activity to reach basic competence)³⁴
- 2) Government rules of republic Indonesia No.19/2005 about National Standardof Education article 20, which stated that “ *perencanaan proses pembelajaran meliputi silabus dan rencana pelaksanaan pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran,*

³⁴ Pusat Kurikulum. “*Standar Proses Dikdasmen*”. Available at<http://www.puskur.net/si/11KerangkaDasar.pdf> Acessed at March 10 2017.

materi ajar, metode pengajaran, sumber belajar, dan penilaian hasil belajar” (planning of learning process includes syllabus and learning realization planning that cover minimally learning objective, content material, learning method, learning source and evaluation of the result of learning)³⁵

d. Stages in Developing Lesson Plan

1) Analyzing syllabus

Commonly, for each core material in syllabus consist of four KD based on core competency aspect (attitude to God, attitude to self, environment, knowledge, and skills). To achieve these basic competency, in syllabus it is explained that student's activity in learning process based on process standard. This student's activity is consisting of exploration, elaboration, and confirmation, there are: observing, questioning, experimenting, associating and communicating. These activities that have to be explored in lesson plan and teacher must make their student active. Analyzing of syllabus also consist of formulating indicator and assessment.

2) Identifying learning material

³⁵ Nur Saifi, “*RPP (Rencana Pelaksanaan Pembelajaran)*”, <http://himatika-uinwalisongo.blogspot.com>, Accessed at March 10 2017

Some aspects that have to be considered in identifying learning material are:³⁶

- a) Students' potential
 - b) Relevancy to local characteristic
 - c) Physical, intellectual, emotional, social, and student's spiritual
 - d) Usefulness for student
 - e) Knowledge structure
 - f) Actual, deep, wide learning material
 - g) Relevancy between students' needs and environment
 - h) Time allocation
- 3) Deciding learning aims

Learning aims refer to indicator, at least consisting of 2 aspects: audience (students) and behavior (skill).

- 4) Developing learning activity

Some aspects that have to be considered in identifying learning material are:

- a) Learning activities are arranged to make easy teacher so they teach professional.
- b) Learning activities consist of activities done by teacher as in syllabus.

³⁶Salinan Lampiran Permendikbud Nomor 81a Tahun 2013, *Kerangka Dasar dan Struktur Kurikulum SMA/MA*, P. 40.

- c) The steps of learning activities for each meeting are done by teacher to make students active.

5) Formulating assessment

Some aspects that have to be considered in formulating assessment are:³⁷

- a) Assessment purposes to measure competence achievement, KD-KD in KI-3 and KI-4.
- b) Criteria of assessment are based on what students achieve in learning process.
- c) Using sustainable assessment.
- d) Result of assessments used to decide the next step.
- e) Assessment has to be suitable with learning experience that done in learning process.

6) Deciding time allocation

In deciding time allocation for each KD, it is based on effective week and time allocation for each subject.

7) Deciding learning source

Learning sources are objects or things used in learning activity e.g.: nature, culture, social, physical environment.

e. The use of lesson plan

³⁷Ibid

Lesson plan is one of curriculum tools and teachers have to master in conducting the lesson plan. The benefits of lesson plan as 2013 curriculum tools:

- 1) If curriculum tools are good, it will make a positive effect in learning process. Curriculum tools will help the teacher in teaching and learning process.³⁸
- 2) Learning process will be systematic and in a good direction, also achieving the objective because curriculum tools are preparation for teacher in arranging a meaningful learning process.
- 3) Although curriculum tools can make a good contribution in creating an effective learning process, there are some factors that obstruct developing/conducting curriculum tools especially in 2013 curriculum, are as follows :
 - a) Lot of changes took place in term of curriculum policies in Indonesia. It causes teachers to feel indolent in conducting and developing curriculum tools e.g. lesson plan.
 - b) Sample of curriculum tools from related to educational authorities are used by teachers although it is not balanced with situation and condition in the school. One of the reason is the teacher didn't want to be burdened with such activities.

³⁸Ifan Rikhza Aula di, "Acuan Pengembangan KTSP, Manfaat Bagi Guru dan Sekolah", Available at <http://edukasi.kompasiana.com/2011/02/10/> Accessed at December 15 2016.

G. The Previous Finding

The previous study that related to this research is *Developing Scientific-Approach-Based English Learning Materials For Grade XI Students Of Welding Engineering Department of SMKN 1 Sedayu* by Bayu Sukma Pramesti 2015. This study is a Research and Development (R & D) study. The subjects of this study were grade XI students of Welding Engineering Department of SMK N 1 Sedayu. This study adapted the R & D model proposed by Borg and Gall (1983). The steps of this study were conducting needs analysis, developing the syllabus, developing the first draft of the materials, evaluating the materials by an expert, and writing the final draft of the materials. Two types of questionnaires were used to collect data. The first questionnaire was made to obtain the data for the needs analysis while the second questionnaire was used to obtain the data for materials evaluation through the expert judgment questionnaire. The data for both questionnaires were analyzed quantitatively through descriptive statistics. Meanwhile, this research is about an analysis of English lesson plan in implementing scientific approach in MAN 2 Kepahiang. The object of this research is the English lesson plan of the teachers in MAN 2 Kepahiang. In this research, the researcher used documentation in collecting the data. Here, the researcher observed the English teacher's lesson plan to look for the implementation of scientific approach. The method of this research is descriptive qualitative. The researcher describes the activities of Scientific Approach that provides English

teacher's problems in implementing scientific approach that gotten from the result of document analysis.

CHAPTER III

RESEARCH METHODOLOGY

A. Kind of the Research

In this research, the researcher wants to get the information about the Scientific Approachon the English Lesson Plan. In this case the researcher will use descriptive method which is described in qualitative way. The aims of descriptive are to explain, classify, and analyze the data from some instruments. The qualitative method is used because it is based upon qualitative judgements instead of numerical form (M.K.Trochim, 2006). The qualitative method is used to investigate the social phenomenon. According to Ary Descriptive research is studies are designed to obtain information concerning the current status phenomena.

“Qualitative research focuses on understanding social phenomena and providing rich verbal descriptions of setting, situations, and participants. The qualitative research includes a number of different methods, such as ethnography, case study, naturalistic observations, focused interviews, and historical”³⁹

Based on the explanation above, the current status of phenomenon in this research isScientific Approach on English lesson plan of teachers in MAN 2 Kepahiang. In qualitative research, there is little or no statistic.

B. Subject of the Research

³⁹ Donald Ary, Introduction to Research in Education, (Belmont: Wadsworth Thomson Learning, 2002), p.37

The subject of this research is the English teachers in MAN 2 Kepahiang. The reason is to do with the accessibility for the researcher. This school was the place where the researcher did the teaching practice at Kuliah Kerja Nyata (KKN) in 2017/2018 academic year. And also the researcher still has a good relationship with the school, it makes the researcher able to manage administrative matters about the research. The participants of this research there are three English teachers there. The researcher choose them as the subject of the research because the researcher wants to know the lesson plan that they made to find out in what parts of lesson plan the teacher implement scientific approach and interview the teacher how they implement the scientific approach in teaching English.

C. Techniques of Collecting Data

1. Document Analysis

In this research, one of the technique of collecting the data that used by theresearcher is document analysis.

Document analysis is a systematic procedure for reviewing or evaluating documents—both printed and electronic (computer-based and Internet-transmitted) material. Like other analytical methods in qualitative research, document analysis requires that data be examined and interpreted in order to elicit meaning, gain understanding, and develop empirical knowledge. Documents contain text (words) and images that have been recorded without a researcher's intervention.”⁴⁰

⁴⁰Drs. Amirul Hadi, Drs dan H. haryono, *Metodologi Penelitian Pendidikan*, Pustaka setia, 1998, p. 94

So, in this research the researcher got nine the document of English lesson plan to find out the scientific approach that prepare by the teacher on it, and the researcher also described the most activities of scientific approach used by the teacher.

2. Interview

The researcher also used interview in collecting the data. One of substantial technique of qualitative study in collecting data is interview. Interview can be used to collect information which is not obtains from observation. In this research, the researcher used semi-structured interview because the researcher would like to know what topics need to be covered and to a large extent what questions need to be asked.

Semi-Structured interview is prepared to allow the interview to develop in unexpected directions where these open up important new areas. At the end of a really successful interview the interviewer at least had covered all the intended topics and the respondent felt that they have participated in a ‘conversation with a purpose’. Part of the skill in using this form of interview, therefore, lies in allowing the interview to develop naturally so, that the respondent does not feel that they are simply replying to questions.

⁴¹Lisa M Given. *The Sage Encyclopedia Of Qualitative Research Methods*. (California: SAGE Publications. 2008). P. 186.

In addition, the researcher used tape recorder or voice recorder as reminder, and the researcher thought it are as substitution tools to scrutinize a whole interview. After that, the data of interview converted in written text script.

In this research, the researcher interviewed the English teachers who teach English in MAN 2 kepahiang to find out the answer of second research question how the teachers implement the scientific approach.

D. Research Instrument

Depending on the above technique for collecting data, the instruments which the researcher used for collecting the data as follow:

1. Checklist

The researcher analized a ducument in this research. The document is the English teacher's lesson plan. Lesson planning is conducted to get effective instruction. Effective instruction can be meant an instruction that enable student to acquire specified skills, knowledge, attitude and student can enjoy.⁴²

In this research, the researcher used the English teacher's lesson plan as the document that will be analyzed to find out the first research question, in what parts of lesson plan the teachers implement scientific approach.

⁴²Reiser, R. W. Dick, *Loc. Cit*, p. 3.

To analyze the lesson plan the researcher used checklist as the instrument in collecting the data. According to Steve:

“a checklist is a type of informational job aid used to reduce failure and helped to ensure consistency and completeness in carrying out a task. checklist are often presented as lists with small checkboxes down the left and hand side of the page. a small tick or checkmark is drawn in the box after the item has been completed.”⁴³

The table of checklist that used by the researcher has function as the facility for the researcher to collect the data and identify the scientific approach on the English teacher’s lesson plan. The researcher will take activities that made by the teacher on the lesson plan that indicate scientific approach and analyze them into five steps of scientific approach, they are observing, questioning, collecting information, associating, and communicating.

2. Interview Guidance

The researcher must have interview guidance to indicate what questions are to be asked, in what order and how much additional prompting or probing is permitted. Interview guidance is the list of questions which are used by the researcher to interview the participants. This interview consists of some questions that used to get information from the teacher which shown in the following table:

Table 3.1

⁴³ Steve stemler. (2001). An Overview of content Analysis practical Assessment, Research & evaluation.. Practical Assessment, Researcr Evaluation : A peer journal, 2001. Retrieved on january 09, 2017 from <http://pareonline.net/getvn.asp?v=7&n+17>

Interview Guidance

No	Component of Lesson Plan	Description
1	Goals	Do you include scientific approach in the goals of your lesson plan? Explain!
2	Objectives	Do you include scientific approach in the objectives of learning of your lesson plan? Explain!
3	Prerequisites	Do you include scientific approach in the prerequisites of your lesson plan? Explain!
4	Material	Do you include scientific approach in the material of your lesson plan? Explain!
5	Lesson Description	Do you include scientific approach in the lesson description of your lesson plan? Explain!
6	Lesson Procedure	Do you include scientific approach in the lesson procedure of your lesson plan? Explain!
7	Assessment or Evaluation	Do you include scientific approach in the assessment or evaluation of your lesson plan? Explain!

The interview guidance above was used by the researcher to know the research questions number two how the teachers implement the scientific approach.

E. Technique of Data Analysis

According to Kellinger, “analysis means the categorizing, ordering, manipulating and summarizing the data to obtain answers to the research questions”⁴⁴. The technique of data analysis will be used to find out the scientific

⁴⁴Kasiram, M.2008. *Metodologi Penelitian*. Malang: UIN-Malang Press. p.128

approach on English lesson plan. According to Hancock, so the researcher will analyzethe data by the following procedure:

1. Collecting the data from the English teachers by taking the lesson plan and interview the teachers. The researcher observed the lesson plan by readingthe activities made by the teacher on the lesson plan, and the result of interview about how the teacher implement the scientific approach.
2. Making the transcription into the table of checklist, while reading again to the lesson plan and listening to the result of interview.
3. Classifying the data into some steps of scientific approach on the tables of checklist to find out in what steps of lesson plan the teacher implement the scientific approach and the result of interview to find out how the teachers implement the scientific approach.
4. Identifying the activities of scientific approach on the lesson plan that has been got from checklist and how the teacher implement the scientific approach that has been got from the result of interview
5. After that the data will be then analyzed.
6. Describe the analysis.
7. Take some conclusions.

CHAPTER IV

FINDING AND DISCUSSION

This chapter presents research findings of teachers' strategies in promoting active learning in the classroom, this chapter is divided into two sections, finding and discussion. This study presents the two major objectives, they are in what parts of lesson plan the teachers implement scientific approach, and how the teachers implement the Scientific approach in English lesson plan.

A. FINDING

This research presents about finding from document and interview, this research had been done on 5th January to 23rd February 2018. In Collecting the data, the researcher used two instruments. They were checklist for document analysis and interview guidance for interview.

In the table below, the researcher presents the finding of document analysis and interview, they are as follow:

1. Components of Lesson Plan that Implemented Scientific Approach by The Teachers

The researcher took and analyzed the document of lesson plan from the teachers from 5th January to 23rd February 2018 to know in what parts of lesson plan the teachers implement scientific approach, the researcher used checklist in analyzing the lesson plan. The checklist consists of parts of lesson plan based on the 2013 curriculum. Each part of the lesson plan has been

determined by the school, the teachers used scientific approach in their lesson plan. The researcher found that from the nine lesson plans, the three English teachers used three skill, there are speaking, reading, and writing. The teachers implemented the scientific approach in the English lesson plan not in all parts of lesson plan. Most of scientific approach appeared goals, objectives, method of learning, and the lesson procedures or steps of learning on the lesson plan. The researcher made the table of checklists to analyze the data of scientific approach as follow:

Table 4.1
Scientific Approach on the English Lesson Plan

No	Component of Lesson Plan	Description	Observing	Questioning	Collecting Information	Associating	Communicating
1	Goals	1.Purpose 2.Aim 3.Rationale					
2	Objectives	1.Purpose of Learning					
3	Prerequisites	1.What teachers and students accomplish for the lesson					
4	Materials	1.Approach 2.Resource 3.Method 4.Time					
5	Lesson Description	1.Experience 2.Advice 3.Share each other					

6	Lesson Procedures	1.Instruction 2.On the steps of learning					
7	Assessment or Evaluation	1.Evaluate 2.Practice					

The descriptions about it as follow:

a. Goals

After doing analysis the English lesson plan that the researcher got from the teacher of MAN 2 Kepahiang, the researcher found that the scientific approach appeared goals or the indicator of lesson plan. All of the lesson plan that analyzed by the researcher were nine lesson plans with different main material. From the nine lesson plans, the scientific approach appeared the goals. A learning indicator is the first sign that a student is practicing the skill that will lead to the desired performance outcome. It's not everything we want to see, but it's the most important thing to see at a particular moment in the process. The following are the examples of scientific approach that appeared on the indicator of learning:

Table 4.2

No	Scientific Approach	Goals
1	Observing	<ul style="list-style-type: none"> • Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks

		<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda • Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar
2	Questioning	<ul style="list-style-type: none"> • Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
3	Collecting Information	<ul style="list-style-type: none"> • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak
4	Associating	<ul style="list-style-type: none"> • Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari pernyataan pendapat dan pikiran • Memahami struktur teks undangan resmi • Memahami unsur kebahasaan dari undangan resmi
5	Communicating	<ul style="list-style-type: none"> • Menanggapi saran dan tawaran yang diajukan kepadanya

From the table about, it can be seen that there are scientific approach provided goals in lesson plan. The examples above are found by the researcher on the English teacher lesson plan. There are many others appeared goals of lesson plan.

b. Objectives

In this component meaning of on the purpose of learning, the researcher found scientific approach that mentioned on the lesson plan .

The examples are as follow:

Table 4.3

No	Scientific Approach	Objectives
1	Observing	<ul style="list-style-type: none"> • Siswa dapat mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Siswa dapat mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Siswa dapat mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Siswa dapat menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda • Siswa dapat mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar

2	Questioning	<ul style="list-style-type: none"> Siswa dapat menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
3	Collecting Information	<ul style="list-style-type: none"> Siswa dapat menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran Siswa dapat menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak
4	Associating	<ul style="list-style-type: none"> Siswa dapat menyusun saran dan tawaran lalu menyampaikannya ke teman kelas Siswa dapat memahami struktur teks dari pernyataan pendapat dan pikiran Siswa dapat memahami unsur kebahasaan dari pernyataan pendapat dan pikiran Siswa dapat memahami struktur teks undangan resmi Siswa dapat memahami unsur kebahasaan dari undangan resmi
5	Communicating	<ul style="list-style-type: none"> Siswa dapat menanggapi saran dan tawaran yang diajukan kepadanya

From the table above it can be conclude that the objectives components are related to goals or aim of learning. The objectives means description of what teachers want students to learn or learn about. It is used to clarify the intent or goal of the lesson. What is the lesson topic? What do teachers want students to know or know about? So, the

reasearcher concluded that objectives of learning here is the ability that students can get after studying in the classroom.

c. Material

On the part of lesson plan, material means the teacher only mentioned what material will be given to the students such the title of the material, the examples, and also the exercises. So, there was no scientific approach appeared on the material part of the lesson plan.

d. On the Method of Learning

The researcher found scientific approach on the method of learning on the teachers' lesson plan. The example was

Metode Pembelajaran

- 1) Pendekatan : Saintifik
- 2) Model Pembelajaran: Discovery learning, Problem Based Learning (PBL)
- 3) Metode : tanya jawab, wawancara, diskusi dan bermain peran

On all of the lesson plan that analyzed by the researcher, both teachers mentioned such example above on the method of learning part. From the example above, the researcher concluded that the teacher provided the approach they used was scientific, the model of learning were Dicoverly Learning and Problem Based Learning (PBL) by using methods;

questions and answers, interview, discussion, and role play. It means that the teachers put the scientific approach clearly on their lesson plan.

e. Lesson Procedures

Lesson procedures means the steps of learning is the main part of lesson plan, because it is description of the course of instruction for a lesson by a teacher to guide class learning. On the English teachers' lesson plan, the researcher found many scientific approach on the lesson procedures. Look at the teable below:

Table 4.4

Step of Learning Teacher A

No.	Scientific Approach	Lesson Procedures
1	Observing	<p>Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> dengan cara :</p> <ul style="list-style-type: none"> ❖ Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan. ❖ Mengamati <ul style="list-style-type: none"> ➤ Lembar kerja materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i>. ➤ Pemberian contoh-contoh materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ❖ Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i>. ❖ Mendengar Pemberian materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran</i>

		<p><i>dan tawaran</i> oleh guru.</p> <p>❖ Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <ul style="list-style-type: none"> ➤ <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> untuk melatih kesungguhan, ketelitian, mencari informasi.
2	Questioning	<p>Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>❖ Mengajukan pertanyaan tentang materi :</p> <ul style="list-style-type: none"> ➤ <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.
3	Collecting information	<p>KEGIATAN LITERASI</p> <p>Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>❖ Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>❖ Membaca sumber lain selain buku teks Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang sedang dipelajari.</p> <p>❖ Aktivitas Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang sedang dipelajari.</p>

		<p>❖ Wawancara/tanya jawab dengan nara sumber Mengajukan pertanyaan berkaitan dengan materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p>COLLABORATION (KERJASAMA)</p> <p>Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <ul style="list-style-type: none"> ❖ Mendiskusikan Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i>. ❖ Mengumpulkan informasi Mencatat semua informasi tentang materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ❖ Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> sesuai dengan pemahamannya. ❖ Saling tukar informasi tentang materi : <ul style="list-style-type: none"> ➢ <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> <p>dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p>
4	Associating	<p>Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <ul style="list-style-type: none"> ❖ Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap

		<p>jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <ul style="list-style-type: none"> ➤ <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> <p>antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
5	Communicating	<p>COMMUNICATION (BERKOMUNIKASI)</p> <p>Peserta didik berdiskusi untuk menyimpulkan</p> <ul style="list-style-type: none"> ❖ Menyampaikan hasil diskusi tentang materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➤ <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p>CREATIVITY (KREATIVITAS)</p> <ul style="list-style-type: none"> ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : <p>Laporan hasil pengamatan secara tertulis tentang materi :</p> <ul style="list-style-type: none"> ➤ <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> ❖ Menjawab pertanyaan tentang materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Ungakapan-ungkapan memberi dan meminta informasi</i>

		<p><i>terkait saran dan tawaran yang akan selesai dipelajari</i></p> <p>Menyelesaikan uji kompetensi untuk materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang telah disediakan secara individu untuk mengecek penguasaan siswa terhadap materi pelajaran.</i></p>
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Table 4.5**Step of Learning Teacher B**

No.	Scientific Approach	Lesson Procedures
1	Observing	<ol style="list-style-type: none"> 1. Menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi : <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> untuk melatih rasa <i>syukur</i>, kesungguhan dan <i>kedisiplinan</i>, ketelitian, mencari informasi. 2. Mengamati dengan seksama materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.
2	Questioning	<ol style="list-style-type: none"> 1. Mengajukan pertanyaan tentang materi : <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati
3	Collecting information	<ol style="list-style-type: none"> 1. Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i>. 2. Mencatat semua informasi tentang materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i>

		yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar.
4	Associating	<p>1. Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi : <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p>
5	Communicating	<p>1. Menyampaikan hasil diskusi tentang materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan <i>sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan</i>.</p> <p>2. Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i></p> <p>3. Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>4. Bertanya atas presentasi tentang materi <i>Struktur teks explanation dalam memberi dan meminta informasi terkait gejala alam atau sosial yang tercakup dalam mata pelajaran lain di kelas XI</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p>

Table 4.6
Step of Learning Teacher C

No.	Scientific Approach	Lesson Procedures
1	Observing	<ul style="list-style-type: none"> 1. Mengamati dengan seksama materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. 2. Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang sedang dipelajari.
2	Questioning	<ul style="list-style-type: none"> 1. Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang sedang dipelajari. 2. Mengajukan pertanyaan berkaitan dengan materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang telah disusun dalam daftar pertanyaan kepada guru.
3	Collecting information	<ul style="list-style-type: none"> 1. Mencatat semua informasi tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. 2. Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> sesuai dengan pemahamannya. 3. Saling tukar informasi tentang materi : <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian
4	Associating	<ul style="list-style-type: none"> 1. Berdiskusi tentang data dari Materi : <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> 2. Mengolah informasi dari materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya maupun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja

		3. Peserta didik mengerjakan beberapa soal mengenai materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> .
5	Communicating	<p>1. Menyampaikan hasil diskusi tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan.</p> <p>2. Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i></p> <p>3. Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> dan ditanggapi oleh kelompok yang mempresentasikan.</p> <p>4. Bertanya atas presentasi tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya.</p>

From the three tables above, the researcher found that the scientific approach appeared very detailed in each item on the lesson procedures. It means the lesson procedures included observing, questioning, collecting information, associating, and communicating. They were explained on the lesson procedures clearly on the teachers' lesson plan.

In conclusion, parts of lesson plan that implemented by the teachers are goals, objectives, method of learning, and the lesson procedures or steps of learning on the lesson plan.

2. How the Teachers Implement the Scientific Approach in English Lesson Plan

The researcher interviewed the English teachers in MAN 2 Kepahiang to find out how the teacher implement the scientific approach in English lesson plan. The researcher interviewed the three teachers on 14th February 2018. Based on the result of interview, the researcher found:

a. Observing

In scientific approach the teachers used observing to their students by asking the students to do literation activity such as looking at a picture, observing the example of material, reading, and listening. As the teacher A answered when the researcher asked about observing that implemented on their lesson plan:

“Yes, in classroom activities I ask my students to read a table, or to look at a picture, then I ask them to observe it”

In addition the teacher B also said:

“In observing activity, it will depend on the skill that I want to give to the students. For examples, in listening the students have to listen what I play on the tape, in reading the students have to observe a table, a photo, or a poster that I gave to them”

The teacher C also implemented observing as a part of scientific approach by:

“I ask the students to look at the examples of material such as about expression of asking and giving advice to be developed by the students from interactive media like a video”

From the statements above the researcher found that the teachers used observing in their lesson plan by reading a table or looking a picture based on the topic and skill given to the students, listening and looking at the example of materials given to be developed by the students.

b. Questioning

The teachers implemented the questioning activity by providing opportunities to the students to identify as many questions as they relate to a topic presented through learning activity, for example asking questions about the material of asking and giving suggestions which is not understood from what is observed or questions to gain additional information about what is observed. As the teacher A said:

“Yes, I used questioning in the classroom activities. For example I have the students to ask questions about the material that they do not understand”

From the statement above, it means that if the material has been observed by the students, they may ask questions to the teacher if they still do not understand.

The teacher B also used questioning in the classroom after she stimulated the students by literation activity, she said:

“Of course, after doing literation activity such reading, observing or listening, the students have to identify questions related to the topic presented and will be answered through learning activities”

It means that the teacher B asked the students to identify questions that related to the topic presented that day and the questions will be answered during the learning activities.

In addition, teacher C said:

“Yes, I used questioning when I teach the students in all of material. Because questioning is one of activity for the students to stimulate the students to find the problem statement or identify the problem”

From the three answers above, the researcher concludes that the teachers used questioning in the classroom by asking the students to ask questions when the students do not understand, identifying questions related to the topic given to find statement problem.

c. Collecting Information

In collecting information, the teacher implemented some activities such as observing an object or an event, reading other sources beside books, activities such arranging questions about the matter that still not understood to be asked to the teacher, sharing information, and many other. The teacher A answered when the teacher ask about how she implemented collecting information on their lesson plan:

“Yes, I ask the students to collect information by reading a text, then they share information in their own group”

Additionally, teacher B stated:

“Sure, I make the students to collect information on the topic given, for example in listening or reading, I ask the students to

get an expression on a dialog, or I ask the students to read other sources to get information about what they learn.”

Teacher C also added:

“I usually ask the students to observe a text then, they find about the generic structure or language features of the text. And they may ask questions to me or partner if they do not understand yet.”

From the three statements above, the researcher concludes that the teacher implemented collecting information for the students based on the material and skill that provided on the English lesson, the forms of collecting information can be such reading, listening, identifying, asking or sharing information to the teacher or friend.

d. Associating

The researcher found that the students have to answer the questions based on the observation result or do other tasks. Based on the result of interview, the teacher A said:

“Yes, I ask the students to answer questions based on the observation they have done, for example after reading a text, they have to answer questions based on the information on the text.”

Teacher B also mentioned that she implemented associating by asking the students to do a task:

“It depend on the material that I give to the students, for example I ask the students to apply the information they get.”

Teacher C also said:

“Associating means the students have to manage the information they get to be discuss together to get the result, for example by doing an exercise, it can be multiple choice or essay, and the other”

It means that all the teachers implemented associating as a part of scientific approach in the learning process, which the purpose is to make the students to apply information they get during collecting information by processing the information to answer questions.

e. Communicating

The researcher asked the teachers how they implemented communicating in scientific approach, all of the teachers have their own answer. Teacher A said:

“In curriculum 2013, the students are hoped to be more active than the teacher. So I give opportunity to the students to speak in express their idea about what they have learn.”

Teacher B added:

“In learning language especially English, the students should communicate such as presenting the result of information they get.”

When the researcher asked about communicating to teacher C, she stated:

“Of course. I ask the students to present about what they get, or to conclude the information they have associated”

From the explanation above, it can be concluded that the teachers used communicating in scientific approach by asking the students to

present the result of observation and conclusion based on analysis result by spoken, written, or other media.

B. DISCUSSION

1. Components of Lesson Plan that Implemented Scientific Approach by The Teachers

Lesson plan has some parts in curriculum 2013, namely main competence, standar competence, indicator of learning, purpose of learning, learning material, learning method, learning media, source of learning, steps of learning and evaluation. Based on the finding above, it can be said that the teachers implemented the scientific approach in the English lesson plan not written in all parts of lesson plan. Most of scientific approach appeared on the indicator of lesson plan, purpose of learning, method of learning, and the steps of learning on the lesson plan. The descriptions about it as follow:

a. Goals

The scientific approach appeared Goals of lesson plan. All of the lesson plan that analyzed by the researcher were nine lesson plans with different main material. From the nine lesson plans, the scientific approach appeared on all the goals or the aim of learning. Goals is the first sign that a student is practicing the skill that will lead to the desired performance outcome. It's not everything we want to see, but it's the most important thing to see at a particular moment in the process.

- ✓ Observing : Mengidentifikasi ungkapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran
- ✓ Questioning : Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya
- ✓ Collecting Information: Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak
- ✓ Associating: menyusun saran dan tawaran lalu menyampaikannya ke teman kelas
- ✓ Communicating: Menanggapi saran dan tawaran yang diajukan kepadanya

The examples above are shown on the indicator of the lesson plan.

There are many others appeared on the indicator of lesson plan, and they can be seen on the appendix 1.

b. Objectives

Objectives or purpose of learning means description of what teachers want students to learn or learn about. It is used to clarify the intent or goal of the lesson. What is the lesson topic? What do teachers want students to know or know about? So, the researcher concluded that objectives here is the ability that students can get after studying in the classroom. Objectives or the purpose of learning, there are scientific

approach that mentioned on the lesson plan. Such as *the students can identify expression of asking and giving information related to an advice and an offer* (observation), *the students can show an invitation in the classroom and do question-answer to the students who read it* (questioning), *the students can mention the situation that rises opinion or mind* (collecting information), *the students can know the structure of formal invitation* (associating), and *the students can argue the advice and suggestion that given to them* (communicating).

From the table above it can be conclude that objectives are related to indicators of learning.

c. Material

On the part of lesson plan, material means the teacher only mentioned what material will be given to the students such the title of the material, the examples, and also the exercises. So, there was no scientific approach appeared on the material part of the lesson plan.

d. Method of learning

The method of learning means the method that the teacher will use in learning. Because MAN 2 Kepahiang has applied 2013 curriculum, so scientific approach always appears on the method of learning on the teachers' lesson plan. The example can be seen on the finding above.

The teacher provided the approach they used was scientific, the model of learning were Discovery Learning and Problem Based Learning

(PBL) by using methods; questions and answers, interview, discussion, and role play. It means that the teachers put the scientific approach clearly on their lesson plan.

e. The lesson procedures

Based on the researcher's analysis, the researcher concludes that in every lesson plan that the researcher analyzed always implemented scientific approach on the lesson procedures. The lesson procedures means the steps of learning is the main part of lesson plan, because it is description of the course of instruction for a lesson by a teacher to guide class learning. On the English teachers' lesson plan, the scientific approach was implemented chronologically on the lesson procedures. That make the teacher applied the scientific approach easily.

From the finding above, the scientific approach appeared very detailed in each item on the lesson procedures. It means the step of learning included observing, questioning, collecting information, associating, and communicating. They were explained on the steps of learning clearly on the teachers' lesson plan.

Parts of lesson plan that implemented by the teachers are on the goals, objectives, method of learning, and the lesson procedures or steps of learning on the lesson plan.

2. How the Teachers Implement the Scientific Approach in English Lesson Plan

Based on the finding above, the researcher concludes that the three teachers in MAN 2 Kepahiang implemented scientific approach on their lesson plan such observing, questioning, collecting information, associating, and communicating.

a. Observing

The method of observing priority meaningfull learning. This method has certain advantages, such as the media presents a real object, the students happy and challenged, and easy implementation. The activity observed in learning, as presented in *Permendikbud No. 81A*, let the teacher opened wide and varied students the opportunity to make observations through: look, listen, hear, and read. The teacher facilitates students to make observations, training them to pay attention (see, read, hear) things that are important from an object or objects. As expected competencies are trained seriousness, rigor, and search for information.⁴⁵

Based on the result o the interview, the teachers used scietific approach by implementing observing, the teachers used observing to their students by asking the students to do literation activity such as looking at a picture, observing the example of material, reading, and listening. The

⁴⁵ Salinan Permendikbud nomor 81A tahun 2013 *Tentang Implementasi Kurikulum (Pedoman Umum Pembelajaran)*, P. 6

teachers also used observing in their lesson plan by reading a table or looking a picture based on the topic and skill given to the students, listening and looking at the example of materials given to be developed by the students. It means that the teacher have implemented method of observing as presented in *Permendikbud No. 81A*.

b. Questioning

Questioning is asking information that can not be understood based on what being observed. In this step a teacher is supposed to inspire the students to ask questions. The teacher can use a technique to encourage the students in questioning section. The competencies expected of this activity is developing their creativity, curiosity, the ability to formulate questions to form the critical thinking.

The teachers implemented the questioning activity by providing opportunities to the students to identify as many questions as they relate to a topic presented through learning activity, for example asking questions about the material of asking and giving suggestions which is not understood from what is observed or questions to gain additional information about what is observed. It means that if the material has been observed by the students, they may ask questions to the teacher if they still do not understand. It means that the teacher B asked the students to

identify questions that related to the topic presented that day and the questions will be answered during the learning activities. The teachers used questioning in the classroom by asking the students to ask questions when the students do not understand, identifying questions related to the topic given to find statement problem.

c. Collecting Information

Collecting information is doing experiment, reading other resources besides text book in school, observing object, event, or activity, and interview with informant. A teacher needs to provide interesting media to interact the students in collecting information.

In collecting information, the teacher implemented collecting information for the students based on the material and skill that provided on the English lesson, the forms of collecting information can be such reading, listening, identifying, asking or sharing information to the teacher or friend. Some activities such as observing an object or an event, reading other sources beside books, activities such arranging questions about the matter that still not understood to be asked to the teacher, sharing information, and many other.

d. Associating

Associating is learning activity such as processing the information that has been collected from the result of observing and collecting

information. In this case, the students try to apply the information. They have to answer the questions based on the observation result or do other tasks. The competencies expected is to develop the attitude of honest, conscientious, disciplined, law-abiding, hard work, ability to apply the procedures and the ability to think inductively and deductively in concluding.

All the teachers implemented associating as a part of scientific approach in the learning process, which the purpose is to make the students to apply information they get during collecting information by processing the information to answer questions. The students have to answer the questions based on the observation result or do other tasks.

e. Communicating

Communicating is presenting the result of observation and conclusion based on analysis result by spoken, written, or other media. In communicating, the students should be able to communicate effectively in conveying their idea., The competencies expected in these activities is to develop the attitude of honest, conscientious, tolerance, the ability to think systematically, express opinions briefly and clearly, and develop the ability to speak well and correctly.

Based on the result of interview, the teachers used communicating in scientific approach by asking the students to present the result of observation and conclusion based on analysis result by spoken, written,

or other media. For examples, the teacher ask the students to conclude the information that they get on the a text, the students are asked to perform the result of their discussion in a small group and give their opinion briefly.

From the explanation above, the researcher concludes that parts of lesson plan that implemented scientific approach by the teachers are on the indicator of learning, on the purpose of learning, on the method of learning, and on the steps of learning. Then, the three English teachers in MAN 2 Kepahiang implemented scietific approach in their lesson plan by observing, questioning, collecting information, associating, and communicating.

CHAPTER V

CONCLUSION AND SUGGESTION

In this chapter, the researcher describes the conclusion of this research and gives some suggestions.

A. Conclusion

Based on the result of the research that has been presented in the previous chapter, the researcher concludes that:

1. Lesson plan has some parts in curriculum 2013, namely main competence, standard competence, indicator, purpose of learning, learning material, learning method, learning media, source of learning, steps of learning and evaluation. Based on the result of analyzing the English teachers' lesson plan, parts of lesson plan that implemented scientific approach by the teachers are goals, objectives, method of learning, and the lesson procedures or steps of learning on the lesson plan.
2. The three English teachers in MAN 2 Kepahiang implemented scientific approach in their lesson plan by observing, questioning, collecting information, associating, and communicating. All of them were used by the teachers based on material and skill given to the students. The teachers used observing, questioning, collecting information, associating, and communicating more than the others.

B. Suggestion

In the end of this research, the researcher suggests to:

1. The Teachers

The teachers should pay attention to the skill and material that will be delivered in the classroom to construct learning guidance to implement scientific approach easily especially in 2013 curriculum. The scientific approach should be provided on the lesson plan orderly. Then the teachers should follow some training that provided scientific approach usage in the curriculum 2013 in order the teacher could be more easily to design the scientific approach and to do improvement in the future.

2. The stakeholder

To make the lesson plan that made by the teacher could be implemented well, the stakeholder should pay attention to it by checking the lesson plan and doing improvement by holding some trainings about scientific approach in curriculum 2013 and how to run this approach well in the classroom.

3. The next researcher

The researcher hopes that any further researchers can continue and complete this research. This research delivered an analysis of teachers' lesson plan in Implementing Scientific Approach for Teaching English in 2013 Curriculum. So, in

the further research, the researcher hopes that any other creative researcher want to investigate and to develop the other approach in learning English.

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Result of Interview

Teacher A

1. Do you include scientific approach in the goals of your lesson plan? Explain!
Yes, we put in the goal in the lesson plan, in which one scientific approach? In reading text and sometimes in writing text.
2. Second about the objectives of learning do you include scientific approach in the objectives of learning of your lesson plan? Yes, the objectives of learning is important in the study. So in every material and method of the study we include what is the objectives of learning in every occasion. So it means like collecting information? Yes
3. Do you include scientific approach in the prerequisites of your lesson plan? Explain!
Yes, to check the readiness of the students sometimes, I need to ask the questions before I am going to tell the material to study.
4. Do you include scientific approach in the materials of your lesson plan? Explain!
About the material, sometimes we include in emm.. listening, sometime in reading and writing method and speaking method. And in your material if you teaching in the classroom which want that you like question with your students or just observing with the students that did not know about your material. For the first one in the observation I give question for them
5. Do you include scientific approach in the lesson description of your lesson plan? Explain!
Yes, I make the description of the lesson that I want to teach, for example in reading and writing skill, I also include the methods I use, for instance, inquiry or scientific, etc.
6. Do you include scientific approach in the lesson procedures of your lesson plan? Explain!
Sure, I include the lesson procedures on the lesson plan, for examples the pre activity, main activity, and a closure. So we can know the steps that we should do in the classroom. For examples the scientific approach most happened on the lesson procedure. For examples sometimes I ask the students to look for information on a text, I also sometimes ask them to identify the generic structure of a text and many others.
7. Do you include scientific approach in the assessment or evaluation of your lesson plan? Explain!

Yes before in the end we must know about the result about the student. We sometimes give the students task to do in the end. Scientific approach sometimes included in the assessment for examples at home we ask the students to observe activities in the past.

Teacher B

1. Do you include scientific approach in the goals of your lesson plan? Explain!
Of course, I think the goals indicate the lesson plan. I think include the material give the questions to the students. To make sure the target of learning can be achieved.
2. Do you include scientific approach in the objectives of learning of your lesson plan?
Sometimes, because not all of the objectives in each lesson plan are same.
3. Do you include scientific approach in the prerequisites of your lesson plan? Explain!
Of course depends on the material, Usually I give questioning in the beginning of the lesson to know the students are ready or not.
4. Do you include scientific approach in the materials of your lesson plan? Explain!
Usually, there is no scientific approach on the materials. I only describe the materials detailed and also the exercises.
5. Do you include scientific approach in the lesson description of your lesson plan? Explain!
Of course, for example I explain the method of the lesson always scientific approach, by giving the question the students give some information from their answer
6. Do you include scientific approach in the lesson procedures of your lesson plan? Explain!
Sometimes, depend on the material
7. Do you include scientific approach in the assessment or evaluation of your lesson plan? Explain!
Sometimes, for example I evaluate the students by asking the students to observe a place then write the descriptive text about the place that has been observed.

Teacher C

1. Do you include scientific approach in the goals of your lesson plan? Explain!
Yes, I include the scientific approach on the goals of my lesson plan, because the k-13 needs the students to be more active than just listen.

2. Do you include scientific approach in the objectives of learning of your lesson plan?

Sure, for examples I include the students should identify a text, or observe a picture, and many others. And I include scientific approach in the objectives of learning of my lesson plan depend on the lesson that day.

3. Do you include scientific approach in the prerequisites of your lesson plan? Explain!

To motivate the students in prerequisites part, I usually ask the students to observe then, they may ask questions about what they have observed that related to the lesson that day.

4. Do you include scientific approach in the materials of your lesson plan? Explain!

No, on the material part, I just include the title of the lesson, then I describe the lesson and also provide the exercise that I want to give for the students.

5. Do you include scientific approach in the lesson description of your lesson plan? Explain!

Sure, in describing the lesson, I include the source of the lesson, the method, and the media that will be used if any.

6. Do you include scientific approach in the lesson procedures of your lesson plan? Explain!

In k-13, automatically the scientific approach is included in every step of the lesson, from observation until the communicating cronologically.

7. Do you include scientific approach in the assessment or evaluation of your lesson plan? Explain!

Sometimes, because it depends on the instruction in giving the students the assessment or evaluation.

Document Analysis Scientific Approach on the English Lesson Plan

No	Component of Lesson Plan	Description	Obs	Quest	Col.Inf	Ass	Com
1	Goals	<ul style="list-style-type: none"> • Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan pengungkapan cara dari 					

		<p>masing-masing konteks</p> <ul style="list-style-type: none"> • Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas • Menanggapi saran dan tawaran yang diajukan kepadanya 					
2	Objectives	<p>Peserta didik diharapkan dapat:</p> <ul style="list-style-type: none"> • Mengidentifikasi ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran • Mengidentifikasi perbedaan cara pengungkapan dari masing-masing konteks • Memahami struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran • Memahami unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran • Menyusun saran dan tawaran lalu menyampaikannya ke teman kelas • Menanggapi saran dan tawaran yang diajukan kepadanya 					
3	Prerequisites	-					
4.	Materiasl	-					
5.	Lesson Description	-					
6.	Lesson Procedures	<p>Pertemuan 1</p> <ul style="list-style-type: none"> • Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i>. • Guru memberikan kesempatan pada peserta 					

		<p>didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar</p> <ul style="list-style-type: none"> • Mengamati dengan seksama materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya • Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang sedang dipelajari • Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran.</i> • Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> sesuai dengan pemahamannya • <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan</i> 				
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		<p><i>tawaran</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat.</p> <ul style="list-style-type: none"> • Menyampaikan hasil diskusi tentang materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. • Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> • Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Ungakapan-ungkapan</i> 				
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		<p><i>memberi dan meminta informasi terkait saran dan tawaran</i> dan ditanggapi oleh kelompok yang mempresentasikan.</p> <ul style="list-style-type: none"> • Bertanya atas presentasi tentang materi <i>Ungakapan-ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. <p>Pertemuan 2</p> <ul style="list-style-type: none"> • Menayangkan gambar/foto/video yang relevan. ▪ Pemberian contoh-contoh materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb ▪ Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :<i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i>untuk melatih kesungguhan, ketelitian, mencari informasi. <ul style="list-style-type: none"> ▪ Mengajukan pertanyaan tentang materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i>yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan 				
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		<p>faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat</p> <ul style="list-style-type: none"> ▪ Mengamati dengan seksama materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya ▪ Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> yang sedang dipelajari. Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> yang sedang dipelajari. ▪ Mengajukan pertanyaan berkaitan dengan materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> yang telah disusun dalam daftar 				
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		<p>pertanyaan kepada guru. Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i>.</p> <ul style="list-style-type: none"> ▪ Mencatat semua informasi tentang materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ▪ Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> sesuai dengan pemahamannya. ▪ Mengolah informasi dari materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ▪ Peserta didik mengerjakan beberapa soal mengenai materi <i>Cara pengungkapan dari masing-masing</i> 				
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		<p><i>konteks penggunaan teks interaksi transaksional.</i></p> <ul style="list-style-type: none"> ▪ Menyampaikan hasil diskusi tentang materi <i>Cara pengungkapan dari masing-masing konteks penggunaan teks interaksi transaksional</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. <p>Pertemuan 3</p> <ul style="list-style-type: none"> ▪ Mengamati dengan seksama materi <i>Struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ▪ Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang sedang dipelajari. ▪ Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang sedang dipelajari. ▪ Mengajukan pertanyaan 				
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		<p>berkaitan dengan materi <i>Struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang telah disusun dalam daftar pertanyaan kepada guru.</p> <ul style="list-style-type: none"> ▪ Mencatat semua informasi tentang materi <i>Struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik dan benar. ▪ Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> sesuai dengan pemahamannya. ▪ Saling tukar informasi tentang <i>Struktur teks ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang 				
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		<p>lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat</p> <p>Pertemuan ke 4</p> <ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> dengan cara melihat mengamatilembar kerja, membaca contoh materi, mendengar dan menyimat tentang <i>Unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb • Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar • Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan: mengamati dengan seksama, mencari dan membaca berbagai referensi, menyusun daftar pertanyaan dan menyajukan 				
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		<p>pertanyaan berkaitan dengan materi <i>Unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> yang telah disusun dalam daftar pertanyaan kepada guru.</p> <ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk: mendiskusikan, mengumpulkan informasi, mempresentasikan materi, dan saling tukar informasi tentang <i>Unsur kebahasaan dari ungkapan memberi dan meminta informasi terkait saran dan tawaran</i> 					
7	Assessment or Evaluation	-					

No	Component of Lesson Plan	Description	Obs	Quest	Col.Inf	Ass	Com
1	Goals	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari pernyataan pendapat dan pikiran • Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas 					
2	Objectives	<ul style="list-style-type: none"> • Mengidentifikasi situasi yang memunculkan pernyataan pendapat dan pikiran • Menyebutkan situasi yang memunculkan pernyataan pendapat dan pikiran 					

		<ul style="list-style-type: none"> • Memahami struktur teks dari pernyataan pendapat dan pikiran • Memahami unsur kebahasaan dari pernyataan pendapat dan pikiran • Menyatakan pendapat dan pikirannya yang sesuai secara tertulis kemudian dibacakan ke kelas 					
3	Prerequisites	-					
4	Materials	-					
5	Lesson Description	-					
6	Lesson Procedures	<ul style="list-style-type: none"> • Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> dengan cara melihat, mengamati lembar kerja dan contoh materi, membaca materi dari buku paket atau penunjang lainnya, mendengar pemberian materi dan menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> • Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar • Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan mengamati objek/kejadian dengan seksama, mencari dan membaca berbagai referensi dari berbagai sumber guna 					

		<p>menambah pengetahuan dan pemahaman, Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengamati dan membaca yang akan diajukan kepada guru, dan mengajukan pertanyaan berkaitan dengan materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i></p> <ul style="list-style-type: none"> • Peserta didik dibentuk dalam beberapa kelompok untuk mendiskusikan secara bersama-sama membahas contoh dalam buku paket, mencatat semua informasi, mengkomunikasikan secara lisan atau mempresentasikan, dan saling tukar informasi tentang <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i>. • Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara :Berdiskusi, Mengolahinformasi dari materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. • Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil 				
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		<p>pengamatannya dengan data-data atau teori pada buku sumber</p> <ul style="list-style-type: none"> • Menyampaikan hasil diskusi tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. • Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> dan ditanggapi oleh kelompok yang mempresentasikan. • Bertanya atas presentasi tentang materi <i>Situasi yang memunculkan pernyataan pendapat dan pikiran</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. 				
7	Assessment or Evaluation	-				

No	Component of Lesson Plan	Description	Obs	Quest	Col.Inf	Ass	Com
1	Goals	<ul style="list-style-type: none"> • Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda • Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar • Memahami struktur teks undangan resmi • Memahami unsur kebahasaan dari undangan resmi • Membuat undangan resmi terkait kegiatan sekolah • Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya jawab dengan pembaca (siswa lain, guru) yang datang membacanya 					
2	Objectives	<ul style="list-style-type: none"> • Menemukan perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda • Mengidentifikasi dan menyebutkan bagian-bagian dari undangan dengan ucapan dan tekanan kata yang benar • Memahami struktur teks undangan resmi • Memahami unsur kebahasaan dari undangan resmi • Membuat undangan resmi terkait kegiatan sekolah • Menampilkan undangan dengan menempelkan di dinding kelas dan bertanya 					

		jawab dengan pembaca (siswa lain, guru) yang datang membacanya					
3	Prerequisites	-					
4	Material	-					
5	Lesson Description	-					
6	Lesson Procedures	<ul style="list-style-type: none"> ❖ Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> dengan cara menayangkan gambar/foto/video yang relevan. ❖ Mengamati Lembar kerja materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i>. ❖ Pemberian contoh-contoh materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> untuk dapat dikembangkan ❖ Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i>. ❖ Mendengar pemberian materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> oleh guru. ❖ Menyimak penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk</i> 					

		<p><i>beberapa acara yang berbedauntuk melatih kesungguhan, ketelitian, mencari informasi.</i></p> <ul style="list-style-type: none"> ❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya Mengajukan pertanyaan tentang materi :<i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> ❖ Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan mengamati dengan seksama materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya. ❖ Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> yang sedang dipelajari. ❖ Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Perbedaan dan persamaan dari beberapa</i> 				
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		<p><i>undangan resmi untuk beberapa acara yang berbeda yang sedang dipelajari.</i></p> <ul style="list-style-type: none"> ❖ Mengajukan pertanyaan berkaitan dengan materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> yang telah disusun dalam daftar pertanyaan kepada guru. ❖ Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan tentang data dari Materi :<i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> ❖ Mengolah informasi dari materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja. ❖ Peserta didik mengerjakan beberapa soal mengenai materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda.</i> ❖ Menyampaikan hasil diskusi tentang materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, 				
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		<p>mengungkapkan pendapat dengan sopan</p> <ul style="list-style-type: none"> ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi :<i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> dan ditanggapi oleh kelompok yang mempresentasikan. ❖ Bertanya atas presentasi tentang materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. ❖ Menyimpulkan tentang point-point penting yang muncul dalam kegiatan pembelajaran yang baru dilakukan berupa : Laporan hasil pengamatan secara tertulis tentang materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> ❖ Menjawab pertanyaan tentang materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> yang terdapat pada buku pegangan peserta didik atau lembar kerja yang telah disediakan. 				
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		<ul style="list-style-type: none"> ❖ Bertanya tentang hal yang belum dipahami, atau guru melemparkan beberapa pertanyaan kepada siswa berkaitan dengan materi <i>Perbedaan dan persamaan dari beberapa undangan resmi untuk beberapa acara yang berbeda</i> yang akan selesai dipelajari 					
7	Assessment or Evaluation	-					

No	Component of Lesson Plan	Description	Obs	Quest	Col.Inf	Ass	Com
1	Goals	<ul style="list-style-type: none"> • Menganalisis unsur-unsur eksposisi dari sebuah kalimat • Memahami struktur teks eksposisi analitis • Memahami unsur kebahasaan dari teks eksposisi analitis • Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak • Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar • Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya 					
2	Objectives	<ul style="list-style-type: none"> • Menganalisis unsur-unsur eksposisi dari sebuah kalimat • Memahami struktur teks eksposisi analitis • Memahami unsur kebahasaan dari teks eksposisi analitis • Menemukan dan menyusun kembali teks eksposisi analitik dari kalimat yang tersusun secara acak • Membacakan teks-teks eksposisi dengan suara lantang di depan kelas, dengan ucapan dan tekanan kata yang benar • Membuat teks eksposisi menyatakan pandangannya tentang satu hal di sekolah, desa, atau kotanya 					
3	Prerequisites	-					
4	Material	-					
5	Lesson Description	-					
6	Steps of learning	❖ Peserta didik diberi motivasi atau rangsangan untuk memusatkan perhatian pada topik materi <i>Pengertian Teks Eksposisi Analitis dan</i>					

		<p><i>konteks penggunaannya</i> dengan cara :</p> <p>Melihat (tanpa atau dengan Alat) Menayangkan gambar/foto/video yang relevan.</p> <p>Mengamati</p> <ul style="list-style-type: none"> ➤ Lembar kerja materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i>. ➤ Pemberian contoh-contoh materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk dapat dikembangkan peserta didik, dari media interaktif, dsb <p>Membaca (dilakukan di rumah sebelum kegiatan pembelajaran berlangsung). Membaca materi dari buku paket atau buku-buku penunjang lain, dari internet/materi yang berhubungan dengan <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i>.</p> <p>Mendengar Pemberian materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> oleh guru.</p> <p>Menyimak Penjelasan pengantar kegiatan secara garis besar/global tentang materi pelajaran mengenai materi :</p> <ul style="list-style-type: none"> ➤ <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> untuk melatih kesungguhan, ketelitian, mencari 				
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		<p>informasi.</p> <p>❖ Guru memberikan kesempatan pada peserta didik untuk mengidentifikasi sebanyak mungkin pertanyaan yang berkaitan dengan gambar yang disajikan dan akan dijawab melalui kegiatan belajar, contohnya :</p> <p>Mengajukan pertanyaan tentang materi :</p> <p>➤ <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang tidak dipahami dari apa yang diamati atau pertanyaan untuk mendapatkan informasi tambahan tentang apa yang diamati (dimulai dari pertanyaan faktual sampai ke pertanyaan yang bersifat hipotetik) untuk mengembangkan kreativitas, rasa ingin tahu, kemampuan merumuskan pertanyaan untuk membentuk pikiran kritis yang perlu untuk hidup cerdas dan belajar sepanjang hayat.</p> <p>❖ Peserta didik mengumpulkan informasi yang relevan untuk menjawab pertanyaan yang telah diidentifikasi melalui kegiatan:</p> <p>Mengamati obyek/kejadian Mengamati dengan seksama materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari dalam bentuk gambar/video/slide presentasi yang disajikan dan mencoba menginterpretasikannya.</p> <p>Membaca sumber lain selain buku teks</p>				
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		<p>Mencari dan membaca berbagai referensi dari berbagai sumber guna menambah pengetahuan dan pemahaman tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari.</p> <p>Aktivitas</p> <p>Menyusun daftar pertanyaan atas hal-hal yang belum dapat dipahami dari kegiatan mengmati dan membaca yang akan diajukan kepada guru berkaitan dengan materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sedang dipelajari.</p> <p>Wawancara/tanya jawab dengan nara sumber</p> <p>Mengajukan pertanyaan berkaitan dengan materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah disusun dalam daftar pertanyaan kepada guru.</p> <p>❖ Peserta didik dibentuk dalam beberapa kelompok untuk:</p> <p>Mendiskusikan</p> <p>Peserta didik dan guru secara bersama-sama membahas contoh dalam buku paket mengenai materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i>.</p> <p>Mengumpulkan informasi</p> <p>Mencatat semua informasi tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang telah diperoleh pada buku catatan dengan tulisan yang rapi dan menggunakan bahasa Indonesia yang baik</p>				
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		<p>dan benar.</p> <p>Mempresentasikan ulang Peserta didik mengkomunikasikan secara lisan atau mempresentasikan materi <i>Pengertian Teks Eksposisi</i> <i>Analitis dan konteks</i> <i>penggunaannya</i> sesuai dengan pemahamannya.</p> <p>Saling tukar informasi tentang materi :</p> <ul style="list-style-type: none"> ➤ <i>Pengertian Teks Eksposisi Analitis dan konteks</i> <i>penggunaannya</i> dengan ditanggapi aktif oleh peserta didik dari kelompok lainnya sehingga diperoleh sebuah pengetahuan baru yang dapat dijadikan sebagai bahan diskusi kelompok kemudian, dengan menggunakan metode ilmiah yang terdapat pada buku pegangan peserta didik atau pada lembar kerja yang disediakan dengan cermat untuk mengembangkan sikap teliti, jujur, sopan, menghargai pendapat orang lain, kemampuan berkomunikasi, menerapkan kemampuan mengumpulkan informasi melalui berbagai cara yang dipelajari, mengembangkan kebiasaan belajar dan belajar sepanjang hayat. ❖ Peserta didik dalam kelompoknya berdiskusi mengolah data hasil pengamatan dengan cara : Berdiskusi tentang data 				
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		<p>dari Materi :</p> <ul style="list-style-type: none"> ➤ <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> <p>Mengolahinformasi dari materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang sudah dikumpulkan dari hasil kegiatan/pertemuan sebelumnya mau pun hasil dari kegiatan mengamati dan kegiatan mengumpulkan informasi yang sedang berlangsung dengan bantuan pertanyaan-pertanyaan pada lembar kerja.</p> <p>Peserta didik mengerjakan beberapa soal mengenai materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i>.</p> <p>❖ Peserta didik mendiskusikan hasil pengamatannya dan memverifikasi hasil pengamatannya dengan data-data atau teori pada buku sumber melalui kegiatan :</p> <p>Menambah keluasan dan kedalaman sampai kepada pengolahan informasi yang bersifat mencari solusi dari berbagai sumber yang memiliki pendapat yang berbeda sampai kepada yang bertentangan untuk mengembangkan sikap jujur, teliti, disiplin, taat aturan, kerja keras, kemampuan menerapkan prosedur dan kemampuan berpikir induktif serta deduktif dalam membuktikan tentang materi :</p> <ul style="list-style-type: none"> ➤ <i>Pengertian Teks Eksposisi Analitis dan konteks</i> 				
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		<p>penggunaannya antara lain dengan : Peserta didik dan guru secara bersama-sama membahas jawaban soal-soal yang telah dikerjakan oleh peserta didik.</p> <ul style="list-style-type: none"> ❖ Peserta didik berdiskusi untuk menyimpulkan ❖ Menyampaikan hasil diskusi tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> berupa kesimpulan berdasarkan hasil analisis secara lisan, tertulis, atau media lainnya untuk mengembangkan sikap jujur, teliti, toleransi, kemampuan berpikir sistematis, mengungkapkan pendapat dengan sopan. ❖ Mempresentasikan hasil diskusi kelompok secara klasikal tentang materi : <ul style="list-style-type: none"> ➤ <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> ❖ Mengemukakan pendapat atas presentasi yang dilakukan tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> dan ditanggapi oleh kelompok yang mempresentasikan ❖ Bertanya atas presentasi tentang materi <i>Pengertian Teks Eksposisi Analitis dan konteks penggunaannya</i> yang dilakukan dan peserta didik lain diberi kesempatan untuk menjawabnya. 				
7	Assessment or Evaluation	-				



KEMENTERIAN AGAMA
SEKOLAH TINGGI AGAMA ISLAM NEGERI
(STAIN CURUP)

Jln. Dr. AK. Gani Kotak Pos 108 Tlp. 0732 21010 - 21759 Fax 21010 Curup 3919 Email:staincurup@telkom.net

KEPUTUSAN
KETUA SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP
Nomor : 852 (Sti 02/I/PP.00.9/08/2017)

Tentang

PENUNJUKAN PEMBIMBING I DAN II DALAM PENULISAN SKRIPSI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN) CURUP

- Menimbang :
- a. Bahwa untuk kelancaran penulisan skripsi mahasiswa, perlu ditunjuk dosen Pembimbing I dan II yang bertanggung jawab dalam penyelesaian penulisan yang dimaksud;
 - b. Bahwa saudara yang namanya tercantum dalam Surat Keputusan ini dipandang cakap dan mampu serta memenuhi syarat untuk diserahkan tugas sebagai pembimbing I dan II;
- Mengingat :
- 1. Keputusan Menteri Pendidikan Nasional RI Nomor 184/U/2001 tentang Pedoman Pengawasan Pengendalian dan Pembinaan Program Diploma, Sarjana dan Pascasarjana di Perguruan Tinggi;
 - 2. Keputusan Menteri Agama RI Nomor 406 Tahun 2000 tentang Pembukaan Jurusan / Program Studi Baru Pada Perguruan Tinggi di Lingkungan Departemen Agama RI;
 - 3. Keputusan Menteri Agama RI Nomor 1 Tahun 2001 tentang Kedudukan, Tugas, Fungsi, Kewenangan, Satuan Organisasi, dan Tata Kerja Kementerian Agama RI ;
 - 4. Undang-Undang Nomor 20 tahun 2003 tentang Sistem Pendidikan Nasional ;
 - 5. Keputusan Menteri Agama RI Nomor 175 Tahun 2008 tentang STATUTA STAIN Curup ;
 - Surat Keputusan Menteri Agama RI Nomor B. II/3/08207/2016 tentang Pengangkatan Ketua STAIN Curup Periode 2016 - 2020 ;

M E M U T U S K A N :

Menetapkan
Pertama

Saudara :

- 1. Sakut Anshori, M.Hum 19811020 200604 1 002
- 2. Henny Septia Utami, M.Pd

Dosen Sekolah Tinggi Agama Islam Negeri (STAIN) Curup masing-masing sebagai Pembimbing I dan II dalam penulisan skripsi mahasiswa :

N A M A : Desi Wulandari

N I M : 11552038

JUDUL SKRIPSI : An Analysis Of Teacher's Lesson Plan
Implementing Scientific Approach For Teaching
English In 2013 Curriculum In MAN 2
Kepahiang.

Kedua : Proses bimbingan dilakukan sebanyak 8 kali pembimbing I dan 8 kali pembimbing II dibuktikan dengan kartu bimbingan skripsi ;

Ketiga : Pembimbing I bertugas membimbing dan mengarahkan hal-hal yang berkaitan dengan substansi dan konten skripsi. Untuk pembimbing II bertugas dan mengarahkan dalam penggunaan bahasa dan metodologi penulisan ;

Keempat : Kepada masing-masing pembimbing diberi honorarium sesuai dengan peraturan yang berlaku ;

Kelima : Surat Keputusan ini disampaikan kepada yang bersangkutan untuk diketahui dan dilaksanakan sebagaimana mestinya ;

Keenam : Keputusan ini berlaku sejak ditetapkan dan berakhir setelah skripsi tersebut dinyatakan sah oleh STAIN Curup atau masa bimbingan telah mencapai 1 tahun sejak SK ini ditetapkan ;

Ketujuh : Apabila terdapat kekeliruan dalam surat keputusan ini, akan diperbaiki sebagaimana mestinya sesuai peraturan yang berlaku ;

Ditetapkan di Curup,
Pada tanggal , 7 Agustus 2017

a.n. Ketua STAIN Curup



Hendra Harmi, M.Pd.
NIP. 19751108 200312 1 001

Tembusan :

- 1. Pembimbing I dan II;
- 2. Bendahara STAIN Curup;
- 3. Kasubbag AK;
- 4. Kepala Perpustakaan STAIN,

KEMENTERIAN AGAMA REPUBLIK INDONESIA
KANTOR KEMENTERIAN AGAMA KABUPATEN KEPAHIANG
JLN. Lintas Kepahiang – Curup Komplek Perkantoran Kelobak Kepahiang 39172
Telp/Fax. (0732)3930007 E-mail :umumkemenag.kph@gmail.com
Website : [Http://www.kemenagkph.co.id](http://www.kemenagkph.co.id)

: B-/30/Kk.07.08.1/TL.00/1/2018

17 Januari 2018

: IZIN PENELITIAN

KETUA STAIN CURUP

REJANG LEBONG

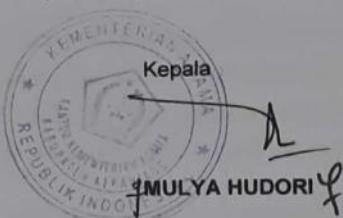
Menindaklanjuti surat dari Ketua STAIN Curup nomor:3226/Sti.02/1/PP.00.9/12/2017,
anggal 06 Desember 2017 perihal sebagaimana pokok surat diatas, maka kami memberi izin
penelitian kepada:

ma/ NIM : Desi Wulandari/ 11552038
usan/ Prodi : Tarbiyah/Pendidikan Bahasa Inggris
ul Penelitian : An Analysis Of Teacher's Lesson Plan In Implementing Scientific
Approach For Teaching English In 2013 Curriculum.
mpat Penelitian : MAN 02 Kab Kepahiang

ngan ketentuan sebagai berikut:

Penelitian dilaksanakan mulai 06 desember 2017 s/d 06 Maret 2018
Apabila telah melaksanakan Penelitian, agar yang bersangkutan dapat segera
menyampaikan hasil akhir kepada Kepala Kantor Kementerian Agama Kabupaten Kepahiang

Surat izin penelitian ini diberikan untuk dapat di gunakan Sebagaimana mestinya.



embusan:
Kepala Kanwil Kemenag Provinsi Bengkulu
MAN 02 Kab. Kepahiang
Yang bersangkutan

KARTU KONSULTASI PEMBIMBING SKRIPSI	
NAMA	: DEWI YULIANDARI
NIM	: 1152038
FAKULTAS/JURUSAN	: FAKULTAS KAJAHA MEGEES
PEMBIMBING I	: SAUT ANTIGEI, S.Pd., M.Tom
PEMBIMBING II	: MARYAT SEPTA STALE, M.Pd.
JUDUL SKRIPSI	: ANALYSIS OF TEACHER'S LESSON PLAN IN COLLEGE STUDENTS' APPROACH FOR TEACHING ENGLISH IV 2015 QURSULUH.
:	:
:	:
:	:
<ul style="list-style-type: none"> * Kartu konsultasi ini harus dibawa pada setiap konsultasi dengan pembimbing I atau pembimbing II. * Dua kartu konsultasi makasih yang dicetak bersamaan untuk berkontak secara sejajar dengan pembimbing I minimal 2 (dua) kali, dan konsultasi pembimbing 2 minimal 5 (lima) kali dibuktikan dengan tulisan, tanda di sebelah: * Agar ada waktu cukup untuk pertemuhan skripsi sebelum diajukan ke karyian agar konsultasi terakhir dengan pembimbing dilaksanakan pada hari ketiga sebelum ajuan skripsi. 	



NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing I	Paraf Mahasiswa
1	29/09/2017	'Chapter 1' Research Question & pertimbangan formasi tulisan		
2	15/10/2017	'Objective of the Study' pertanyaan & tujuan dari tesis Pendekar		
3	30/10/2017	'Chapter 1' Parts of lesson Plan		
4	25/05/2018	'Chart Agar' se page 27 x 29 'Penilaikan dengan Part of lesson Plan'		
5	10/01/2018	'Chapter IV' Jawaban Interview dan Survei		
6	19/09/2018	'Interview Guidance' ' hasil Interview dan lesson Plan'		
7	27/10/2018	'Conclusion & Suggestion'		
8	5/11/2018	'Lengkap Lampiran Persetujuan'		

NO	TANGGAL	Hal-hal yang Dibicarakan	Paraf Pembimbing II	Paraf Mahasiswa
1	17/08/2017	'Background - Elaborasi' - Manfaat dan penilaian karya ilmiah		
2	18/08/2017	'Sistematisasi & Organisasi' - Pengaruh desain plan		
3	26/10/2017	'Research Instruments dan interview dosen/dikti'		
4	15/11/2017	'Interview Pendekar dan Penilaian karya ilmiah'		
5	21/11/2017	'Sociotic Approach mengacu pada karya Penilaian karya ilmiah'		
6	28/11/2017	'Kerangka dan Pengaruh metodologi'		
7	27/12/2017	'Search question no 2 tingkat penilaian'		
8	22/01/2018	'Langkah Langkah Realisasi'		

BIOGRAPHY



Desi wulandari was born in Pemulutan Ulu (Palembang) on December 29th 1993. Her nickname is Desi. She is a daughter of Mr. MHD Zen (Alm) and Mrs. Asnawati. She have Husband, his name Debby Rosi Saputra. She finished her elementary school at SDN 01 Curup in 2005. Then, she continued her study to Junior High School at SMPN 02 Curup in 2008. Subsequent, in 2009 she sustained to Senior High School of Xaverius and graduated in 2011. In 2011, she decided entering State Institute for Islamic Studies (IAIN) Curup and chose English Study Program as her faculty in Non Reguler class.
