

## **CHAPTER IV**

### **RESULT AND DISCUSSION OF RESEARCH**

This chapter presents the result and discussion of the research. The data obtained from the research of The Use of Scientific Approach in Curriculum K-13 on English Students Speaking Skill Eighth Grade in SMPN 5 Pamekasan.

#### **A. Result of Research**

In this chapter, the research explains about the result of the use scientific approach in curriculum K-13 on English students speaking skill eighth grade in SMPN 5 Pamekasan that can make the students active in teaching speaking skill.

There are three points that will be explained by the researcher. First, how did the teacher use scientific approach in curriculum K-13 on speaking skill eighth grade in SMPN 5 Pamekasan? Second, what are the strength and weakness of using scientific approach in curriculum K-13 on students speaking ability eighth grade in SMPN 5 Pamekasan?

Furthermore, there are three steps in The Use of Scientific Approach in Curriculum K-13 on English Students Speaking Skill Eighth Grade in SMPN 5 Pamekasan. They are pre-teaching, whilst-teaching, and post-teaching. Each of them would like to be explained by the researcher such as follows:

## **1. The Way the Teacher Used Scientific Approach in Curriculum K-13 on English Students Speaking Skill in SMPN 5 Pamekasan.**

### **a. The First Meeting**

The first meeting, in this research, was conducted by the researcher on Saturday, 18<sup>th</sup> January 2020. It started on 11.00 o'clock until 12.30 o'clock. The time allotment was 2X40 minutes. In this case, the researcher was passive participant or watching the teaching and learning process. The teacher was a controller and students we're doing the teacher's instruction to do the use of scientific approach in curriculum K-13 strategy together at the classroom.<sup>1</sup>

In the first meeting, there were three steps in the use of scientific approach in curriculum K-13 on English students speaking skill eighth grade in SMPN 5 Pamekasan. They are Pre-teaching, Whilst-teaching, and Post-teaching. Each of them would like to be explained by the researcher as follows:

#### **1). Pre-Teaching**

It is first section of teaching and learning process before the English teacher taught in the classroom. It was showed by:

- a) The English teacher prepared the lesson plan of teaching speaking by using scientific approach in curriculum K-13
- b) The English teacher saying greeting.

English Teacher : Assalamu'alaikum Wr.Wb.

Students : wa'alaikumsalam Wr.Wb.

English Teacher : Good morning my students!

Students : Good morning mom!

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<sup>1</sup>Observation Sunday, 18<sup>th</sup> January 2020. It started on 11.00 o'clock until 12.30, SMPN 5 Pamekasan.

English Teacher : How are you today?

Students : I'm fine, and how about you mom?

English Teacher : I'm fine too, thank you

c) The English teacher began the lesson by praying together with the students

d) The English teacher checked the attendance list.

e) The English teacher give warming up as some question that still related to with the topic in teaching English.

English Teacher : do you ever study about descriptive text?

Students : yes, mom

English Teacher : what is descriptive text?

Students : descriptive text is a text which says what a person or a thing is like. The purpose is to describe and reveal a particular person, place or thing.

English Teacher : can anyone give an example about the place in Pamekasan.

Students : monument Arek Lancor

English Teacher : can you describe about it.

Students : beautiful place in Pamekasan.

English Teacher : so, what do you do on Sunday in monument Arek Lancor?

Students : on Sunday I'm and my friends cafe Friday and there are many buyers and sellers.

## 2) Whilst- teaching

It was the main point in teaching English process in the classroom. It was showed by the teacher's activities

◆ **Observing**

- a) The teacher showed the picture as media to student's related with the topic (The



beautiful place in Pamekasan).

- b) The teacher described the definition of descriptive text, the purpose of descriptive text, and generic structure of descriptive text.



The researcher took picture in the teaching process when the teacher explained a little about descriptive text in speaking by using scientific approach in curriculum K-13.

c) The teacher gave the example such as: text which is described tourism place, in order to the students can describe the something.

#### ◆ Questioning

a) The teacher gave chance to the students who didn't understand the topic above to ask some questions.



The researcher took picture when the students asked to the teacher what they didn't understand about the topic.

◆ **Experiment**

- a) The teacher asked to students to go to library to read and look for a data sourced from books or other than books, or the students could search data through internet access.



The researcher took picture when the students search data.

- b) The student's wrote-down on the note the data or information that they got from the internet or book in the library.



### 3). Post- Teaching

It the last step in the teaching and learning process in the classroom. It is showed by:

- a). The English teacher concluded the material.
- b). The English teacher gave motivation to the students to study actively.
- c). The English teacher invited students to pray together.
- d). the teacher closed by the class by saying closing “Salam”.

When the observation the researcher did not join the activity in the class, the researcher just observed while activity, in the process of the research. Base on the statement above, the researcher found that by using scientific approach in curriculum K-13 on speaking ability.

It was support by the English teacher’s statement about the use of scientific approach in curriculum K-13 on English students speaking skill.

The teacher said:

“In this activity, I showed the picture as media, and I explain definition of descriptive text, but if the students still do not understand, I still try to explain so the students really understand. After the definition of descriptive understands, next I explain the purpose of descriptive text, and then explain the generic structure. But to explain the generic structure I need a lot of time to make the students really understand, because I see the students still do not understand. After the student really understands I make the example of the descriptive text. And then, if there are students who do not understand, I give the opportunity to ask questions about the problem the example of descriptive text. After that, I asked to student to go to the library to search the data such as in the book, internet, and other. If they have got the information I asked the student to write in the note”<sup>2</sup>

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<sup>2</sup>Chairunnisa. The English teacher of the eighth grade at SMPN 5 Pamekasan (Direct interview on 20 of January 2020).

It refers to the use of scientific approach in curriculum K-13 strategy that done by the teacher in teaching speaking. It is supported by the student's statement:

“The English teacher gives the explanation and question about the material to all the students and she ask to us go to library to search the data. And then, the teacher ask to us if get the data to write in the note

## **b. The Second Meeting**

It was the second meeting of the research. It was conducted by the researcher on Monday 20<sup>th</sup> January 2020. It was started 09.10 until 10.25. At the second meeting it is the same material that the researcher taught like in the first meeting in the use of scientific approach in curriculum K-13 on English students speaking skill Eighth grade in SMPN 5 Pamekasan .The step of learning process is like the first meeting. Each step would like to explain to the researcher as follow:

### **1). Pre- teaching**

- a) The English teacher prepared the lesson plan of teaching speaking by using scientific approach in curriculum K-13
- b) The English teacher saying greeting.

English Teacher : Assalamu'alaikum Wr.Wb.

Students : wa'alaikumsalam Wr.Wb.

English Teacher : Good morning my students!

Students : Good morning mom!

English Teacher : How are you today?

Students : I'm fine, and how about you mom?



English Teacher : I'm fine too, thank you

- c) The English teacher begins the lesson by praying together with the students.
- d) The English teacher checked the students name list.
- e) The English teacher give warming up as some question that still correlate with the topic in teaching English.

Teacher : anyone of you still remember the topic last meeting?

Students : yes mom.

Teacher : what is that?

Students : the topic last meeting is descriptive text.<sup>3</sup>

## 2). Whilst- Teaching

It was about main point in teaching English process in the classroom. It was showed by teacher' activities:

### ◆ Associating

- a) The teacher divided the students into seven groups every groups consisted four until five groups.
- b) The teacher asked the students to discuss together the topic related the information that they got the last meeting.

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<sup>3</sup>Chairunnisa. The English teacher of the eighth grade at SMPN 5 Pamekasan (Direct interview on 20 of January 2020).



- c) The teacher ask the student to make the video ( Vlog ) in the theme is the beautiful place in Pamekasan. In this case the teacher asked them makes the video creatively. They can choose one of the beautiful places in Pamekasan.
- d) The students submitted the video next meeting.

### **3). Post- Teaching**

It the last step in the teaching and learning process in the classroom. It is showed by:

- a). The English teacher concludes the material.
- b). The English teacher gave motivation to the students to study actively.
- c). The English teacher invited students to pray together.
- d). The teacher closed by the class by saying closing “ Salam”.

### **c. The Third Meeting**

It was third meeting of the research. It was conducted by the researcher on Thursday 23<sup>th</sup> January 2020. It was started 09.10 until 10.25. At the third meeting to continue the material that the researcher taught like first meeting in the use of scientific approach in curriculum K-13 on English students speaking skill Eighth grade in SMPN 5 Pamekasan. The step of learning process is like the first meeting. Each step would like explain to the researcher as follow:

#### **1). Pre-teaching**

a) The English teacher prepared the lesson plan of teaching speaking by using scientific approach in curriculum K-13.

b) The English teacher saying greeting.

English Teacher : Assalamu'alaikum Wr.Wb.

Students : wa'alaikumsalam Wr.Wb.

English Teacher : Good morning my students!

Students : Good morning mom!

English Teacher : How are you today?

Students : I'm fine, and how about you mom?

English Teacher : I'm fine too, thank you

c) The English teacher begins the lesson by praying together with the students.

d) The English teacher checked the students name list.

- e) The English teacher give warming up as some question that still correlate with the topic in teaching English.<sup>4</sup>

## 2). Whilst-teaching

It was about main point in teaching English process in the classroom. It was showed by teacher is activities:

### ◆ Communicating

- a). The teacher asked the students to submit the assignment (Vlog that the teacher gave the last meeting).
- b). the teachers asked the student to be back to the group and watched all the video together one by one by using their handphones.



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<sup>4</sup>Chairunnisa. The English teacher of the eighth grade at SMPN 5 Pamekasan (Direct interview on 21 of January 2020).



c). after that the teacher asked every group to comment another video's group. In order to they could communicate each other.



Based on statement above, the researcher found that by using scientific approach in curriculum K-13 in speaking ability, the students were more enthusiastic in learning speaking, and they can searched the data outside classroom so the student did not get bored, and they can speak English fluency even though there are only a few representative. In the case the student felt more active and study hard on teaching learning process especially in speaking because the students felt enjoyable in strategy that the teacher used.

## **2.The Strengths and Weakness of Using Scientific Approach in Curriculum K-13 on English Students Speaking Skill in SMPN 5 Pamekasan.**

### **a. The strengths of Using Scientific Approach in Curriculum K-13 on English Students Speaking Skill in SMPN 5 Pamekasan.**

In this section the researcher researched about the strength of using scientific approach in curriculum K-13 on English students speaking skill. It was supported with the teacher outside classroom. The researcher also asked the English teacher. Her name is Chairunnisaa, S.Pd. it was done after she finished teaching her students. Here the result of interview

“Enthusiastic students are more attracted to the material because I’m here using an object rail that can be obtained from the material around. Therefore, students will ever be bored to study. So, using curriculum K-13 here students are superior in speaking in front of the class. Because in the curriculum K-13 here students are required to active and creative. And the teacher here must be creative in managing learning, or what should be done so that students can be interested and make students active and creative.<sup>5</sup>

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<sup>5</sup>Chairunnisa, the English teacher of eighth grade of SMPN 5 Pamekasan (Direct interview 29 January 2020 ) at 08 : 10 a.m

Beside that to support Mrs. Ani's statements about the strength of the use of scientific approach in Curriculum k-13 the researcher also asked another opinion to another English teacher in this school, she said that:

"Here agree with Mrs. Anis that the advantages of using the scientific approach in curriculum K-13 here can make students more active. Active here students can access a variety of knowledge obtained from an experience that can increase understanding and competence. And students can be creative. Students are said to be creative here if they are able to do something that results in a new activity obtained from the results of thinking".<sup>6</sup>  
(Mrs. Nur Hasanah)

While onther English teacher explained:

"I agree with Mrh. Anis that in using curriculum K-13 here students are more active and creative. As is the case in speaking English. In learning English here students are required to be more able to speak more creatively in the use of language even though the pronunciation is mixed either speaking English or speaking Indonesian. And then in using the K-13 curriculum here some students think to be more advanced in mastering English by means of these students being able to watch English-language card films, or being able to see foreign films based on English without seeing a translation or being able to see a translation with reason as a new vocabulary guide so that the student can save it or remember it so that they can practice with their friends both at home and at school. However, if in the classroom the student is required to study outside, because the student is easier to find an object or some data that is needed, or the child can socialize among peers and teachers. So learning outside is easier to find data and can make the child more comfortable and fun and not bored".<sup>7</sup>(Miss Widya)

It seems by the researcher observed, When join this class the researcher did direct interview with the English teacher. And asked the teacher. If using this strategy the students can more active and creative. because in teaching learning process the teacher asked the students to have the new idea so the students think more to find the idea and by using the strategy here more enjoyable because the teacher didn't teaching in the classroom but also in out the class so the students can search the data in the out class. If using strategy here the students can share the information with the partner.

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<sup>6</sup>Nurhasanah, the English teacher of eighth grade of SMPN 5 Pamekasan (Direct interview 29 January 2020 ) at 09:00 a.m

<sup>7</sup>Widya, the English teacher of eighth grade of SMPN 5 Pamekasan (Direct interview 29 January 2020) at 11.10 a.m



## **b. The weaknes**

In using scientific approach there was weakness. The researcher found some of the weakness of using scientific approach from the interview with the teacher and students.

One of student namaly Alfin said

“ when my teacher used scienftific approach in teaching speaking, usually the time is quickly, I need much time in learning speaking to make me more foccus to learn”  
It is supported by the teacher interview

“in using scientific approach need much time because there are five steps in scientific approach. So that to apply all steps need much time”

From the statement above can conclude that the weakness of scientific approach is need long time to apply all of the steps which there in scientific approach.

Biside that Aji said that

“in using scientific approach, my teacher little to explain the material. And my teacher give change to my friend to explain the matirial. Here we are active, but I can not understand about the material, because I think explained by the teacher is more effective”

It same with Cinta’s said

“I can not understand easely when my teacher using scientific approach. Because in the method, who explained the material is my friend not my teacher”

Based of the both statmen the weakness of scientific approach is the student feel difficult because there, the student explain the material not the teacher.

## **B. Discussion**

In this section, the research will discuss the research focuses which are given. The first, the use of scientific approach in curriculum K-13 on students speaking ability eighth grade in SMPN 5 Pamekasan. The second, the strength and weakness of using scientific

approach in curriculum K-13 on English students speaking skill eighth grade in SMPN 5 Pamekasan.

At the eighth grade of SMPN 5 Pamekasan the teacher used scientific approach in curriculum K-13 on English student speaking skill. Scientific approach is an approach that is used to give material based on fact which can be explained logically. The result of learning is expected to create productive, creative, innovative, and effective students by integrating their attitude, skill, and knowledge.<sup>8</sup> This strategy is appropriate to increase the students speaking ability.

### **1. The Way the Teacher Used Scientific Approach in Curriculum K-13 on English Students Speaking Skill Eighth Grade in SMPN 5 Pamekasan.**

Based on the findings, as previously shown. that the use of a scientific approach in curriculum K-13 here has five stages: observing, asking questions, gathering information / trying, associating / reasoning, and communicating which is the implementation of the scientific approach here has been done by many English teachers in the learning process both at elementary and junior and senior high school levels.

Teaching English in junior high school at eighth grade, especially in speaking subject is not easy as we think; why so because speaking need more vocabulary. If the students less of vocabulary so the students lack of confident to speak in the front of class. As the researcher from the interview with the Mrs. Anis (English teacher in eight grade of SMPN 5 Pamekasan) that the students get difficulties in English learning process. The teacher using scientific approach in curriculum K-13 here can make the students more active, because if the student didn't know about the topic so the teacher here can help the

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<sup>8</sup>Kementrian Pendidikan dan Kebudayaan, *Draft Kurikulum 2013*,( Jakarta :Kemendikbud)

student to develop the student's idea and student try to think and explore the idea finally both the teacher and the students communicate each other.

Based on the result of this research as run well as the researcher explains in the result of research, the teacher use scientific approach in curriculum K-13 on English student speaking skill by using some steps relate with the theory about the process of scientific approach in chapter II. According to M. Hosnan, he mention the process of scientific approach, they are : Observing, Questioning, Experimenting, Associating, Communicating.<sup>9</sup>

In scientific approach the first step is observing the topic. In this step the teacher (Mrs. Anis) give the topic to the student like describing the beautiful place in Pamekasan. The teacher stimulates the student to explore their idea about the topic. On the other hand not all students can explore their idea. Then, the researcher gives the definition of descriptive text, generic structure and purpose of descriptive text. The second step, the teacher gives a chance to the student to ask about the topic that they did not understand. Because the students who don't understand they will not explore the idea, they will be a passive. So they can use this step as useful as possible to ask to the teacher. So the teacher will be a vacillator for them. In order to the students get much more idea

And then the third step, the teacher asks to the student to collect the data. The teachers asked students to go to library to searcher the data such as from the phenomena, book, or internet. And the student. After the students get the data or information the teacher ask to students write in the note.

And the fourth step, the teacher divide the students into seven groups every group consist of four until five group, until the teacher divide group the teacher asked the students to discussed together about the information that they got. And than the teacher asked the

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<sup>9</sup>Dr. M. Hosnan, Pendekatan Saintifik dan Kontektual Dalam Pemebelajaran Abad 21, (Bogor: Ghalia Indonesia, 2014).p. 34

student to make a vlog in the themes is the beautiful place in pamekasan and the student's submit the video next meeting.

And the fifth step, the teacher asked to the students submit the assignment. After the students submit the assignment for the teacher, the teacher ask to students back to the group and watch all the video one by one, and the teacher asked to students to comment the result all of video.

Based on this observation and interview the researcher knew that the use of scientific approach strategy in curriculum K-13 is successful because the researcher found that the students are enthusiast to learn English during teaching learning process. This strategy made the students interested in studying English especially this research focus on speaking ability. Beside that based on this observation the researcher knew the students got progress in their confidence. They are more active to speak in the class especially in front of the class.

## **2. The Strength and weakness of Using Scientific Approach in Curriculum K-13 on English Students Speaking skill Eighth grade in SMPN 5 Pamekasan.**

### **a. The strength of Using Scientific Approach in Curriculum K-13 on English Students Speaking Skill Eighth grade in SMPN 5 Pamekasan.**

The strength in the curriculum here makes students more active, creative and innovative, it also supported with Imas Kurinasih and Berlin Sani that the advantages of curriculum K-13 here students are more required to be active, creative and innovative in each solving problem they face at school.<sup>10</sup>not only that students can gain direct knowledge because here in learning the teacher uses real objects that are real so students can be trained to be able to find their own knowledge and skills in learning. The new

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<sup>10</sup>ImasKurniasih and Berlin Sani, *Implementasi Kurikulum 2013 Konsep dan Penerapan Cetak Ke-2* (Surabaya: Kata Pena 2014), p. 126.

ideas not only through object real, students will understand the concepts they are learning and can connect with other concepts both outside, books, and the internet.

In learning English as well as speaking students are required to always speak even though in speaking students use mixed languages. Because the demand is always active in each of these learning so that students can develop new ideas. So the students who are not active they will think more to find the idea.

**b. The Weakness of Using Scientific Approach In Curriculum K-13 on Students Speaking Skill Eighth Grade in SMPN 5 Pamekasan.**

The weakness in the curriculum here are: the first need much time. There are five steps in scientific approach in curriculum K-13, so that it is need much to apply the method. It is supported by Maria Tyasti, The time to prepare learning material activities is quite long. Its mean that to apply all of steps in scientific approach need much time. The second is the student difficult to understand about the material, because the teacher did not treatment, she/he as faciliator. Biside that the student as an active to explain about the material. It can make the passive student feel difficult to understand about the material.