

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH  
IN ENGLISH TEACHING IN SMP N 1 SURAKARTA  
IN 2018/2019 ACADEMIC YEAR**



**Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor  
Degree of English Education School of Teacher Training and Education**

**By:**

**ELLENTHA DEVI MAHADINI**

**A320150093**

**DEPARTMENT OF ENGLISH EDUCATION  
SCHOOL OF TEACHER TRAINING AND EDUCATION  
UNIVERSITAS MUHAMMADIYAH SURAKARTA  
2019**

**APPROVAL**

**THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN  
ENGLISH TEACHING IN SMP N 1 SURAKARTA  
IN 2018/2019 ACADEMIC YEAR**

**PUBLICATION ARTICLE**

by:

**ELLENTHA DEVI MAHADINI**  
**A320150093**

Approved to be Examined by the Consultant:

Consultant



(Drs. Djoko Srijono, M.Hum)  
NIP 19590601 198503 1 003

ACCEPTANCE

THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN ENGLISH  
TEACHING IN SMP N 1 SURAKARTA  
IN 2018/2019 ACADEMIC YEAR

BY

ELLENTHA DEVI MAHADINI

A320150093

Accepted and Approved by Board of Examiners  
School of Teacher Training and Education  
Universitas Muhammadiyah Surakarta  
on August 7th, 2019

Team of Examiners:

1. Drs. Djoko Srijono, M.Hum. (  )  
(Head of Examiner)
2. Dr. Dwi Haryanti, M.Hum. (  )  
(Member I of Examiner)
3. Dra. Rini Fatmawati, M.Pd. (  )  
(Member II of Examiner)

Dean,



  
Prof. Harun Joko Prayitno, M.Hum.

NIP. 19650428 1993 1001

## TESTIMONY

Herewith, I testify that in this publication article there is no plagiarism of the previous literary work which has been raised to obtain bachelor degrees of university, nor there are options or masterpiece which have been written or published by others, except those in which the writing are referred manuscript and mentioned in the literary review and bibliography.

Hence, later, if it is proven that there are some untrue statements in this testimony, I will hold fully responsibility.

Surakarta, August 7<sup>th</sup> 2019

The Researcher,



**ELLENTHA DEVI MAHADINI**

**A320150093**

# **THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN ENGLISH TEACHING IN SMP N 1 SURAKARTA IN 2018/2019 ACADEMIC YEAR**

## **Abstrak**

Penelitian ini bertujuan untuk mendeskripsikan implementasi pendekatan ilmiah dalam kegiatan belajar mengajar Bahasa Inggris kelas 7 di SMP N 1 Surakarta tahun pelajaran 2018/2019, dan menggambarkan kesulitan yang dihadapi oleh guru dalam mengajar Bahasa Inggris selama mengimplementasikan pendekatan ilmiah tersebut. Penelitian ini dilakukan melalui metode deskriptif kualitatif dengan subjek penelitian adalah seorang guru Bahasa Inggris dan siswa kelas 7 di SMP N 1 Surakarta dari kelas 7E sampai 7F. Data diperoleh dari aktifitas kegiatan inti yang diambil dari proses belajar mengajar Bahasa Inggris di SMP N 1 Surakarta. Data dianalisis melalui tahap reduksi data, penyajian data, dan kesimpulan dan verifikasi. Hasil dari penelitian menunjukkan bahwa guru telah menerapkan lima tahap pendekatan ilmiah mulai dari mengamati, menanya, bereksperimen, mengasosiasi, dan mengkomunikasikan yang berjalan dengan baik berdasarkan Kurikulum 2013, tetapi ditemukan masih ada beberapa kekurangan yang muncul selama penerapan pendekatan ilmiah, terutama dalam langkah-langkah tahap mengamati dan menanya. Guru tidak berhasil mencapai semua langkah pendekatan ilmiah dalam mengajar Bahasa Inggris pada siswa kelas 7 di SMP N 1 Surakarta. Kesulitan yang dihadapi oleh guru dalam menerapkan pendekatan ilmiah dalam pengajaran Bahasa Inggris kelas 7 SMP N 1 Surakarta antara lain, kebijakan sistem zonasi, tahap tanya jawab, dan kesulitan dalam pengoperasian teknologi untuk mendukung materi pembelajaran. Dapat disimpulkan bahwa penerapan pendekatan ilmiah di SMP N 1 Surakarta sudah baik, tetapi belum optimal dan ada beberapa masalah yang dihadapi oleh guru antara lain, kebijakan sistem zonasi, tahap tanya jawab, dan kesulitan dalam pengoperasian teknologi untuk mendukung materi pembelajaran. Oleh karena itu, baik guru dan pemerintah harus bekerja lebih keras dan melakukan evaluasi berkala untuk memeriksa apakah penerapan pendekatan ilmiah telah berjalan dengan baik, sehingga tujuan pembelajaran dapat tercapaian kegiatan belajar mengajar dapat berjalan seperti yang telah ditentukan dalam kurikulum 2013.

**Kata kunci:** kurikulum 2013, pendekatan ilmiah, pengajaran bahasa inggris

## **Abstract**

This research aims at describing the implementation scientific approach in the English teaching and learning activity in the 7th grade students of SMP N 1 Surakarta in 2018/2019 academic year and to describe the difficulties being faced by the teacher on teaching English by adopting scientific approach. The research is conducted through descriptive qualitative method with the research subject was an English teacher and the 7th grade students of SMP N 1 Surakarta from 7E to 7F class. The data are the main activities taken from English teaching learning process in SMP N 1

Surakarta. The method of collecting data is observation, interview, and document analysis. The data were analyzed through data reduction, data display, conclusion and verification. The result of the study showed that the teacher has been implemented the five stages of Scientific Approach starting from observing, questioning, experimenting, associating, and communicating run as well based on the 2013 Curriculum, but there are still some shortcomings that emerged during its application of the scientific approach, especially in the observing and questioning steps. The teacher does not successfully achieve all of the steps of scientific approach in teaching English in the 7th grade students of SMP N 1 Surakarta in 2018/2019. The difficulties being faced by the teacher on implementing scientific approach in English teaching at the 7th grade students of SMPN 1 Surakarta are the zone system policy, questioning stage, the difficulties in the operation of technology to support learning material. It could be concluded that the implementation of scientific approach in SMP N 1 Surakarta has been good, but not optimal and the problems faced by the teacher are the zone system policy, questioning stage, the difficulties in the operation of technology to support learning material. Therefore, both the teacher and the government must work harder and should conduct regular evaluations to check whether the application of the scientific approach has been going well so that learning objectives can be achieved and teaching learning activity can run as specified in the 2013 curriculum.

**Keywords:** the 2013 curriculum, scientific approach, english language teaching

## **1. INTRODUCTION**

Curriculum is a set of subjects and educational programs provided by an educational provider that contains lesson plans that will be given to participants in one period of education. Curriculum is defined as a plan for learning containing many kinds of learning instructions and outcomes (Taba, 1962 ; Ruhimat, *et al.*, 2009 : 4). It includes the sequence activities that give something for the students to learn and experience through developing abilities to achieve specific educational goals and evaluation in the form of a written document. Recently Indonesia has a big shift of curriculum. Herliyati (2008 : 67) in *Suplemen Bahan Ajar*, explains that there are 5 phases of curriculum. The first was Ordinary Curriculum (1947-1964), Renewal Curriculum (1968 and 1975), Skill Process Based Curriculum (1984 and 1994), Competency Based Curriculum (2004), School Based Curriculum (2006) and the current curriculum being implemented is 2013 Curriculum. The shift from School

Based Curriculum into the 2013 Curriculum brings some speculations in society. Some of them support this new policy but some of them fully reject the new coming of curriculum. Some say that many schools and stakeholders are not ready enough to move from the former curriculum into the newest one.

Former Minister of Education and Culture, Muhammad Nuh, said the Government needs to replace the old curriculum because education curriculum that was created in 2006 was no longer in accordance with the era. It is appropriate time the curriculum change was done because the former education curriculum is not emphasized on the development of human resources (HR) character. More students were given a rote, not actual science competency and is indispensable in everyday life. According to Nuh (2013), the curriculum emphasizes on improving 2013 competencies balanced attitude, skill, and knowledge. These competencies will be supported by four pillars namely: productive, creative, innovative, and affective.

In Indonesia's curriculum, English becomes a compulsory subject with a very important existence. The curriculum of English has experienced changes to acquire better student results in learning English (Emilia, 2005 : 10 ). Curriculum changes done to answer the challenges of the constantly changing so that the learners are able to compete in the future. Another reason, the Ministry of Education did change the curriculum is the former curriculum previously considered made the learners get difficulties. Changes to the curriculum are also looking at the conditions existed for several years.

Based on some of the reasons and factors above, this new curriculum aims to prepare Indonesian people that have the ability to live as individuals and citizens who creative ,believe, innovative, and affective and able to contribute to society, nation, state, and world civilization . The policy of new curriculum has different rule from the previous one, where each lesson should implement Scientific Approach and authentic assessment. While in the 2013 Curriculum, learning is done by emphasizing the Scientific Approach in which popular with its steps of Observing, Questioning,

Experimenting, Associating, and Communicating or Networking (Permendikbud 68:2013).

Since this approach brings specific difference on its phase and element, both the teacher and students often meet difficulties on implementing this approach, especially on English. Thus, the specific issue that will be a topic on this research is the implementation of Scientific Approach in English Language Teaching since there has not been many researches on Scientific Approach in English. Especially, the implementation of the 2013 curriculum has been held in some schools as an attempt whether this kind of curriculum is appropriate to be implemented or not. The Ministry of Education and Culture has made a new rule towards former curriculum where only certain schools that seem able to implement this curriculum decided to continue as the sequential school before they decide the arrangement of the curriculum. Thus, it is a proper time to review the application of this approach in English in order to draw conclusions whether this Scientific Approach is able to improve the students' learning participation and interest or not and to know what are the difficulties that being faced by the teachers and what should they do to solve it.

## **2. METHOD**

The research is conducted through descriptive qualitative method with the research subject was an English teacher and the 7th grade students of SMP N 1 Surakarta from 7E to 7F class. The method of collecting data is observation, interview, and document analysis. The data are taken from field notes of classroom observation, interview, and document. The data were analyzed through data reduction, data display, conclusion and verification. The technique used of the data was triangulation. This study used source triangulation in the form of checking information between information given by some respondents and between observing field and respondents' information. The source of the data in this research includes action that can be taken from the observation of certain events, words from the interview result of some informants, and documents.

### **3. FINDINGS AND DISCUSSION**

#### **3.1 The implementation of scientific approach in english language teaching in SMP N 1 Surakarta in 2018/2019 academic year**

The English teacher of 7th grade at SMP N 1 Surakarta had a good readiness in implementating the 2013 Curriculum. She tries to be in line with the criteria and steps of Scientific Approach based on the 2013 Curriculum. She provides students with various kinds of learning activities that drives them to be actively involved during the lesson. The teacher uses a tools and media to support the optimization of learning material. The teacher already tries to do the five stages in each of the learning material, the five steps that should be done on Scientific Approach are Observing, Questioning, Experimenting, Associating, and Communicating or Networking

##### **3.1.1 Observing**

In the course of observing, the teacher provides various forms of observation of the students where the students observe with senses (read, hear, listen, see, watch) with or without tools. The teacher has several ways to provide meaningful observing activity to her students. She provides video, audio, stories, and also gives the students chance to directly observe the object outside the classroom. In the observing phase, the teacher did some activities, such as giving the picture, asking students to observe, asking the students to read the book and listening to her reading.

The teacher always gave the picture then asked the students to listen and did exercises and the teacher also asked the students to read the book. Observing activities are undertaken by the students not only to make observations with video, but they had also been instructed. The teachers leave the classroom and observe activities in the field. In the song material, the teacher invited the students to watch the video and sing the song. So, the teacher asked the students to use their sense to watch and listen. In addition, the teacher stated some verbal instructions to be listened and observed. Then, she asked the students to note the instructions given. The teacher mostly does

structured observation. In the song material, the teacher plays the song and asks students to try to digest the meaning of songs and looks for words that are hard to understand. Then in the descriptive text material, the teacher 2 texts t the students, The teacher has taken steps in observing activity both starting from determining the object to be observed until the observations that will be taken by students so that activities can be run easily and smoothly. The observing activities conducted by the teacher can be seen on the table 1 :

Table 1. Observing phase on descriptive text and song material

No	Observing Phase	Recount Text Material	Song Material
1.	Determining what object will be observed	The teacher determines her story about his pet and she describes Jokowi dodo to be observed by students.	The teacher determines “Count on Me “ song to be listened by the students
2.	Creating guidelines for observation in accordance with the scope of the object to be observed	The teacher does not create guidelines, she only asks attention students to listen to the text.	The teacher does not create guidelines , she only asks students to pay attention to the song lyrics and then to be translated.
3.	Determining clearly what data needs to be observed, both primary and secondary.	The teacher explains clearly what data needs to be observed by students.	The teacher only asks students to pay attention to the difficult words.
4.	Determining clearly how observations will be made to collect data in order to run easily and smoothly.	The teacher asks students to note and asks their question dealing with the text told.	Teacher asks students to note difficult words from the song that they don’t understand.
5.	Determining ways and keep records of the results of observation, such as using notebook, cameras, tape recorders, video recorders, and other stationery.	The teacher asks students to take a note on their notebook and wrote their answer on the whiteboard.	The teacher asks students to write the difficult words on the notebook and wrote their answer on the whiteboard.

Table 1 shows that the teacher tries to do observation, but she doesn't put attention to the every sequence of observation. The teacher should implement the guideline by Permendikbud to make the observation phase runs smoothly and be able to make the students to be more active on collecting information by using their senses. But seeing from the results of observations in the classroom, the teacher has been able to develop the class to be active even though the sequence of observation stages is not carried out coherently.

### 3.1.2 Questioning

As stated by the teacher on interview process, questioning has occurred on every teaching learning activity. The teacher does not allow to reject every single questions raised by. She gave positive response by answering their question both directly or indirectly. In the material 1 (descriptive text of person, animals, and things), the students also ask about material that they do not understand, namely to be on simple present, the difference in use *is, are, has, have, were* and *was* in descriptive text. After that the students get exercise to make a paragraph of description text about their school. When making a sentence description, students ask about difficult words in English. In the course of asking, students mostly ask factual things than the hypothetical one. Tenses and grammar are the most occurring question delivered by the students during teaching learning activity. Because basically, when the students want to ask something, another question in the form of "*Must say what*" or "*If in English what do I say*" will appear first. Of course, this can be something that influences their interest in asking question

The passivity of students to contribute further and become dominant in the process of learning English still looks lowed. It means that the student's willing to ask still needs to be guided more by the teacher so they will have high willing on asking something deeply. At the observation phase, the teacher should provide material that can lead students to ask something deeply with the hypothetical answer. Thus, their question would be more qualified

and students also will learn to be more critical in response to something new. So the questions that will arise from them are not only about tenses but also deeper questions about the material they have learned. In the song material the teacher tried to persuade the students more active to ask questions about the material that had been showed. The teacher tried to open the question about some vocabulary in the song lyric that they feel difficult to understand of the meaning.

### 3.1.3 Experimenting

In the experimenting stage, the teacher asked students to do the some exercises for strengthening their understanding. In English instruction the teachers gave information about the topic material. All the activities of students in experimenting are doing group work. They actively discuss and work together in completing the teacher's instruction. Students also do not hesitate to dig up more information from the teacher. They directly ask the teacher when they meet difficulties and ask for clarification to the teacher about the expected information. Then for the follow-up phase, the students collect the results of their experiments by presents it to the blackboard to be corrected by other groups.

During experimenting stage, teacher mostly asked the student to make a group and they were given some questions or problem that leads them to directly explore and ask other students or teacher dealing with the information that they are needed. Students was actively involve on the learning process. They talked each other, discussed, and shared their knowledge to reach the information needed. From the information above it can be clearly seen that the students try to explore the information through guiding question and task from the teacher. They created a group, had discussions with their friends, exchanged their knowledge and information, even the directly asked their teacher for the additional information about something that they didn't really understand. Students actively sought for the information needed in many

ways. They were exploring the information not only from the book sources but also from the human around them those are the teacher and their group friends. In the material 1 (Descriptive of people, animals, and things), The teacher gave the opportunity to the students to explore and collect relevant data and practice the writing and pronunciation to describe things. For the next meeting the teacher asked the students to collect the data from the internet and practice to describe the peoples' appearance and personality.

Finally, the teacher guided the students to explore and find the instruction from the text book. She also asked them to modify, imitate and demonstrate the instruction. However, in the another material, the students collect the information about song from their book that they have. The students learn about some example of song. Then the teacher forms groups in the class. Lyrics given by the teacher to the students is "*Count on me*" by Bruno Mars. Then the student's work is collected by the teacher. The students interpret the meaning of the song so that students can appreciate and each student must know what the song means, and use existing media such as guitars, instruments from YouTube to be displayed in front of the class and rated by the teacher. The students together with the teacher conclude general messages that are on the song "*Count on me*" by Bruno Mars. In fact, the researcher finds the teacher's role more often to explaining the material and asking the students to do exercises provided in the book and only gave individual project the students. The teacher does not maximize the students more ability and only focuses on conducting discussions and presentations. The teacher lacks exporting more the students ability for speaking aspects such as asking the students to do speeches, story telling, and role play.

#### 3.1.4 Associating

In the associating stage, the students have experience to the process of thinking logically and systematically about empirical facts which are observable to draw a conclusion. The teacher provides some tasks that guide

students to associate their new knowledge and information for finishing the task. In the song material, The teacher's role was giving some exercise in this book to be analyzed. The teacher are asked for answering some questions dealing with "*Count on Me*" by Bruno Mars. The students solved and explained the some exercised. The teacher connected the topic of the material around in the environment., While at the descriptive text material, after the students re-arrange jumbled paragraph, they are given some questions about the text that they have arranged, and the students answer some descriptive text questions from the student handbook. In this activity the students should use their knowledge and information properly otherwise, they will not be able to answer the questions correctly. They have to decide what kind of tenses that they have to use for answering question.

#### 3.1.5 Communicating

In the course of communicating phase, students are expected to present their findings for increasing their confident. This activity can be done through oral, written, or other media (Permendikbud 81A : 2013). At the stage of communicating, other students can give comments, questions and suggestions to students who are presenting. This activity is in the form of rewriting song lyrics, translating, working on the exercises in the handbook, and song performance presentation as the final project of students' assignments and publishing their writing on wall magazine. Then, the teacher's role gives feedback and correction for the result of student sheet.

In communicating activities on the descriptive text material, the students write the experience to describe and tell one of idol picture or the family members given by using be, have and has in the groups of two and also rewrite and translate the lyrics of "*Count on Me*" song on the song material. After the students finished their assignment, the students with groupwork present their results in the front of class. Each group describes one of the pictures on the whiteboard. In presentation, the students try their best to

perform in front of their friends. While certain group performs in front of the class, the other groups act as observer, they give comments, opinions, feedback and questions to the group. Then, the teacher discusses the result of the student's answers. Communicating activities that have been carried out include story telling on the recount text material, role playing mini drama, and group performance to sing and presenting song lyrics meaning with the general messages of the song.

### **3.2 The difficulty being faced by the teacher**

Based on the observation conducted by the researcher and also interview, the teacher found four kinds of difficulties in implementing Scientific Approach in English teaching learning activities. The first difficulty is zoning system policy. The second difficulty is questioning stage in Scientific Approach, and the last is the difficulties in the operation of technology to support learning material.

#### **3.2.1 Zone system policy**

Firstly, The new policy from the government regarding the zoning system has an effect on the implementation of the Scientific Approach because it is related to the backgrounds, meaning they have diverse intelligence and abilities. Zoning system is one of the main obstacles for a teacher in teaching and delivering material in the classroom basic differences of students who come from different school. There are students who are very smart and students with less knowledge in one class. Smart students, most of them already understand the basic of English language material, because they come from previous favorite elementary schools and also join private tutoring.

Then those with above abilities are average or can be categorized as smart students, they will feel easily bored when they receive material that they have learned before, while in the classroom, there are also many students with an average under abilities who do not understand and have not received the material before. As a result, students whose abilities are below the average will fail to be complete and far behind if they are unable to keep up with

students who are smart students who already understand the material first. With the application of this zone system, what happens in the classroom is found to be basic differences in students, namely there are students with high intelligence, students with intelligence below the average and students with standard intelligence.

### 3.2.2 Questioning Stage

A further difficulty is at the stage of questioning. According to the teacher, questioning phase is the most difficult stage among other stages of scientific approach because, at the beginning of the learning, students are still shy and reluctant to ask. Actually, this is a common phenomenon that can easily be found in Indonesia, where students in Indonesia are less critical in asking something they do not know. Most of them choose to be silent than they feel embarrassed to say something. It also occurs in SMP N 1 Surakarta where at the beginning of the implementation of the 2013 curriculum the teacher is required to lure students so that they will have high willing to ask because, as stated on Permendikbud (81A : 2013), the learning should be changed from the "students were simply told" to "students actively seek out". Basically, when the students want to ask something, another question in the form of "Must say what" or "If in English what do I say" will appear first. Of course, this can be something that influences their interest in asking questions.

The passivity of students to contribute further and become dominant in the process of learning English still looks lowed. It means that the student's willing to ask still needs to be guided more by the teacher so they will have high willing on asking something deeply.

In addition, the assessment models and the used of media for the deliver materials also seem to be quite influential in students to actively ask question both to the teacher and friends. Based on the results of field research that have been done, the students in the 7E and 7F class do not only ask questions after observing activities. They also do not hesitate to ask at the

each stage of the scientific approach especially in the experimenting phase, associating and networking although most of the things they ask only about tenses and grammar, but it shows that teacher has been successfully guiding students to dare to ask about things that they do not yet understand.

### **3.3 The difficulties in the operation of technology to support learning material**

Last difficulty that is being faced by the teacher is on operating the technology. Whereas one of the principles of the 2013 curriculum is the use of technology and information to support and improve the learning efficiency and effectively (Permendikbud, 2013:103). SMP N 1 Surakarta is one of the best and favourite schools in Surakarta and as an advanced school model for other schools. The Government has provided complete modern learning tools, ranging from LCD projectors, laptops, speakers, etc for this school. The media helps teachers to convey messages in learning to the students in the hope of scientific-based learning media approach will be able to build students' understanding from abstract to more concrete, so that of course it will facilitate students in understanding the learning material. Teachers are required to be able to adapt with the media to support teaching learning activities. But unfortunately, the teacher still has problems and does not understand well in operating the electronic learning media, ranging from turning on the LCD, turning on the speaker, and using the laptop. The researcher finds that usually the teacher is helped by the students to fix the problem. They are immediately responsive without being asked to come forward to help the teacher who is operating the electronic media.

In this case, the role of government is very important to provide training and counselling to every teacher in the use of electronic tools as a learning media because it would be very unfortunate if teaching learning activity runs ineffective just because the teacher is not able to run the media properly. The operation of technology and electronic-based media in learning English will affect the use of media used by the teacher in the class to bring the material. Learning media needed by students and teachers in the process of learning, this research is done by (Mustadi, 2017:369)

where through the media developed students can internalize character values with fun and add insights to interact with other people. So learning media must also make students more happy in learning, but apart from that learning media must be able to convey the message of values in learning. .

#### **4. CONCLUSION**

Based on the research finding and discussion, the writer concludes that in implementing Scientific Approach in the English teaching learning in the 7th grade of SMP N 1 Surakarta based on the Curriculum 2013 run as well. The teacher can apply the sequence of Scientific Approach phases reflected in her lesson plan and syllabus. But in materialize in classroom, there are still some shortcomings that emerged during its application of the scientific approach, especially in the observing and questioning steps. The teacher does not successfully achieve all of the steps of scientific approach that has decided by Minister of Educational and Culture's Decree in teaching English in the 7th grade students of SMP N 1 Surakarta in 2018/2019. The teacher can reach the learning objectives through the implementation of Scientific Approach that made the teaching and learning was organized well.

The difficulties being faced by the teacher on implementing scientific approach in English teaching at the 7th grade students of SMPN 1 Surakarta are the zoning system policy, the questioning stage, and the difficulties in the operation of technology to support learning material. It could be concluded that the implementation of scientific approach in SMP N 1 Surakara has been good, but not optimal. It could be concluded that the implementation of scientific approach in SMP N 1 Surakara has been good, but not optimal and the problems faced by the teacher are the zone system policy, questioning stage, the difficulties in the operation of technology to support learning material. Therefore, both the teacher and the government must work harder and should conduct regular evaluations to check whether the application of the scientific approach has been going well so that learning objectives can be achieved and teaching learning activity can run as specified in the 2013 curriculum.

## **BIBLIOGRAPHY**

- Cahyati, Dkk. (2014 ) *Analysis of English High School Teacher Management as the Implementation of Curriculum 2013*. Bandung : UPI Bandung.
- Dwi, Indriastuty Rina. (2016). *Interactive English 1*. Jakarta:Yudishtira
- Emiliah. (2016). “*The Implementation OF Scientific Approach in English Writing Class: A Case Study at English Writing Class Students at SMPN 21 Mataram in Academic Year 2014/2015*”. Mataram: University of Mataram.
- Kartika, W. Yeni. (2015). *The Implementation of Scientific Approach in Teaching English at the Eight Grade of SMP Muhammadiyah 10 Surakart in 2014/2015 Academic Year: A Naturalistic Study*. English Department, Muhammadiyah University of Surakarta. Surakarta.
- Kementrian Pendidikan dan Kebudayaan, Bahasa Inggris.(2013).*When English Rings The Bell, SMP/Mts Kelas VII* . Jakarta: Pusat kurikuium dan Perbukuan Kementarian Pendidikan dan Kebudayaan
- Mulyasa. (2013). *Implementasi Kurikulum Tingkat Satuan Pendidikan, Kemandirian Guru dan Kepala Sekolah*. Jakarta : Bumi Aksara.
- Peraturan Menteri Pendidikan dan Kebudayaan No 81A.(2013). *Curriculum Implementation*.
- Suharyadi. (2013). *Exploring “Scientific Approach” in English Language Teaching*. English Department. State University of Malang