

THE IMPLEMENTATION OF TEACHING AND LEARNING METHODS
BASED ON SCIENTIFIC APPROACH IN TEACHING ENGLISH IN
CURRICULUM 2013 AT SENIOR HIGH SCHOOL 2 PADANG IN 2015/2016
ACADEMIC YEAR

THESIS



By

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ABSTRAK

Multi Efrini. 2016. Penerapan Metode Pembelajaran Berbasis Pendekatan Saintifik dalam Pengajaran Bahasa Inggris pada Kurikulum 2013 di SMAN 2 Padang. Tesis. Program Pascasarjana Universitas Negeri Padang.

Metode- metode pembelajaran berbasis pendekatan saintifik pada kurikulum 2013 secara bertahap sudah diterapkan seiring dengan pendekatan tersebut sejak awal tahun akademik 2013/2014. Meskipun metode-metode tersebut yang terdiri dari *Discovery Learning*, *Project Based Learning*, and *Problem Based Learning*, memiliki tujuan yang signifikan dalam meningkatkan kualitas proses belajar mengajar, namun masih ada beberapa kendala yang dihadapi guru bahasa Inggris dalam penerapannya. Penelitian ini bertujuan untuk mengetahui sejauh mana penerapan metode-metode pembelajaran berbasis pendekatan saintifik oleh guru bahasa Inggris di SMA N 2 Padang. Peneliti mencoba untuk menemukan metode apa saja yang sudah diterapkan dan belum, sejauh mana penerapannya terkait aktifitas yang terjadi dalam proses pembelajaran, dan kesulitan- kesulitan yang dihadapi guru dan murid dalam penerapan metode pembelajaran berbasis pendekatan saintifik pada kurikulum 2013. Penelitian ini menggunakan metode deskriptif. Hasil temuan diambil melalui observasi, rekaman video, dan wawancara. Peneliti melakukan observasi langsung kedalam kelas sambil merekam seluruh proses pembelajaran untuk melihat aktifitas yang terjadi dalam penerapan metode-metode berbasis saintifik ini. Setelah itu peneliti mengadakan wawancara dengan guru bahasa Inggris mengenai penerapan metode pembelajaran tersebut dan kesulitan-kesulitan yang mereka hadapi. Hasil penelitian menunjukkan bahwa *Discovery Learning* diterapkan cukup baik dengan persentase 73,8 % dari enam kali pertemuan, dan *Project Based Learning* mendapatkan 80,55 % untuk satu kali pertemuan. Sedangkan *Problem Based Learning* belum ada diterapkan. Lalu, dalam proses penerapan masing-masing metode, terdapat beberapa jenis kesulitan yang dihadapi guru maupun murid. Berdasarkan penelitian yang telah dilakukan, dapat disimpulkan bahwa metode-metode pembelajaran berbasis pendekatan saintifik pada kurikulum 2013 belum diterapkan secara maksimal oleh guru bahasa Inggris di SMA N 2 Padang.

ABSTRACT

Multi Efrini. 2016. The Implementation of Teaching and Learning Methods Based on Scientific Approach in Teaching English in Curriculum 2013 at Senior High School 2 Padang. Thesis. Graduate Program of State University of Padang.

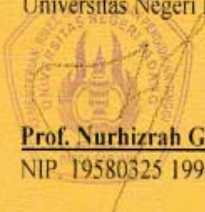
Teaching and learning methods based on scientific approach in curriculum 2013 have been gradually implemented along with this approach since the beginning of 2013/2014 academic year. Although the methods that consist of *Discovery Learning*, *Project Based Learning*, and *Problem Based Learning*, have significant purposes in improving the quality of teaching and learning process, there were still some obstacles faced by English teacher in the implementation. This study aimed to determine the extent to which the implementation of teaching and learning methods based on scientific approach in teaching English by English teacher at Senior High School 2 Padang. The researcher tried to find the methods had been implemented or not yet, the extent to which it' implementation related to teaching and learning activities and the difficulties faced by teacher and students when implemented the teaching and learning methods based on scientific approach in curriculum 2013. This research used descriptive method. The data was taken from, observation, video recording, and interview. Researcher conducted direct to observation to the class to see the activities in implementing methods in learning process while recorded. After that, the researcher did interview with the teachers and students about the methods implementation and the difficulties that they faced. The findings showed that *Discovery Learning* had implemented well with the percentage 73,8 % from six meetings, and *Project Based learning* 80,55 % in one meeting only. Meanwhile *problem based learning* had not been implemented yet. Then, in implemented the methods, there were some difficulties faced by teacher and students found. Based on the research, it can be conclude that the teaching and learning methods based on scientific approach in curriculum 2013 had been not implemented yet maximally by English teacher as Senior High School 2 Padang.

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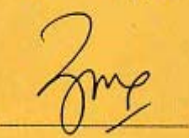
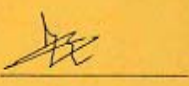
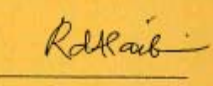
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CHAPTER I

INTRODUCTION

A. Background of the Problem

Curriculum is one of important element in education system. Curriculum is not only the highlight goals of national education, but also the consideration about the process to reach the goals. Process of learning is should be prepared well before teacher comes to the classroom by following curriculum that has been made. Everything related to education components set in a curriculum. For example, teachers' role, courses, approach, teaching and learning methods, materials and many others. In general, curriculum is a set of component which has important roles in case of education.

Curriculum in Indonesia had been revised several times. It can be seen in history of curriculum in Indonesia, started by Curriculum 1947, Curriculum 1952, Curriculum 1964, Curriculum 1968, Curriculum 1975, Curriculum 1984, Curriculum 1994 (CBSA), Curriculum 2004 (KBK), Curriculum 2006 (KTSP), and the current one is Curriculum 2013. The shift of the curriculum does not only change the name of curriculum, but also revise the elements inside.

Dealing with curriculum 2013, the government instructed to implement this curriculum to the local government. According to Kemendikbud (2013), this Curriculum would be implemented in three levels of school. First, grade I and IV at Elementary School, grade VII at Junior High School and grade X in Senior High School. Not all school implemented

this curriculum directly after launched; only some schools implemented it for many reasons. This curriculum has been implemented since the beginning of 2013/ 2014 academic year.

Although this is the new curriculum, it is the development of the previous curriculum. The objective of this is to get better quality of Indonesian education same with the previous one. Clearly, the main purpose of curriculum 2013 is increasing Indonesian education quality in line with increasing Indonesian moral or attitude by integrates science, civic, religious and moral education in this curriculum. In teaching and learning process, teachers do not only develop students' cognitive aspects but also affective aspects. It means teacher has most important role in teaching and learning process to help the students becomes creative and moral students. Hosnan (2014: xi) state that all learning process in curriculum 2013 is done to develop all students' potential through developing attitude, knowledge, and skill so that they have the good competences.

Curriculum as the basic plan of education has some components. According to Nasution inYani (2014:8) there are four basic components of curriculum; objective, learning material, learning process, and assessment. Objectives are specific goals of education that should be reached to see the development of students through learning outcome. Learning material is planned material that will be learned by students in the school. The material, should suitable with the level of students and based on their needs. Then, learning process is activity happened in the classroom. The last is assessment,

assessment in teaching and learning process means how teacher see what their students have been gotten. There are many kinds of assessment can be done for students.

In curriculum 2013, scientific approach is as the basic point in whilst teaching because this approach can make students more creative, critical, and able to solve the problem that they face. Scientific approach is a good approach that is used to help students in solving their problem in learning and also problem in daily life. For example, students' problem in comprehend the text in English. Through using scientific approach in learning process, it will create more affective process so that the students can understand, analyze and create the text well.

Scientific approach is an approach that be planned to make students more creative and active in the classroom through collecting information by doing observation, asking question, doing experiment, and discussing conclusion. Scientific approach is the way to make and answer scientific questions through observation and or experiment. Stages of the scientific method consists of: (1) create a scientific question, (2) conduct theoretical studies (research), (3) construct a hypothesis, (4) run observation and or experimentation, (5) to analyze the data and make conclusions, (6) report the results of publication (Bahri in Susilogati: 2015). In Curriculum 2013, scientific approach is used in whilst teaching process that consists of observing, questioning, experimenting, associating, and communicating.

The process of teaching and learning is important because through this one teacher can transfer knowledge and control their students to develop their competences. Learning process is a basic process of education because in learning process, teacher, students, material, learning method and others learning components meet, and in it, they create an interaction and communication to reach the goal. Teaching and learning process in curriculum 2013 is divided into three parts; pre teaching, whilst teaching, and post teaching. Teacher should create learning process as well, creative, active and enjoyable as possible. Teacher will be able to do that through using different methods of teaching and media.

Implementing curriculum 2013 in teaching and learning process means implementing all aspects in it, the basic of scientific approach and also the learning methods suggested. Learning method means a plan or concept of teaching that is used by teacher to develop students' creativity and to create more interesting classroom. In curriculum 2013, based on scientific approach, there are three kinds of teaching and learning methods are suggested, they are discovery learning, problem based learning, and project based learning.

Discovery learning is learning method that requires discovery mental processes, such as observing, measuring, classifying, suspect, explaining, and making decisions. Problem based learning is a teaching method that use problems as a first step in collecting and integrate new knowledge. While project-based learning is an innovative method to learn that makes students to

learn and work autonomously to construct their knowledge related to real life, so as to produce a product of student work.

English teaching in Indonesia has been based on the curriculum designed by the central government throughout provision of curriculum policies. Indonesian curricula have changed for several times during the past fifty years and it also changes the approach and methodology in teaching English, they are: (a) 1945 is grammar translation-based curriculum, (b) 1958 is audio-lingual based-curriculum, (c) 1975 is revised audio lingual-based curriculum, (d) 1984 is structure-based communicative curriculum, (e) 1994 is meaning-based communicative curriculum, (f) 2004 is competency-based curriculum and (g) 2006 is KTSP. Although this curriculum and approach are designed to create the better quality of ELT, there are some problems found on each of them. Because of that, the Indonesian government has decided to rethink, reformulate, and redesign the curriculum into the curriculum 2013 in hope to be better curriculum for ELT and others subjects.

The aims of teaching English at senior high school are to achieve functional and informational level of literacy. In functional level, students are able to use the language to fulfill their daily communication such as reading newspaper, speaking to other people, writing something to be read by someone else. In informational level of literacy, students are able to access knowledge with their language ability (BSNP, 2006). And curriculum plays important role in maintaining standards in ELT because all of these aims should consider in curriculum designing and the upcoming new curriculum

2013 is designed to improve the quality and standard of ELT in Indonesia, most of the major problems still exist. Nur in Sahirusin (2013) states there are at least five common problems such as big class sizes, teachers with low level of English proficiency, the low salary of government, the lack of sufficient preparation to teach the new curriculum and the culture barriers for teachers to leave the role of master and to accept or to adopt the new role of facilitator. She also claims that the large class sizes and unqualified English teachers are two obvious factors that contribute to the ongoing problems in ELT in Indonesia. Musthafa (2001) also lists other reasons for the problems such as limited time allocated for teaching English; lack opportunity to actually practice speaking English in the classroom due to focus on grammar and syntax and the use of L1/ mother tongue; less authentic materials and lack opportunity to socialize English outside the classroom. These all problems will influence the outcome of learning, but by using the methods suggested in curriculum –discovery, project based and problem based learning, it hoped the teachers can minimize the problems for students.

When the researcher did preliminary research at Senior High School 2 Padang on May 27th 2015, it was found that there were three English teachers at that school. All of them implemented methods in teaching and learning process. The method that often used is discovery learning, because they said that at that time discovery is the easiest to apply. The others two methods were ever they used but seldom. They have tried to apply the entire method, but sometime they back to conventional one in the middle of

learning process. The teachers said that the scientific approach and its methods were still difficult to apply it was the new one. So that, they needed more training to implement it well. One teacher said that because it was still new and she did not have perfect preparation before come to class yet, it makes rather difficult for her, but if it is prepared well, these methods will be the interesting methods in teaching.

Some of other teachers said that they implemented it as well as possible but sometime they still get difficulties in apply all methods, such as sometime the material is not match with the method, so that discovery learning is the most often method used. Then, they get difficulties in implementing methods because they should assess attitude too. Some other teachers said that she still use conventional methods because the three methods are new methods, she tried to use it but seldom, because she had limited understanding although she has followed the training. Based on these facts, it can be concluded that some teachers has implemented it as well as possible, but some others are seldom to use it because lack of understanding and still difficult to change their mindset.

Based on the facts above, there are some problems faced by teachers nowadays in implementing learning methods based on scientific approach in English teaching and learning process. First, these are still new and rather difficult to implemented and combine with steps of scientific approach, so that it will impact the learning outcome. The second one is the way of teaching, it still needs more exercise. If these methods are implemented well,

the students will get the better process of learning, because they will be the class center and they will get many experiences through these methods activities. If the process is not done well, the teachers and students will only wasting time without any better result as the main purpose of curriculum.

Based on the problems above, there are many cases can be found in implementing English learning methods in curriculum 2013 that can affect the process of implementation. Because of that it is necessary for the researcher to investigate the implementation of teaching and learning methods based on scientific approach in curriculum 2013 in teaching English at Senior High School 2 Padang in 2015/2016 academic year to see how the teacher implemented it in the classroom.

B. Identification of the Problem

Based on background of the problem above, it is identified that the methods of learning based on scientific approach of curriculum 2013 has been implemented in this school. In curriculum 2013, there are some differences such as approach, methods, assessment. Based on Permendikbud number 65 2013 about process standard, in whilst teaching it is used strategies, method, media, and source of learning that suitable with students' characteristic and subject. Scientific approach is the clue of curriculum 2013, in scientific approach there are five activities on whilst teaching; observing, questioning, experimenting, associating, and communicating. Then this curriculum suggest three kinds of learning methods that related to scientific approach, they are discovery learning, problem based learning, and project based learning.

Based on preliminary research, it was found that not all methods implemented well yet, because of the difficulties of those methods and because of teachers' lack understanding. Some difficulties are; the methods is still new for teacher and students, the difficulties in matching material and methods, the assessment that should add by attitude assessment, lack of teachers' understanding about curriculum 2013, scientific approach and methods. There are many cases and others difficulties that faced by teacher in implementing curriculum 2013 that can affect the result of teaching and learning. Therefore, this research is aim at finding the description of implementation and the problem of each methods, especially in implementing teaching and learning methods based on scientific approach in teaching English at Senior High School 2 Padang.

C. Limitation of the Problem

Based on identification above, the researcher limited this research on the teaching and learning methods based on scientific approach in teaching English in curriculum 2013 by English teachers at Senior High School 2 Padang. Because there are three methods are suggested in curriculum 2013, the researcher will do a research on all these methods, they are: discovery learning, problem based learning, and project based learning.

D. Formulation of the Problem

Based on the limitation of the problem above, this research is formulated the problem as follow: “To what extantare English teaching and learning methods based on scientific approach in curriculum 2013 implemented in teaching English at senior high school 2 Padang in 2015/2016 academic year?

E. Research Question

Based on the formulation of the problem above, the research question of this research are:

1. Have the teachers implemented English teaching learning methods based on scientific approach in curriculum 2013 in teaching English at senior high school 2 Padang?
2. To what extent areEnglish teaching and learning methods based on scientific approach in curriculum 2013 implemented in teaching and learning process at senior high school 2 Padang?
3. What are difficulties faced by teachers and students in teaching and learning English by using methodsbased on scientific approachin curriculum 2013 at senior high school 2 Padang?

F. Purpose of the Research

The purpose of this research in general is to find out how English teachers implement English teaching and learning methods based on scientific approach in curriculum 2013 at senior high school 2 Padang 2015-2016 academic year. To be specific, the purposes of this research are:

1. To find out whether the teachers have implemented English teaching learning methods based on scientific approach in curriculum 2013 in teaching English at senior high school 2 Padang.
2. To find out to what extent are English teaching and learning methods based on scientific approach in curriculum 2013 implemented in teaching and learning process at senior high school 2 Padang
3. To find out the difficulties faced by teacher and students in teaching and learning English by using methods based on scientific approach at senior high school 2 Padang.

G. Significance of the Research

The results of this research are expected to give contribution to the development of English teaching and learning process by using curriculum 2013. Theoretically, the finding of this research is expected to provide valuable information about teaching English by using teaching and learning methods based on scientific approach in teaching English in curriculum 2013 and to enrich the knowledge from theories.

Practically, the result of this research is expected to give contribution, especially to:

1. English Teacher

The result of this research hopefully can give significant information to the teacher in preparing the learning methods and material for their students, so that the teacher can help students to improve their skill and can reach the goal of learning.

2. Researcher

For researcher, this research is useful and gives valuable experience and improves knowledge. As English students, the researcher can see what methods are suitable for each material and for each learning situation and also for each level of students.

3. Others Researcher

This research can give an idea and useful information for reader and for others researcher in doing the research in the same field of study.

H. Definition of the Key Terms

To avoid misunderstanding in this research, the researcher explains the following key terms that related to this research:

1. Implementation

Implementation means the deeper application of ideas and concept of learning methods that arrange by expert to the actual teaching and learning based on scientific approach in curriculum 2013 in classroom language teaching process.

2. Teaching and Learning Methods

Planned steps that is used by teacher in teaching and learning process of English teaching to increase students creativities that is suggested in curriculum 2013 base on scientific approach, they are discovery learning, problem based learning, and project based learning.

3. Scientific Approach

Scientific approach in curriculum 2013 is provided to make students more creative and active in the classroom through collecting information by doing observation, asking question, doing experiment, and associating, and communicating.

4. Curriculum 2013 is the current Indonesian curriculum of education that has been implemented by some schools includes some senior high schools in Padang.
5. Discovery learning is a method of learning that suggested in curriculum 2013 that is hoped can help students more creative and active in English learning process by involving students' ability to find and observe about things, human or phenomenon systematically, critically, analytically, and logically.
6. Project based learning is a learning method that use project as learning medium to reach the skill and competences of students through their own process of investigation that hope can improve students' English skill.
7. Problem based learning is a learning method suggested in curriculum 2013 that is used problem as the first starting point to make students more creative, active, critical to build a knowledge in learning English.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings of implementation of teaching and learning methods based on scientific approach in curriculum 2013 in teaching English at Senior High School 2 Padang in previous chapter, there are some conclusions that can be reached as follow:

1. The Implementation of Teaching and Learning Methods

The implementation of curriculum 2013 is based on scientific approach. To implement this approach, the government prepared three teaching and learning method suggested, include in teaching English subject. The methods are discovery learning, project based learning, and problem based learning. Through these methods, teaching and learning process especially will running better than before, for example the students more active and creative.

Based on the data from observation, video recording and interview in collecting the data, the teacher at SMA 2 Padang only implemented discovery and project based learning. They did not implement problem based learning yet for some different reasons. First, because the material was difficult to apply for all method, only certain material can be taught by certain methods. Then, because grade X and XI of senior high school still shock with the new thing of this curriculum, so

that they were still difficult to be creative and to solve their problem by themselves.

In conclusion, the teachers at Senior High School 2 Padang were still confused to implement the scientific approach and its methods suggested because of some reasons. Especially problem based learning, they did not implement it yet at all.

2. The Extent of the Implementation Teaching and Learning Methods

There are three methods of teaching and learning based on scientific approach suggested in curriculum 2013, discovery learning, project based learning, and problem based learning. There were three English teachers at this school and all them involved in this research. The researcher observed all of them twice for each for discovery learning. It means, there were six meetings in implementing discovery learning were observed here. From the six meeting, they had implemented discovery learning well with different activities.

Then about the steps of discovery learning, there are six steps that should be implemented by teacher that supported by the activities based on the situation. The steps were creating stimulation or situation, identifying the problem statement, collecting the data, analyzing the data, verifying the data, and generalizing/ creating conclusion. The finding of this research showed that the most difficulties steps were the last step, generalizing or creating conclusion. It was proved by the lowest percentage of six meeting, there were two teachers did not implemented

it. There were some reasons why this step has lowest percentage in implementation. First, because this is the last step and English subject only has two lesson hours, this step was often skipped because the time was over. The second, beside the time was over; teacher was still difficult to make students to create the conclusion. Most of students still waited for the teacher to conclude the lesson.

The next step that had low percentage in implementation was the second step, identifying problem statement. The reasons were students' difficulties and students' habitual. When the teachers asked them to give question, some of them were silent, and some others did understand what they should ask. But the teacher tried some ways to make this step was done. The identifying problem statement was the most difficult step to implement, because it was a kind of asking hypothesis in experiment. The students were rather difficult to ask question, because they were not familiar with the way to ask question.

The others steps were implemented well, for example the first step, creating stimulation. This step was rather easy because in previous approach, this step had introduced and implemented. Then the others three steps, analyzing the data, verifying the data and then collecting the data had implemented better. All teachers in all meeting implemented it well with different idea, ways, and activities.

Then, dealing with the activities in the implementation of steps of discovery learning based on scientific approach, teachers used several

different activities, for example, in creating stimulation, one teacher used question, or pictures, or vocabularies, or they gave text. Although the teachers had tried some ways to implement this method and related it to scientific approach, but not all activities suggested applied.

The second method that had been implemented by teacher was project based learning. Because of some reasons, only one teacher had implemented this method at this school in this semester, the project was a drama about Indonesian legend. There are six steps of PjBL namely defining essential question, designing a plan of project, creating the schedule, monitoring the project progress, assessing the outcome and evaluating the project. From all of sis steps, only one step that did not implemented yet by teacher A; evaluating the experiences.

In conclusion, teachers at Senior high school 2 Padang had tried to implement the methods suggested by curriculum 2013. Although only two methods had implemented and only one method had often implemented, they had tried what they could do with all the problems and difficulties they faced.

3. The Difficulties in Implementing the Teaching and Learning Methods

There were at least five difficulties faced by teachers and students in implementing English learning methods based on scientific approach in curriculum 2013. The first difficulty was limited sources, not only for teachers but also for students, especially in implementing discovery

learning method. The sources that they could use was internet, they could learn many things from internet under teacher guidance. But in this school, internet access was still limited.

The second difficulties were limited time allocated to teach English. In curriculum 2013, for English subject is only two lesson hours or one meeting a week. So that's way the students cannot practice more in the classroom. Based on interview with the teacher and students, they were difficult to manage the time in the classroom, sometime the method did not done well, or the material was stopped in the middle of teaching and learning process. The teachers solved this difficulty by giving them the task or homework, and some of the students got additional English course outside the school, but just a little.

The next difficulty was the new thing of curriculum 2013 itself. Curriculum 2013 purpose is to create active, creative and also morality students. But in fact, they were still difficult to be more creative and active in the classroom. It was because their habit as the passive students in the previous curriculum. To create active and creative students, the teacher should be creative first in designing learning material. This problem of difficulty could be minimized by practicing more and more. The last but not the least difficulty was English learning material itself.

In conclusion, there were some difficulties face by teachers and also students in implementing English learning method based on scientific approach in curriculum 2013, namely: limited sources, limited time, the

relation of material to the method, the new thing of curriculum, the media, students' focus, students' creativity, English material itself, and teachers' creativity.

Based on the three point of conclusions above, it can be seen that the implementation of teaching and learning methods were still far from the expectation. It was still rather difficult to implemented scientific approach in English language teaching although combine with the three methods. This research was done in Senior High School 2 Padang, and this school is one of favorite school that wanted by many students in Padang. The school has good quality and all the teachers also qualified teachers. And the students who accepted there also through deep selection and they just accept the good students.

Because of these reasons, the result of this research can be generalized to many others school, especially the school on the district area. However, the others schools can get the lower result than this school, even this school did not implemented all the methods suggested based on scientific approach. And difficulties found may be more than what teacher and students faced in this research. For example, in experimenting, or in discovery learning it is collecting the data, they need internet connection. If in this school they had it but in low connection, some others school may be did not have it yet. It will be more difficult for them to implemented these methods and also combine with scientific approach.

B. Implication

In accordance with the research result about the implementation of English learning methods based on scientific approach in curriculum 2013, English teachers in Senior High School 2 Padang had implemented it. However, in the implementation of these methods, there is still several problems appeared, the problems not only came from the students, but also the teacher, environment and the material are faced in implementing this curriculum. Thus the teachers actually have to increase their own understanding about the methods of curriculum 2013 and increase their creativities to create wonderful English teaching and learning.

The teachers have to get more training about the implementation of curriculum 2013 especially in implementing the methods in teaching English. Then, the cooperation between Education Ministry and English teachers is really needed to conduct a workshop as place for English teachers to share their knowledge, problems, experience and also their difficulties in implementing curriculum 2013 in teaching English. Besides, English teacher at Senior High School 2 Padang should increase their creativity and ability in classroom management in order to create comfortable teaching and learning process.

C. Suggestion

Related to the finding and discussion of this research, there are some suggestion concerning the implementation English learning methods based on scientific approach in curriculum 2013:

1. It is expected to the English teachers at Senior High School 2 Padang to improve their knowledge about the implementation of the methods suggested based on scientific approach in curriculum 2013 in teaching English through following some training.
2. It is suggested to the English teachers at Senior High School 2 Padang to learn more about how to implemented the methods; discovery learning, project based learning and problem based learning in teaching English actively and creatively, and create the learning activities as creative as possible. Or they can use or combine with the others good English language teaching approaches and methods.
3. It is expected to the English teachers at Senior High School 2 Padang to share and discuss the material and the problems in MGMP forum related to implementing the suggested methods in curriculum 2013.
4. It is expected to educational national department to provide the sufficient training of the three methods implementation based on scientific approach for English teacher in teaching English.
5. Then, based on the result, it is suggested to the Educational Ministry to re-observe or re-think the used of scientific approach especially in

English language teaching. This approach was rather difficult to implement in ELT.

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