THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH IN 2013 CURRICULUM FOR THE TENTH GRADE STUDENTS AT SENIOR HIGH SCHOOL 7 PADANG

THESIS

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ABSTRAK

Diki Atmarizon. 2015. Penerapan Pendekatan Saintifik dalam Pengajaran Bahasa Inggris pada Kurikulum 2013 di SMAN 7 Padang. Tesis. Program Pascasarjana Universitas Negeri Padang.

Pendekatan Saintifik pada Kurikulum 2013 untuk sistem pendidikan di Indonesia secara bertahap telah dilaksanakan sejak awal tahun akademik 2013/2014. Meskipun Pendekatan Saintifik pada Kurikulum 2013 menawarkan terobosan signifikan dalam meningkatkan kualitas proses belajar mengajar, namun masih ada beberapa kendala yang dihadapi oleh guru Bahasa Inggris. Penelitian ini bertujuan untuk mengetahui sejauh mana penerapan Pendekatan Saintifik oleh guru Bahasa Inggris yang mengajar di kelas X SMAN 7 Padang. Peneliti mencoba untuk menemukan penerapan Pendekatan Saintifik dalam proses belajar dan mengajar, penilaian dan permasalahan dalam proses belajar dan mengajar dengan menggunakan Pendekatan Saintifik pada Kurikulum 2013.

Penelitian ini menggunakan metode deskriptif. Hasil temuan di ambil melalui observasi dan wawancara. Peneliti melakukan observasi langsung untuk melihat kegiatan dan penilaian yang dilakukan oleh guru Bahasa Inggris di dalam kelas. Setelah itu, peneliti mengadakan wawancara dengan guru Bahasa Inggris sejauh mana penerapan Pendekatan Saintifik dalam proses belajar dan mengajar yang berkaitan dengan observing, questioning, experimenting, associating, and communicating. Kemudian, Peneliti menemukan permasalahan dalam proses belajar dan mengajar tersebut. Hasil penelitian menunjukan bahwa 69% tahap-tahap pendekatan saintifik diterapkan oleh guru Bahasa Inggris. Akan tetapi dalam penilaian guru Bahasa Inggris hanya menggunakan 62% jenis penilaian berdasarkan Kurikulum 2013. Lalu, dalam proses belajar mengajar terdapat permasalahan yang dihadapi guru Bahasa Inggris di setiap langkah – langkah pada pendekatan saintifik dalam aspek Kurikulum 2013.

Berdasarkan penelitian yang dilakukan, dapat disimpulkan bahwa Pendekatan Saintifik belum diterapkan secara keseluruhan oleh guru Bahasa Inggris yang mengajar di kelas X di SMAN 7 Padang. Oleh karena itu, guru Bahasa Inggris disarankan untuk mempelajari lagi tentang pengajaran menggunakan Pendekatan Saintifik pada Kurikulum 2013. Untuk itu, disarankan kepada Kepala Sekolah untuk menyelenggarakan pelatihan cara pengajaran menggunakan Pendekatan Saintifik pada Kurikulum 2013 untuk semua guru Bahasa Inggris di SMAN 7 Padang. Dan untuk peneliti selanjutnya, diharapkan untuk bisa melakukan penelitian lebih lanjut dengan sampel yang lebih luas untuk mengetahui penerapan Pendekatan Saintifik pada Kurikulum 2013.

ABSTRACT

Diki Atmarizon. 2015. The Implementation of Scientific Approach in Teaching English in 2013 Curriculum for The Tenth Grade Students at Senior High School 7 Padang. Thesis. Graduate Program of State University of Padang.

The Scientific Approach in 2013 Curriculum for education system in Indonesia has been gradually implemented since the beginning of 2013/2014 academic year. Although the Scientific Approach in 2013 Curriculum offers significant breakthroughs in improving the quality of teaching and learning process; however, there were still some obstacles faced by English teachers. This study aimed to determine the extent to which the implementation of Scientific Approach by English teachers who taught for the tenth grade students at Senior High School 7 Padang. Researchers tried to find the implementation of Scientific Approach in teaching and learning process, assessment and problems of teaching and learning using Scientific Approach in 2013 Curriculum.

This research used descriptive method. The findings was taken through observation and interviews. Researcher conducted direct observation to see the activities and assessments conducted by English teachers in the classroom. After that, the researchers conducted interviews with English teachers the extent to which the implementation of Scientific Approach in teaching and learning processes related to observing, questioning, experimenting, associating, and communicating and problems faced in the teaching and learning process. The findings showed that 69% of the steps of scientific approach were applied by English teachers. However, the English teachers applied only 62% of kinds of assessment based on the 2013 Curriculum. Then, the teaching and learning process appeared the problems faced by English teachers in each step of scientific approach in the 2013 Curriculum.

Based on the research, it can be concluded that the Scientific Approach has not been applied thoroughly by the English teachers who taught class X at Senior High School 7 Padang. Therefore, English teachers are advised to learn more about teaching English using the Scientific Approach in the 2013 Curriculum. It is suggested to the Head Master to organize the teaching training using Scientific Approach in 2013 Curriculum for all English teachers at Senior High School 7 Padang. For the next researcher, it is expected to be able to conduct further research with larger samples to know the implementation of Scientific Approach in 2013 Curriculum.

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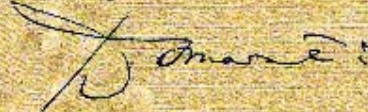
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SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya yang berjudul: "The Implementation of Scientific Approach in Teaching English in 2013 Curriculum for The Tenth Grade Students at Senior High School 7 Padang" adalah asli karya tulis saya dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun diperguruan tinggi lainnya.

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Finally, the researcher realizes that this thesis may have several weaknesses. Hence, suggestions or supportive feedback, significant and useful contribution for improvement of this research are really appreciated.

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CHAPTER I

INTRODUCTION

A. Background of the Problem

The new curriculum (2013 Curriculum) for education system in Indonesia has been gradually implemented since the beginning of 2013/2014 academic year, July 2013. The Education and Culture Minister said that not all schools would implement the 2013 Curriculum. It means that this new curriculum would be carried out in stages, and in 2015 all the schools in Indonesia have implemented it.

Although the 2013 Curriculum offers significant breakthroughs in improving the quality of teaching and learning process, the success of this curriculum depends on how schools apply it. The key words are teachers and students. They determine whether the curriculum can run well or not. The main concept of the 2013 Curriculum is excellent. As an effort to improve the nation's education quality, the new curriculum integrates science and civic education with religious and moral education. Students should be taught to think creatively. Education should be both accurate and offer the best lesson, and this can be achieved by teaching them to be creative. But, once again, the result of the 2013 Curriculum would be seen from its practice, not only from its theoretical framework.

The 2013 curriculum provides a new approach in teaching process as the demand in 21st century. Therefore, it provides scientific approach to develop the students' skill, knowledge and attitude. In scientific approach, it consists of learning phases constructed from observing, questioning, collecting information/ experimenting, associating, and communicating (Kementrian Pendidikan dan Kebudayaan, 2013d). Moreover, by this approach students are expected to have good attitude, skills, and knowledge. The attitudes

acquired through activities, for example "receiving lesson in a good attitude, -doing tasks energetically and respecting other students in the group study".

The knowledge is obtained through the activities of "remembering the material of lesson, understanding the material, and applying what is understood, analyzing, evaluating, and creating". The skills are acquired through activities of "observing the material that relates to lesson, questioning something to know deeper, implementing what have been understood, associating, and communicating what have been obtained to other students" (Kementrian Pendidikan dan Kebudayaan, 2013c). Furthermore, the changing curriculum focuses on the future. It means that teachers should know what their students need in real life. It is to address the emergence of the global era which needs the ability to communicate particularly in English. Therefore, English becomes one of the crucial subjects at school.

In fact, related to the issue of the global era, there seemed to be some problems in implementing 2013 Curriculum. As the survey reported by Education expert of Universitas Negeri Sebelas Maret (UNS), Furqon Hidayatullah (Metrotvnews.com, October 2014), sees there were eight issues that led to the implementation of the 2013 Curriculum. Those issues are: (1) Difficulty to change the mindset of the teachers; (2) The changes in the learning process from teacher centered to student centered; (3) Lack of spiritual moral; (4) Habitual reading and researching is still low. Then, (5) Lack of mastery of information technology; (6) Lack of mastery of the administration and those teachers are more stressed cognitive aspects. The matter of fact, (7) The teacher should also have to provide the same portion of the affective and psychomotor aspects. Last problems, (8) There are many teachers who do not want to be a human learner. In fact, a teacher is required to continue to increase the knowledge and broaden their horizons, especially after the enactment of the curriculum in 2013. "2013 Curriculum requires

teachers to be more creative and innovative. It means that, the teacher must be a human learner,". Then now the 2013 Curriculum is still being discussed as a pro-contra issue.

Based on the phenomena above, it was needed the potential and creativity teacher to create the successful of curriculum implementation in teaching and learning process using scientific approach. Whereas in 2013 Curriculum, the teacher was the main figure in curriculum implementation. In line with it, Mulyasa (2013: 41) stated that the main factor to decide the successful of curriculum implementation is teacher's creativity. Good quality of teacher depended on how well she could teach in the classroom. The teacher should have competence and higher responsibility to do the planned program. In this case, the teacher was demanded to create the students to be productive, creative, inovatif in realizating the aim of national education decided by several key of figure. The figure were related to the leadership of headmaster, teacher creativity, students activity, socialization, facility, sources of learning, condusive academic area, and participation of school committee. If the figures could run well, it could affect the good achievement of students. Hence, the teacher should be ready before deciding of 2013 Curriculum implementation. The teacher were supposed to comprehend the substance of 2013 Curriculum in term of scientific approach and its implementation in teaching and learning process eventhough there were effort by the government to increase the quality of teacher through the certification program.

In preliminary research in observation at Senior High School 7 Padang, the researcher found that, there were four certified English teachers at Senior High School 7 Padang. Meanwhile, they didn't give significant contribution toward the teaching and learning process. This phenomena were proved when the teacher applied the way of teaching and learning process in the classroom. The teacher still used conventional way, for instance: spoon feeding, explaining, copying, giving exercise, and asking questions.

These activites were monotonous and not interesting which have been all conducted in the classroom. These methods affected the students' desire to learn English. As a result, it influenced the students' achievement of English subject and students' mark in mid and semester examination. Meanwhile, the way of assessment which was not clear yet. The English teachers didn't understand how to design assessment in scientific approach based on standard instruction of 2013 Curriculum. Hence, the teacher tended to adopt the form of assessment from the other school. So, the teacher got difficulties to develop the ideas in adjusting assessment with 2013 Curriculum. Based on the observation, it proved that the teacher was still difficult to implement the 2013 Curriculum especially using scientific approach in teaching English.

Moreover, in line with it, based on informal interview at Senior High School 7 Padang, the researcher found several problems of English teachers in implementing 2013 Curriculum. Even though there were some certified teachers, they were still confused how to apply the concept of scientific approach in teaching English. One of the reasons why this happens was because the English teachers were not given sufficient and regular training to apply the concept of the approach used in teaching English. In 2013 Curriculum, the teachers were demanded to implement the five steps in whilst-activity such as observing, questioning, experimenting or explorating, associating, and communicating in the teaching and learning process. The phenomenon that teachers were still difficult to attract the students to be creative, innovative, expressive and interactive in teaching and learning English. Besides that, the teachers were rarely to invite the students to work together during the teaching and learning process. The teachers usually focused on individual learning rather than collaborative learning.

On the other hand, most of the teachers had difficulty on the assessment. In 2013 Curriculum, teachers should provide a qualitative assessment based on the student's

attitude and activity such as being active in asking question while in the classroom. The teachers needed to complete their comprehension on each the student's assessment on their attitudes, knowledge and skills competence as well. The teachers were not only to assess the students in numeric quantitatively by using score but also they have to describe it more in qualitatively. Meanwhile, those assessments should be conducted in every meeting for each student. Finally, the teachers were demanded to give any feedback for each students about the material that they have learned.

Dealing with those phenomena, there were still any cases which affected the implementation of scientific approach in teaching English in 2013 Curriculum at Senior High School 7 Padang. Those cases should be researched in order the implemenatation of scientific approach could be run well. Based on the cases, the researcher was really interested in doing a research entitled implementation of scientific approach in teaching English for tenth grade in 2013 Curriculum at Senior High School 7 Padang 2014-2015 academic year.

B. Identification of the Problem

Based on the background of the problem above, there were some problems in teaching English for Senior High School. The problem came from the teachers and the students as well.

As the survey reported by Education expert of Universitas Negeri Sebelas Maret (UNS), Furqon Hidayatullah sees there were eight issues that led to the implementation of the 2013 Curriculum; difficulty to change the mindset of the teachers, changes in the learning process from teacher centered to student centered, lack of spiritual moral, cultural reading and researching is still low, the lack of mastery of information technology, lack of

mastery of the administration, and those teachers are more stressed cognitive aspects, and the last problems, there are many teachers who do not want to be a human learner.

Based on the phenomena above, it was needed the potential and creativity teacher to create the successful of curriculum implementation in teaching and learning process using scientific approach. The teacher was the main figure in 2013 Curriculum implementation. The teacher was demanded to create the students to be productive, creative, inovatif in realizating the aim of national education decided by several key of figure. The figure were related to the leadership of headmaster, teacher creativity, students activity, socialization, facility, sources of learning, condusive academic area, and participation of school committee. If the figures could run well, it could affect the good achievement of students. Hence, the teacher should be ready in applying 2013 Curriculum implementation and comprehended the substance of 2013 Curriculum in term of scientific approach.

In preliminary research in observation at Senior High School 7 Padang, the researcher found that, there were four certified English teachers at Senior High School 7 Padang. Meanwhile, they didn't give significant contribution toward the teaching and learning process. This phenomena were proved when the teacher applied the way of teaching and learning process in the classroom. The teacher still used conventional way, for instance: spoon feeding, explaining, copying, giving exercise, and asking questions. These activites were monotonous and not interesting which have been all conducted in the classroom. These methods affected the students' desire to learn English. As a result, it influenced the students' achievement of English subject and students' mark in mid and semester examination. Meanwhile, the way of assessment which was not clear yet. The English teachers didn't understand how to design assessment in scientific approach based on standard instruction of 2013 Curriculum. Hence, the teacher tended to adopt the the

form of assessment from the other school. So, the teacher got difficulties to develop the ideas in adjusting assessment with 2013 Curriculum. It proved that the teacher was still difficult to implement the 2013 Curriculum especially using scientific approach in teaching English.

Furthermore, the other problems showed that the English teachers were still confused how to apply the concept of scientific approach in teaching English because they were not given sufficient and regular training to apply the concept of the approach used in teaching English. The phenomenon that teachers were still difficult to attract the students to be creative, innovative, expressive and interactive in teaching and learning English. Besides that, the teachers were rarely to invite the students to work together during the teaching and learning process. The teachers usually focused on individual learning rather than collaborative learning.

Moreover, most of the teachers have difficulty on the assessment. In 2013 Curriculum, teachers should provide a qualitative assessment based on the student's attitude and activity such as being active in asking question while in the classroom. The teachers needed to complete their comprehension on each the student's assessment on their attitudes, knowledge and skills competence as well. The teachers were not only to assess the students in numeric quantitatively by using score but also they have to describe it more in qualitatively. Meanwhile, those assessments should be conducted in every meeting for each student. Finally, the teachers were demanded to give any feedback for each students about the material that they have learned.

Based on the identification of the problem above, this research was only concerned on implementation of scientific approach in teaching English for tenth grade of 2013 Curriculum at Senior High School 7 Padang 2014-2015 academic year.

C. **Limitation of the Problem**

From several teachers' problems in implementing the 2013 Curriculum, this research was limited on the implementation of scientific approach in teaching English at Senior High School 7 Padang. There were three aspects would be explored, they are teaching and learning process, assessment and process problems.

D. **Formulation of the Problem**

Based on the limitation of the problem above, the researcher formulated the problems through the following question:

"How do the English teachers implement scientific approach in teaching English for tenth grade in 2013 Curriculum at Senior High School 7 Padang 2014-2015 academic year?"

E. **Research Questions**

Based on the formulation of the problem above, the research questions of this research were as follow:

1. To what extent do the English teachers implement scientific approach in teaching English related to teaching and learning process at Senior High School 7 Padang?

2. To what extent do the English teachers implement scientific approach in teaching English related to assessment at Senior High School 7 Padang?

3. What are the problems faced by the English teachers in teaching and learning process using scientific approach at Senior High School 7 Padang?

F. Purposes of the Research

The main purposes of this research were:

1. To find out the extent to which the English teachers implement scientific approach in teaching English related to teaching and learning process at Senior High School 7 Padang

2. To find out the extent to which the English teachers implement scientific approach in teaching English related to assessment at Senior High School 7 Padang

3. To find out what the problems faced by the English teachers in teaching and learning process using scientific approach at Senior High School 7 Padang

G. Significances of the Research

In significances of the research, the researcher divides into theoretically and practically. Theoretically, the finding of the research is expected to provide information about teaching English in scientific approach and to enrich the knowledge from the theory.

Practically, through this research, the researcher expects that the result can share or give contribution for the following people; students, English teacher, and researcher himself. First, for students, it is hoped to give motivation to the students how to learn English like a scientist. So they are able to be confidence in comprehend the text that they read. Second, for English teacher, it can become as reference and to enrich the knowledge about good teaching English, especially teaching English by using scientific approach for Senior High School students. Third, for the researcher himself, it added the researcher's knowledge and had experience in doing the research. Finally, for the other researcher, this research gave useful information for all reader or the next researcher in doing a research in the same field.

H. Definition of the Key Terms

1. Implementation

   The application of the ideas and the concept of a potential curriculum (in the form of curriculum documents) into the actual curriculum in the form of learning process (Mulyasa; 2009)

2. Scientific Approach

   Scientific approach is the approach that has the steps as below:

   Observing, Questioning, Experimenting or Explorating, Associating, and Communicating or Networking.

3. Teaching English

   The English teaching and learning process in the classroom.

4. 2013 Curriculum

   2013 Curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and approach used to guide the organization of learning activities to achieve specific education.

CHAPTER V

CONCLUSION, IMPLICATION AND SUGGESTION

A. Conclusion

Based on the findings of implementation of scientific approach in teaching English in 2013 Curriculum for the tenth grade at Senior High School 7 Padang, which have been explained in the previous chapter, it can be concluded that:

1. Teaching and Learning Process Using Scientific Approach

The implementation of teaching and learning process based on scientific approach can be concluded that there were five steps of scientific approach that should be conducted by the teachers. The findings showed that teachers were not able to implement the observing and questioning step optimally yet. It was proved that percentage of activities done by the teacher in *observing was 58%* and in *questioning was 60%*. It appeared in the low percentage among the other steps. Furthermore, the teachers have tried to implement the experimenting and associating good enough. Immediately, the teachers have implemented communicating step very well. All of the activities done by the teacher were supported by the materials, facilities and the students' abilities to catch the learning process. The finding indicated that the teachers still have problems in implementing observing and questioning. Meanwhile, in experimenting and associating, the teachers have applied the activities in good enough. However, in associating and communicating, the teachers have applied the activities optimally. The finding showed that *experimenting* with the second high percentage of activities conducted by the teacher *in experimenting was 65%*. Meanwhile, percentage

of activities applied by the teacher in *associating was 69%.* The last not the least, *communicating* got the highest percentage in implementation of scientific approach that was *93%.* In conclusion, percentage of activities conducted by the teachers in teaching and learning process based on scientific approach was *69%.* Whereas the findings showed that the teacher needed to improve their ability in implementing observing and questioning step because it has the low percentage.

2. Assessment

The assessment has been applied on the three competences. They are attitude competence, skill competence and knowledge competence. In 2013 Curriculum, the teachers use authentic assessment as suggested by Kemdikbud (2013). They are written or oral test, task-assignment, individual or group project, performance test, project, portfolio, observation, self-assessment, peer-evaluation and journal. Findings showed that the all assessments have implemented by the teachers *performance test* was being the highest tendency of the teacher used in the classroom with the percentage *92%* of activities. Then followed by *observation and oral test* with the percentage *75 %* of activities. In the third high tendency, the *written test and task assignment* the percentage *67%* of activities. The fourth high tendency, *portfolio assessment* with the percentage *58%* of activities. The fifth high tendency, *peer evaluation and project assessments,* the percentage *50%* of activities. The last, with the percentage *42%* of activities in which the teacher used *self – assessmen* and *Journal assessment* to evaluate the teacher by the students. In short, percentage of activities conducted by the teachers in using assessment based on scientific approach was *62%.*

3. Problems Faced in Teaching and Learning Process Using Scientific Approach

The problems faced by the teachers in teaching and learning process were the students should pay attention to the five steps used in scientific approach especially on the observing and questioning step. The finding showed that the teachers still was not able to apply these two steps in the classroom yet. Based on the interview we could conclude that by using 2013 Curriculum, the teachers conducted five steps of scientific approach well. Even though they couldn't apply the steps in every meeting, but generally they had applied this approach was good enough. The teacher applied this step based their own way in which it still concerned with the standard of 2013 Curriculum.

B. Implication

In accordance with the findings of the implementation of Scientific Approach in teaching English, English teachers at Senior High School 7 Padang had implemented scientific approach in 2013 Curriculum. However, in the implementation of Scientific Approach still faced several problems. They are 1) The school and education ministry should emphasize on teachers training of the scientific approach in teaching English in 2013 Curriculum; 2) The English teachers at Senior High School 7 Padang need to increase their ability to implement the scientific approach in teaching English based on 2013 Curriculum; 3) The English teachers at Senior High School 7 Padang need to develop their ability in classroom management in order to create comfortable teaching and learning process.

C. Suggestion

Based on the research findings, the researcher want to express the suggestions concerned implementation of Scientific Approach:

1. The English teachers at Senior High School 7 Padang are supposed to learn more about how to implement Scientific Approach in teaching English.

2. The school at Senior High School 7 Padang should be ready to prepare the facilities concerned with the scientific approach implementation in teaching English in 2013 Curriculum.

3. Educational department should provide the sufficient training of scientific approach implementation in teaching English for English teacher.

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Appendix 1

Indicators of Teaching and Learning Process in Scientific Approach

Indicators	Sub – indicators	Activities
Observing	• Seeing, • Reading, • Listening (without and with the tool)	31. Teacher arouses curiosity and interest to students on a theme or topic of learning
		32. Teacher presents the material to the students and asks them to pay attention on the topic of learning
		33. The teacher invites students to observe an object that is associated with the material being taught
		34. Teacher asks the students' analysis on the object of what they have found on the material
		35. The teacher asks the students to think analytically, critically and comprehensively
		36. The teacher asks the students to discover the facts of a material
Questioning	• Asking Questions from the factual to the hypothetical; begins with teacher guidance to independent (Being a habit)	37. Teacher throws a chance for students to give a few questions related to the material being taught.
		38. Teacher encourages and inspires the students to make questions actively.
		39. Teacher raises the students' skill in asking questions and giving answers logically, systematically, and use proper and correct grammar.
		40. Teacher encourages the participation of students in the discussion, arguing, develop the ability to make questions.
		41. Teacher builds an attitude of openness to give and receive opinions or ideas.
		42. Teacher connects students' questions to the material given
Experimenting	• Determine the necessary data from the questions asked • Determine sources of data (objects, documents, books, experiments) • Collecting Data	43. Teacher encourages the students to discuss together in groups
		44. Teacher determines sources of information
		45. Teacher leads the students to find and collect the necessary information
		46. Teacher stimulates the students to give his opinion actively with regard to the object
		47. Teacher supervises the learning process to ensure all students are actively involved in the discussion on each group
		48. Teachers can direct a group that needs help so that students more focused in describing the characters and events on each object
Associating	• Analyze the data in the form of making category • Determine the relationship of data/ categories • Summing up the results of the data	49. Teacher asks the students to process the information
		50. Teacher asks the students to find the relationship of the information with other information
		51. Teacher asks the students to discuss and associate the information with each group
		52. Teacher asks the students to analyze the information
		53. The teacher asks the students to be able to explain the characters and activities in detail

	analysis	54. Teacher encourages the students to find information from the other sources
Communicating	• Delivering results in the form of verbal conceptualization, writing, diagrams, charts, images or other media	55. The teacher motivates the students perform their work in front of the class
		56. The teacher provides tasks and opportunities for students to demonstrate attitudes, skills, and understanding of the substance of learning in front of the class
		57. The teacher asks each group to listen well and provide additional input with regard to the work
		58. The teacher clarifies the results of the students' work based on the material given
		59. The teacher provides feedback on students' performance
		60. The teacher asks the students to make a conclusion after group discussion ended

Appendix 2

The Indicators of Assessments in Scientific Approach

Indicators	Sub-indicators	Activities
Attitude	• Observation	Teacher observes students' attention, response to instructional materials, or interaction with other students
	• Self-assessment	The teacher asks the students to find out their strength and weaknesses
	• Peer-evaluation	The teacher asks the students to assess each other
	• Journal	The teachers makes a note about students' information
Skill	• Performance test	The teacher asks the student to perform. The students retell main ideas or selected details of text experienced through listening or reading
	• Project	Students complete project on content area, working individually or in pairs.
	• Portfolios	Focused on the collection of students' work to show progress over time
Knowledge	• Written test	The teacher gives multiple-choice, fill in the blank, true-false, and essay
	• Oral test	Teacher asks students questions about personal background, activities, reading, and interest.
	• Task assignment	The teacher gives individual or group project to the students

Appendix 3

The Findings of Observation Sheet in Teaching and Learning Process

Teacher A

Indicators	Activities	Findings Teacher A			
		Meeting			
		1st	2nd	3rd	4th
Observing	61. Teacher arouses curiosity and interest to students on a theme or topic of learning	√	√		
	62. Teacher presents the material to the students and asks them to pay attention on the topic of learning	√		√	√
	63. The teacher invites students to observe an object that is associated with the material being taught	√	√	√	
	64. Teacher asks the students' analysis on the object of what they have found on the material	√	√		√
	65. The teacher asks the students to think analytically, critically and comprehensively			√	
	66. The teacher asks the students to discover the facts of a material		√		√
	TOTAL	**4**	**4**	**3**	**3**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**67**	**67**	**50**	**50**
	ACCUMULATION OF PERCENTAGE	**58**			
		1st	2nd	3rd	4th
Questioning	67. Teacher throws a chance for students to give a few questions related to the material being taught.		√	√	
	68. Teacher encourages and inspires the students to make questions actively.	√		√	
	69. Teacher raises the students' skill in asking questions and giving answers logically, systematically, and use proper and correct grammar.				
	70. Teacher encourages the participation of students in the discussion, arguing, develop the ability to make questions.		√		
	71. Teacher builds an attitude of openness to give and receive opinions or ideas.	√	√		
	72. Teacher connects students' questions to the material given	√		√	√
	TOTAL	**3**	**3**	**3**	**1**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**50**	**50**	**50**	**17**
	ACCUMULATION OF PERCENTAGE	**42**			
		1st	2nd	3rd	4th
Experimenting	73. Teacher encourages the students to discuss together in groups	√	√		√
	74. Teacher determines sources of information		√	√	

		1st	2nd	3rd	4th
	75. Teacher leads the students to find and collect the necessary information	√	√		√
	76. Teacher stimulates the students to give his opinion actively with regard to the object			√	√
	77. Teacher supervises the learning process to ensure all students are actively involved in the discussion on each group		√		
	78. Teachers can direct a group that needs help so that students more focused in describing the characters and events on each object		√	√	
	TOTAL	**2**	**5**	**3**	**3**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**33**	**83**	**50**	**50**
	ACCUMULATION OF PERCENTAGE	**54**			
		1st	2nd	3rd	4th
Associating	79. Teacher asks the students to process the information	√	√	√	
	80. Teacher asks the students to find the relationship of the information with other information		√		
	81. Teacher asks the students to discuss and associate the information with each group	√		√	√
	82. Teacher asks the students to analyze the information		√	√	
	83. The teacher asks the students to be able to explain the characters and activities in detail	√	√		√
	84. Teacher encourages the students to find information from the other sources	√	√	√	√
	TOTAL	**4**	**5**	**4**	**3**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**67**	**83**	**67**	**50**
	ACCUMULATION OF PERCENTAGE	**67**			
		1st	2nd	3rd	4th
Communicating	85. The teacher motivates the students to perform their work in front of the class	√	√	√	√
	86. The teacher provides tasks and opportunities for students to demonstrate attitudes, skills, and understanding of the substance of learning in front of the class	√	√	√	√
	87. The teacher asks each group to listen well and provide additional input with regard to the work	√	√	√	√
	88. The teacher clarifies the results of the students' work based on the material given	√	√	√	√
	89. The teacher provides feedback on students' performance	√	√	√	
	90. The teacher asks the students to make a conclusion after group discussion ended	√	√	√	√
	TOTAL	**6**	**6**	**6**	**5**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**100**	**100**	**100**	**83**
	ACCUMULATION OF PERCENTAGE	**96**			
	PERCENTAGE OF ALL STEPS	**63**			

Teacher B

Indicators	Activities	Findings Teacher B			
		Meeting			
		1st	2nd	3rd	4th
Observing	1. Teacher arouses curiosity and interest to students on a theme or topic of learning	√		√	√
	2. Teacher presents the material to the students and asks them to pay attention on the topic of learning		√	√	
	3. The teacher invites students to observe an object that is associated with the material being taught	√	√	√	
	4. Teacher asks the students' analysis on the object of what they have found on the material	√	√		√
	5. The teacher asks the students to think analytically, critically and comprehensively	√			
	6. The teacher asks the students to discover the facts of a material		√	√	
	TOTAL	4	4	4	2
	SCORE MAX	6	6	6	6
	PERCENTAGE	67	67	67	33
	ACCUMULATION OF PERCENTAGE	58			
		1st	2nd	3rd	4th
Questioning	7. Teacher throws a chance for students to give a few questions related to the material being taught.	√	√		√
	8. Teacher encourages and inspires the students to make questions actively.	√		√	√
	9. Teacher raises the students' skill in asking questions and giving answers logically, systematically, and use proper and correct grammar.		√		
	10. Teacher encourages the participation of students in the discussion, arguing, develop the ability to make questions.		√	√	
	11. Teacher builds an attitude of openness to give and receive opinions or ideas.	√		√	√
	12. Teacher connects students' questions to the material given	√	√	√	
	TOTAL	4	4	4	3
	SCORE MAX	6	6	6	6
	PERCENTAGE	67	67	67	50
	ACCUMULATION OF PERCENTAGE	63			
		1st	2nd	3rd	4th
Experimenting	13. Teacher encourages the students to discuss together in groups	√	√	√	
	14. Teacher determines sources of information	√	√		√
	15. Teacher leads the students to find and collect the necessary information		√	√	√
	16. Teacher stimulates the students to give his opinion actively with regard to the object	√	√	√	

		1st	2nd	3rd	4th
	17. Teacher supervises the learning process to ensure all students are actively involved in the discussion on each group		√		√
	18. Teachers can direct a group that needs help so that students more focused in describing the characters and events on each object		√	√	
	TOTAL	**3**	**6**	**4**	**3**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**50**	**100**	**67**	**50**
	ACCUMULATION OF PERCENTAGE	**67**			
		1st	**2nd**	**3rd**	**4th**
Associating	19. Teacher asks the students to process the information	√		√	
	20. Teacher asks the students to find the relationship of the information with other information		√		
	21. Teacher asks the students to discuss and associate the information with each group	√			√
	22. Teacher asks the students to analyze the information		√	√	
	23. The teacher asks the students to be able to explain the characters and activities in detail	√	√	√	√
	24. Teacher encourages the students to find information from the other sources	√	√		√
	TOTAL	**4**	**4**	**3**	**3**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**67**	**67**	**50**	**50**
	ACCUMULATION OF PERCENTAGE	**58**			
		1st	**2nd**	**3rd**	**4th**
Communicating	25. The teacher motivates the students to perform their work in front of the class	√	√	√	√
	26. The teacher provides tasks and opportunities for students to demonstrate attitudes, skills, and understanding of the substance of learning in front of the class	√	√	√	√
	27. The teacher asks each group to listen well and provide additional input with regard to the work	√		√	√
	28. The teacher clarifies the results of the students' work based on the material given	√	√	√	√
	29. The teacher provides feedback on students' performance		√	√	√
	30. The teacher asks the students to make a conclusion after group discussion ended	√	√		√
	TOTAL	**5**	**5**	**5**	**6**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**83**	**83**	**83**	**100**
	ACCUMULATION OF PERCENTAGE	**88**			
	PERCENTAGE OF ALL STEPS	**67**			

Teacher C

Indicators	Activities	Findings Teacher C			
		Meeting			
		1st	2nd	3rd	4th
Observing	1. Teacher arouses curiosity and interest to students on a theme or topic of learning	√			√
	2. Teacher presents the material to the students and asks them to pay attention on the topic of learning	√		√	
	3. The teacher invites students to observe an object that is associated with the material being taught	√	√		√
	4. Teacher asks the students' analysis on the object of what they have found on the material		√	√	√
	5. The teacher asks the students to think analytically, critically and comprehensively			√	√
	6. The teacher asks the students to discover the facts of a material		√		√
	TOTAL	**3**	**3**	**3**	**5**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**50**	**50**	**50**	**83**
	ACCUMULATION OF PERCENTAGE	**58**			
		1st	2nd	3rd	4th
Questioning	7. Teacher throws a chance for students to give a few questions related to the material being taught.	√	√		√
	8. Teacher encourages and inspires the students to make questions actively.	√		√	√
	9. Teacher raises the students' skill in asking questions and giving answers logically, systematically, and use proper and correct grammar.		√		√
	10. Teacher encourages the participation of students in the discussion, arguing, develop the ability to make questions.	√	√	√	√
	11. Teacher builds an attitude of openness to give and receive opinions or ideas.	√	√	√	
	12. Teacher connects students' questions to the material given		√	√	√
	TOTAL	**4**	**5**	**4**	**5**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**67**	**83**	**67**	**83**
	ACCUMULATION OF PERCENTAGE	**75**			
		1st	2nd	3rd	4th
Experimenting	13. Teacher encourages the students to discuss together in groups	√		√	√
	14. Teacher determines sources of information	√	√	√	√
	15. Teacher leads the students to find and collect the necessary information	√		√	√
	16. Teacher stimulates the students to give his opinion actively with regard to the object	√		√	

		1st	2nd	3rd	4th
	17. Teacher supervises the learning process to ensure all students are actively involved in the discussion on each group		√	√	
	18. Teachers can direct a group that needs help so that students more focused in describing the characters and events on each object	√	√	√	√
	TOTAL	**5**	**3**	**6**	**4**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**83**	**50**	**100**	**67**
	ACCUMULATION OF PERCENTAGE	**75**			
		1st	**2nd**	**3rd**	**4th**
Associating	19. Teacher asks the students to process the information	√	√	√	√
	20. Teacher asks the students to find the relationship of the information with other information		√	√	√
	21. Teacher asks the students to discuss and associate the information with each group	√			√
	22. Teacher asks the students to analyze the information	√	√	√	
	23. The teacher asks the students to be able to explain the characters and activities in detail	√	√	√	√
	24. Teacher encourages the students to find information from the other sources	√	√	√	√
	TOTAL	**5**	**5**	**5**	**5**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**83**	**83**	**83**	**83**
	ACCUMULATION OF PERCENTAGE	**83**			
		1st	**2nd**	**3rd**	**4th**
Communicating	25. The teacher motivates the students to perform their work in front of the class	√	√	√	√
	26. The teacher provides tasks and opportunities for students to demonstrate attitudes, skills, and understanding of the substance of learning in front of the class	√	√	√	√
	27. The teacher asks each group to listen well and provide additional input with regard to the work	√	√	√	√
	28. The teacher clarifies the results of the students' work based on the material given	√	√		√
	29. The teacher provides feedback on students' performance	√	√	√	√
	30. The teacher asks the students to make a conclusion after group discussion ended	√	√	√	√
	TOTAL	**6**	**6**	**5**	**6**
	SCORE MAX	**6**	**6**	**6**	**6**
	PERCENTAGE	**100**	**100**	**83**	**100**
	ACCUMULATION OF PERCENTAGE	**96**			
	PERCENTAGE OF ALL STEPS	**78**			
	PERCENTAGE OF ALL STEPS FOR ALL TEACHERS	**69**			

Appendix 4

The Findings of Observation Sheet in Assessment

Teacher A

Indicators	Sub indicators	Findings Teacher A Meeting				TOTAL	PERCENTAGE
		1st	2nd	3rd	4th		
Attitude	▪ Observation	√	√			2	50
	▪ Self-assessment		√			1	25
	▪ Peer-assessment	√				1	25
	▪ Journal			√		1	25
Skill	▪ Performance test	√	√		√	3	75
	▪ Project		√			1	25
	▪ Portfolios	√		√		2	50
Knowledge	▪ Written test	√			√	2	50
	▪ Oral test		√	√		2	50
	▪ Task assignment		√		√	2	50
Accumulation						**17**	**43**

Teacher B

Indicators	Sub indicators	Findings Teacher B Meeting				TOTAL	PERCENTAGE
		1st	2nd	3rd	4th		
Attitude	▪ Observation	√		√	√	3	75
	▪ Self-assessment		√	√		2	50
	▪ Peer-assessment	√			√	2	50
	▪ Journal	√		√		2	50
Skill	▪ Performance test	√	√	√	√	4	100
	▪ Project		√		√	2	50
	▪ Portfolios	√		√		2	50
Knowledge	▪ Written test	√	√		√	3	75
	▪ Oral test	√	√	√		3	75
	▪ Task assignment		√	√	√	3	75
Accumulation						**26**	**65**

Teacher C

Indicators	Sub indicators	Findings Teacher C Meeting				TOTAL	PERCENTAGE
		1st	2nd	3rd	4th		
Attitude	▪ Observation	√	√	√	√	4	100
	▪ Self-assessment	√			√	2	50
	▪ Peer-assessment		√	√	√	3	75
	▪ Journal	√		√		2	50
Skill	▪ Performance test	√	√	√	√	4	100
	▪ Project	√	√		√	3	75
	▪ Portfolios	√	√	√		3	75
Knowledge	▪ Written test		√	√	√	3	75
	▪ Oral test	√	√	√	√	4	100
	▪ Task assignment	√	√	√		3	75
Accumulation						**31**	**78**
ACCUMULATION FOR ALL TEACHERS						**74**	**62**

Appendix 5

THE INTERVIEW GUIDE

1. Observing
   a. Cara penyajian topik/materi
   b. Masalah yang dihadapi
   c. Usaha mengatasi masalah

2. Questioning
   a. Cara guru agar siswa bertanya
   b. Cara guru menarik perhatian siswa untuk bertanya
   c. Masalah yang dihadapi
   d. Usaha mengatasi masalah

3. Experimenting
   a. Cara guru melakukan eksperimen/mengumpulkan informasi
   b. Sumber lain yang digunakan selain buku teks
   c. Menentukan data/ informasi yang dibutuhkan
   d. Masalah yang dihadapi
   e. Usaha mengatasi masalah

4. Associating
   a. Cara guru mengolah informasi yang sudah dikumpulkan dari pengamatan dan eksperimen
   b. Cara guru mengolah informasi yang bersifat menambah keluasaan dan kedalaman dan mencari solusinya
   c. Cara menganalisa data/ informasi
   d. Menentukan hubungan data/ informasi
   e. Masalah yang dihadapi
   f. Usaha mengatasi masalah

5. Communicating
   a. Cara penyampaian hasil pengamatan
   b. Cara menarik kesimpulan berdasarkan hasil analisis
   c. Masalah yang dihadapi
   d. Usaha mengatasi masalah

Appendix 6

THE INTERVIEW TRANSCRIPTION

TEACHER A

The interview was conducted at SMAN 7 Padang on 13rd and 18th March 2015. The interviewer is *Peneliti* for Diki and the interviewee were *Guru A, B, C* for the teacher. Before conducting the interview, the subject was given an explanation on the implementation of scientific approach especially for teaching English. Furthermore, the interviewer started the interview.

Peneliti	: Assalamualaikum wr.wb. Hari ini, saya telah bersama Bu Izzarti di SMA 7 Padang akan mewawancarai bagaimana proses belajar mengajar dalam menggunakan 5 M dalam kurikulum 2013 dan juga bagaimana cara menilai siswa dalam menggunakan 5 M dalam kurikulum 2013. Dalam kesempatan kali ini, Saya akan menanyakan beberapa pertanyaan. Dalam kurikulum 2013, ada lima langkah yang kita gunakan. Pada langkah pertama yaitu Observing, bagaimana cara menerapkannya di dalam proses pembelajaran Bahasa Inggris kelas VII di SMA N 7 Padang?
Guru A	: Tergantung kepada materi yang diajarkan dengan menggunakan gambar dan video.
Peneliti	: Setelah ditampilkan kepada siswa, apa yang Ibu lakukan terhadap tayangan tersebut dalam melakukan kegiatan Observing?
Guru A	: Saya meminta siswa untuk memberi tanggapan, komentar, pertanyaan tentang apa yang telah ditayangkan sebelumnya. Hal ini bertujuan untuk menambah vocabulary siswa.
Peneliti	: Apa masalah yang Ibu hadapi dalam kegiatan Observing?
Guru A	: Sebagian kecil siswa masih minim vocabulary sehingga kurang paham dengan apa yang telah ditayangkan. Masalah vocabulary merupakan masalah yang paling sering dialami oleh siswa.
Peneliti	: Bagaimana cara untuk mengatasi masalah tersebut, Bu?
Guru A	: Saya akan menimalisisr teknik culture yang terdapat di dalam teks dan memilih kata-kata yang sering digunakan dalam kehidupan sehari-hari siswa.

Peneliti : Setelah meyangakan video, berarti langkah pertama telah selesai maka Ibu lanjut dengan langkah kedua yaitu Questioning. Bagaimana cara menerapkan Questioning di dalam proses pembelajaran Bahasa Inggris kelas VII di SMA N 7 Padang?

Guru A : Saya akan mengumpan siswa dengan memberikan beberapa jawaban atas yang memungkinkan siswa untuk memberikan pertanyaan-pertanyaan berkaitan dengan apa yang telah ditayangkan sebelumnya.

Peneliti : Bagaimana cara Ibu menraik perhatian siswa agar mau dan berani untuk bertanya?

Guru A : Saya mengumpan siswa dengan memberikan beragam jawaban yang mungkin timbul atau membuat variasi bahasa dalam proses PBM agar siswa yang kurang paham dengan bahasa Inggris dapat mengerti jika menggunakan bahasa Indonesia.

Peneliti : Bagaimana cara Ibu meberikan umpan balik ketika seorang siswa memberikan pertanyaan yang sulit untuk dijawab oleh siswa lain?

Guru A : Saya akan membagi siswa ke dalam kelompok-kelompok sehingga apa yang dirasa sulit akan lebih mudah jika dikerjakan secara bersama-sama.

Peneliti : Apa masalah yang Ibu hadapi dalam kegiatan Questioning tersebut?

Guru A : Ada beberapa siswa yang tidak mengerti dengan materi yang diajarkan dan minimnya vocabulary.

Peneliti : Bagaimana cara Ibu untuk mengatasi masalah tersebut?

Guru A : Saya akan membagi siswa ke dalam beberapa kelompok, memotivasi siswa agar tidak malu-malu dalam bertanya, dan mendiskusikan kosakata baru yang dianggap sulit oleh siswa dengan memberikasn padanan kata yang pas untuk kata tersebut.

Peneliti : Selanjutnya, kita masuk pada tahan ketiga yaitu Experimenting. Bagaimana cara Ibu mengajarkan tahap Experimenting ini dalam pembelajaran bahasa Inggris di kelas?

Guru A : Dalam pembelajaran bahasa Inggris tidak mungkin melakukan eksperimen, namun dapat diterapkan tergantung materi yang diajarkan, seperti meminta siswa menemukan hal-hal sulit yang terdapat di dalam teks yang telah dibagikan sebelumnya. Teks dapat diperoleh melalui majalah, lewat internet, maupun dari buku teks.

Peneliti : Apa masalah yang Ibu hadapi ketika melakukan tahap Experimenting dalam proses pembelajaran bahasa Inggris?

Guru A : Terkadang teks yang didapat terlalu panjang sehingga menyulitkan siswa karena dalam menemukan teks atau media yang sesuai dengan materi pembelajaran tidaklah mudah. Kadang siswa juga kurang tertarik dengan materi tersebut sehingga membawa temannya yang lain untuk tidak belajar. Selain itu keterbatasan waktu sehingga tidak bisa memberikan pembelajaran secara maksimal setiap pertemuan.

Peneliti : Bagaimana cara Ibu untuk mengatasi masalah tersebut?

Guru A : Saya akan meminta siswa untuk membawa kamus dari rumah atau hal-hal yang dirasa perlu agar memudahkan siswa dalam PBM.

Peneliti : Bagaimana cara Ibu menentukan materi yang sesuai dengan tahap Experimenting tersebut?

Guru A : Disesuaikan dengan silabus, tingkat kemampuan siswa dan latar belakang siswa, dan mencari tau trending topik yang mungkin sangat diminati oleh siswa pada hari itu. Seperti dialog-dialog yang memang pas untuk diperagakan oleh masing-masing siswa.

Peneliti : Setelah tahap Experimenting dilakukan, maka Ibu akan masuk pada tahap Associating. Bagaimana cara Ibu melakukan kegiatan Associating dalam kegiatan pembelajaran bahasa Inggris di kelas?

Guru A : Saya jarang sekali menggunakan tahap ini namun tergantung materi yang diajarkan pada saat itu. Jika memungkinkan menggunakan tahap ini, maka saya akan menggunakan tahap ini.

Peneliti : Tahap selanjutnya adalah Communicating, bagaimana cara ibu melakukan Communicating dalam pembelajaran bahasa Inggris di kelas?

Guru A : Saya meminta siswa untuk mengkomunikasikan hal-hal apa saja yang ditemukan oleh siswa secara langsung dengan tampil satu persatu ke depan kelas.

Peneliti : Apa masalah yang ibu hadapi dalam proses Communicating tersebut?

Guru A : Masalah keterbatasan waktu, siswa tidak mengerti dengan perintah soal tersebut, dan banyak siswa yang malu untuk tampil ke depan kelas.

Peneliti : Bagaimana cara Ibu untuk mengatasi masalah-masalah tersebut?

Guru A   : Saya memotivasi siswa untuk lebih banyak menulis daripada berbicara secara langsung.

Peneliti   : Terima kasih Ibu atas kesediaan Ibu untuk diwawancarai. Assalamualaikum wr.wb.

THE INTERVIEW TRANSCRIPTION

TEACHER B

Peneliti	: Assalamualaikum Wr.Wb. Hari ini, saya telah bersama Bu Izzarti di SMA 7 Padang akan mewawancarai bagaimana proses belajar mengajar dalam menggunakan 5 M dalam kurikulum 2013 dan juga bagaimana cara menilai siswa dalam menggunakan 5 M dalam kurikulum 2013. Dalam kesempatan kali ini, Saya akan menanyakan beberapa pertanyaan. Dalam kurikulum 2013, ada lima langkah yang kita gunakan. Pada langkah pertama yaitu Observing, bagaimana cara menerapkannya di dalam proses pembelajaran Bahasa Inggris kelas VII di SMA N 7 Padang?
Guru B	: Saya sendiri sebagai Guru B Bahasa Inggris menyajikan Observing melalui, pertama, tayangan video, gambar, dan menggunakan real object.
Peneliti	: Setelah ditampilkan kepada siswa, apa yang Ibu lakukan terhadap tayangan tersebut dalam melakukan kegiatan Observing?
Guru B	: Saya meminta siswa untuk memberi tanggapan, komentar, pertanyaan tentang apa yang telah ditayangkan sebelumnya.
Peneliti	: Setelah siswa melihat tayangan tersebut, apakah kebanyakan siswa merasa tertarik atau malah sebaliknya?
Guru B	: Kebanyakan siswa merasa tertarik karena tayangan yang saya pertotonkan kepada siswa merupakan tayangan yang memang disukai oleh siswa pada masa sekarang ini (up to date).
Peneliti	: Contohnya seperti apa, Bu?
Guru B	: Seperti video tentang bullyng atau kekerasan yang sering terjadi pada saat sekarang ini atau video lain yang dapat dijadikan motivasi bagi siswaitu sendiri.
Peneliti	: Apa masalah yang Ibu hadapi dalam kegiatan Observing?
Guru B	: Sebagian kecil siswa masih minim vocabulary sehingga kurang paham dengan apa yang telah ditayangkan
Peneliti	: Bagaimana cara untuk mengatasi masalah tersebut, Bu?
Guru B	: Sebelum saya menanyangkan video tersebut, terlebih dahulu saya diskusikan terlebih dahulu vocabulary yang terdapat di dalam tayangan tersebut agar siswa paham dengan isi video tersebut.

Peneliti	: Setelah meyangakan video, berarti langkah pertama telah selesai maka Ibu lanjut dengan langkah kedua yaitu Questioning. Bagaimana cara menerapkan Questioning di dalam proses pembelajaran Bahasa Inggris kelas VII di SMA N 7 Padang?
Guru B	: Setelah melakukan Observing, saya langsung masuk ke judul dan meminta siswa untuk membacakan atau siswa lain mendengarkan apa isi dari tayangan sebelumnya. Hal ini tidak menjadi hambatan lagi bagi siswa karena vocabulary sudah didiskusikan sebelum proses penayangan video. Selain itu, siswa diminta untuk membuat pertanyaan sendiri dengan cara memancing siswa dengan jawaban yang telah saya sediakan. Bentuk pertanyaan yang saya minta kepada siswa dapat berupa informasi umum, informasi khusus, pertanyaan terstruktur, surat, dll yang sudah saya terangkan sedikit sebelum pertanyaan dibuat oleh siswa.
Peneliti	: Bagaimana cara Ibu menraik perhatian siswa agar mau dan berani untuk bertanya?
Guru B	: Saya mengumpan siswa dengan nilai bonus bagi yang mau bertanya secara individu, jika siswa dalam keadaan berkelompok, maka akan saya adakan kompetisi antar kelompok. Bagi kelompok yang menag, akan saya berikan reward sesuai dengan kemampuan mereka.
Peneliti	: Bagaimana cara Ibu meberikan umpan balik ketika seorang siswa memberikan pertanyaan yang sulit untuk dijawab oleh siswa lain?
Guru B	: Saya tetap memberikan motivasi kepada siswa lain agar tidak perlu takut untuk menjawab pertanyaan tersebut walaupun nanti jawabannya salah atau saya memutar kembali tayangan sebelumnya sehingga siswa dapat menemukan jawaban yang sesuai dengan pertanyaan tersebut sambil mengumpan siswa dengan kata-kata inti yang dapat dijadikan acuan dalam menjawab pertanyaan tersebut.
Peneliti	: Jika dengan cara di atas tidak mampu membuat siswa untuk menjawab pertanyaan yang sulit atau memahami materi yang sudah ditayangkan berulang-ulang, apa yang Ibu lakukan untuk mengatasi hal tersebut?
Guru B	: Siswa membagi siswa atas beberapa kelompok yang di dalam masing-masing kelompok terdapat siswa yang pintar dalam pelajaran bahasa Inggris. Siswa

yang pintar tersebut diminta untuk mengajari teman-temannya dalam kelompoknya masing-masing.

Peneliti　　　 : Apa masalah yang Ibu hadapi dalam kegiatan Questioning tersebut?

Guru B　　　 : Ada beberapa siswa yang tidak mengerti cara pemakaian vocabulary, cara penggunaan grammar, dan pronunciation yang diucapkan siswa terkadang membuat siswa lain tertawa sehingga siswa lain tidak mengerti dengan arti dari ucapan tersebut.

Peneliti　　　 : Bagaimana cara Ibu untuk mengatasi masalah tersebut?

Guru B　　　 : Bagi siswa yang masih kurang mengerti, saya tuliskan kembali jawaban dari pertanyaan yang telah dikumpulkan sebelumnya dengan catatan siswa lain tidak boleh menertawakan temannya yang telah berusaha untuk berani dan mau mengemukakan tanggapan atau jawaban dari pertanyaan tersebut.

Peneliti　　　 : Selanjutnya, kita masuk pada tahan ketiga yaitu Experimenting. Bagaimana cara Ibu mengajarkan tahap Experimenting ini dalam pembelajaran bahasa Inggris di kelas?

Guru B　　　 : Saya meminta siswa untuk mengumpulkan bahan-bahan dari buku atau internet yang sesuai dengan latar belakang siswa dengan mencantumkan sumber (daftar pustaka). Kemudian semua bahan tersebut, saya seleksi dan saya diskusikan dengan semua siswa sesuai dengan materi pembelajaran pada hari itu.

Peneliti　　　 : Apa masalah yang Ibu hadapi ketika melakukan tahap Experimenting dalam proses pembelajaran bahasa Inggris?

Guru B　　　　 : Masalah waktu yang sangat singkat untuk melakukan tahap tersebut.

Peneliti　　　 : Bagaimana cara Ibu menentukan materi yang sesuai dengan tahap Experimenting tersebut?

Guru B　　　 : Disesuaikan dengan silabus, tingkat kemampuan siswa dan latar belakang siswa, dan mencari tau trending topik yang mungkin sangat diminati oleh siswa pada hari itu.

Peneliti　　　 : Setelah tahap Experimenting dilakukan, maka Ibu akan masuk pada tahap Associating. Bagaimana cara Ibu melakukan kegiatan Associating dalam kegiatan pembelajaran bahasa Inggris di kelas?

Guru B　　　 : Saya akan memberikan beberapa pertanyaan berkaitan dengan isi teks bacaan, tujuan teks tersebut, dan struktur teks yang telah dibagikan sebelumnya kepada