THE IMPLEMENTATION OF SCIENTIFIC APPROACH
IN THE LESSON PLAN OF TEACHING NARRATIVE TEXTS

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

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ENGLISH DEPARTMENT

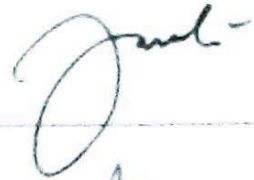# FACULTY OF LANGUAGES AND ARTS

SEMARANG STATE UNIVERSITY

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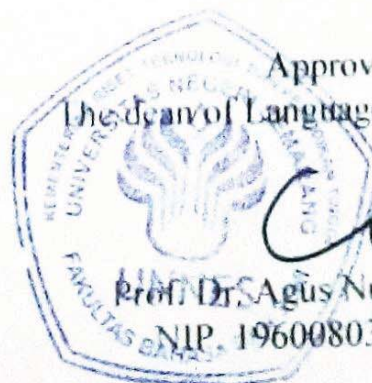   NIP. 195403261986011001

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IN THE LESSON PLAN OF TEACHING NARRATIVE TEXTS

Yang saya tulis dalam rangka memenuhi salah satu syarat untuk memperoleh gelar sarjana ini benar- benar merupakan karya saya sendiri, yang saya hasilkan setelah penelitian, pembimbingan diskusi, dan pemaparan atau ujian. Semua kutipan, baik yang langsung maupun tidak langsung, baik yang diperoleh dari sumber kepustakaan, wahana elektronik, wawancara langsung, maupun sumber lainnya, telah disertai keterangan mengenai identitas sumbernya dengan cara sebagaimana yang lazim dalam penulisan karya ilmiah. Dengan demikian, walaupun tim penguji dan pembimbing penulisan skripsi/ tugas akhir/ final project ini membubuhkan tanda tangan sebagai keabsahan, seluruh isi karya ilmiah ini tetap menjadi tanggung jawab saya sendiri. Jika dikemudian ditemukan pelangaran terhadap ketidaksesuaian tata tulis ilmiah, saya bersedia menerima akibatnya.

Demikian, surat pernyataan ini dapat digunakan dengan seperlunya.

Semarang,
Yang membuat pernyataan,

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MOTTO AND DEDICATION

"It doesn't need pure heart to change the world,
it needs someone strong enough to do the right thing."
(Dinah Laurel Lance, Legends of Tomorrow)

"If one lives according to one's desires, sacrifices are inevitable.
Pleasure can only exist on top of sacrifice."
(Kaijin Nijuu Mensou, from Trickster: Edogawa Ranpo "Shounen
Tanteidan" Yori)
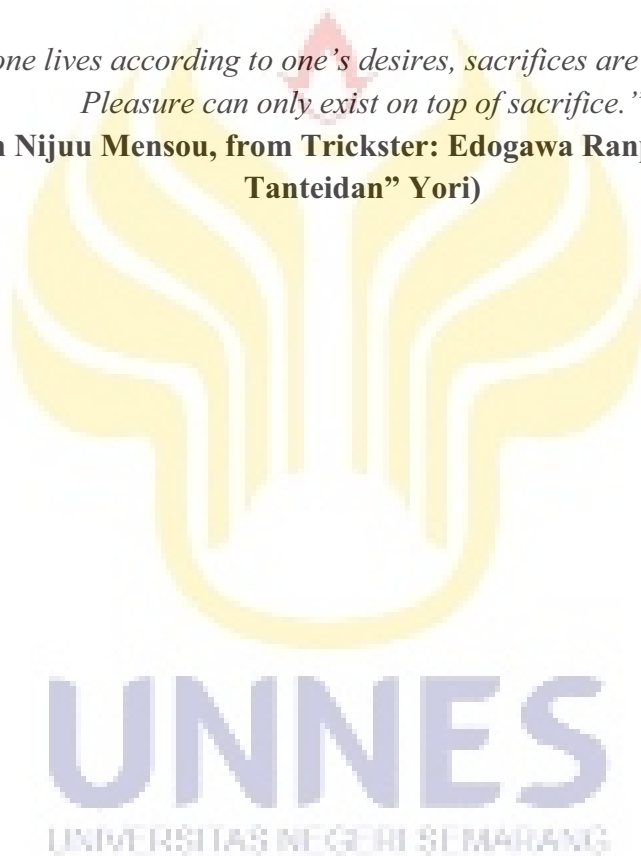
Dedicated to:
- *Allah SWT*
- *My mother and my twin nephews, Raffa & Raffi*
- *Roleplaying friend: Babay, Atsa, Jelly, Izz*
- *Rilley, Lysander, Senka, Luc,*
Cello, Messiah, Usa & Udolf.
- *Utopia-G*

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My deepest gratitude to my beloved mother Musyarofah who always support me to do and finish this final project. Thank you for the advice which encourage me when I was down. I would never finish this final project well without her. I also would say thanks to my family (my sister, my brother, and my cute twins nephew) who always comfort me.

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I realize that this final project is not perfect; therefore, I hope criticisms and suggestions for its betterment, and will be useful for the readers.

The Writer

ABSTRACT

NINGSIH, SRI UTAMI. 2017. **The Implementation of Scientific Approach in the Lesson Plan of Teaching Narrative Text.**Final Project. English Department, Faculty of Languages and Arts, Semarang State University. First advisor: Dr. Dwi Anggani Linggar Bharati, M.Pd. Second advisor: Galuh Kirana Dwi Areni, S.S, M.Pd.

Keywords: Scientific Approach, Curriculum 2013, Lesson Plan

Curriculum 2013 was a new curriculum in Indonesia which is implemented since 2013. This curriculum was based on scientific approach which requires five steps, those are: observing, questioning, experimenting, associating, and communicating. There were still many problems in implementing scientific approach in the teaching process, one of those wasdesigning lesson plans. Therefore, it was important to know the difficulties faced by teachers in providing lesson plan.This study used descriptive qualitative research design; the writer used document and questionnaire. The documents were the lesson plans whichwere analyzed by the researcher. The questionnaire included direct questions because the respondents answered the questionnaire based on their experiences on their conditions. The result showed that there wasstill teachers' understanding about implementing scientific approach in their lesson plans. It happened because they did not have enough understanding about scientific approach. The researcher then provided some suggestions to design better lesson plans.
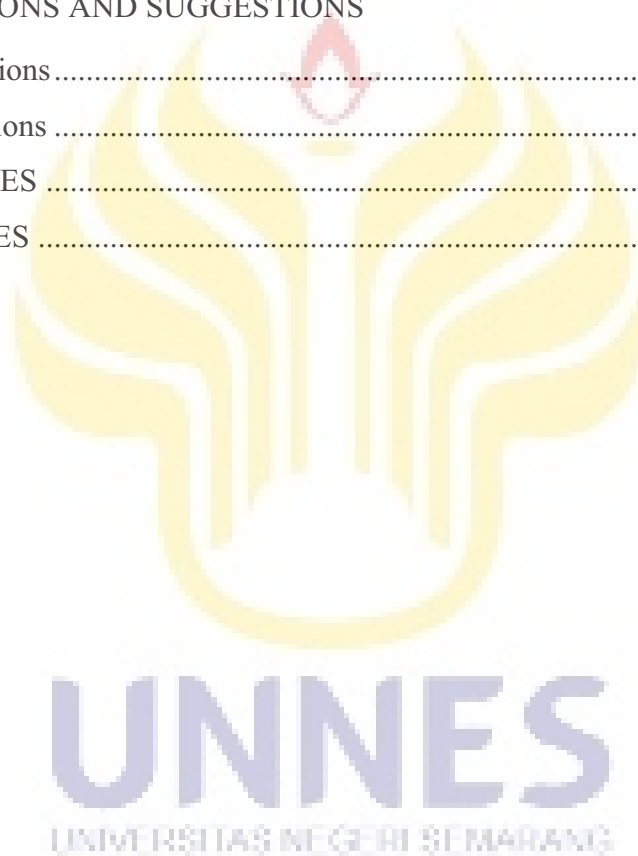
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CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the reasons for choosing the topic, the statements of problem, the objectives of the study, the significance of the study, the limitation of the study, the definition of terms, and the outline of the study.

1.1. Background of the Study

Scientific approach is not a new term in education. Scientific approach is a pedagogical approach used in undergraduate science classrooms whereby teaching and learning are approached with the same rigor as science itself. There are some researchers who use scientific approach on their studies. The definitions of scientific approach can be seen in the statements below.

Suharyadi (2014:2) in his study defined "Scientific approach as the usual process of finding out information in science, which involves testing your ideas by performing experiments and making decisions based on the results. The point of Suryahadi statement is that scientific approach is a process of making decisions based on our ideas which have been proved through several experiments.

Wieman (2007:3) stated that "modern era is largely based on scientific and technology. It requires complex problem-solving skills of its citizen to follow the era development. In a traditional science class, the teacher stands at the front of the class lecturing to a largely passive group of students. The teacher is the only

source of knowledge in the class, while the process of learning is based on the textbook that is already prepared by the teacher."As Wieman stated, we need to make an effective scientific education.

Stated from Suharyadi (2014:4), "Effective scientific education is an education where the students are able to think and use sciences like scientist do. Scientists are people study things and try to figure out patterns or rules to explain how they work. "Scientists use scientific method in doing their rearches. First is observing the event or thing. Second, scientists classify the things they observe into some groups or criterias. Third, scientists infer and predict things based on their observations. Last, scientists need to communicate their findings and observations and share their discoveries.

The model of education has changed as the times goes, so does education model in Indonesia. In Indonesia now and then, it had beeen changed from the traditional one, which is most known as teacher-centered, to be mostly students'-cenered. We can see the change as the curriculum changed from KTSP into curriculum 2013 which is based on scientific approach. Quoted from Wieman (2007:12),"to apply the scientific method in the learning process which have been get used to traditional learning, that is teacher-centered, is not as simple as many people think. It requires the teacher and the students' involvement". Based on the statement above, the role of the teacher is important to change the education model positively.

Most of people assumed that scientific education is mostly applied in scientific subject such as biology, chemist, physics and mathematics. So in this

research, the writer wants to proove that scientific education can be applied in unscientific subject especially English.

Suharyadi (2014:2) stated that "Scientific approach is old in science but new in English language teaching. Science and English are different. The way students learn and teachers teach science and English are different. Scientific approach in ELT is still blurred. It is not clear yet how scientific approach can be applied in ELT."

Scientific approach or Curriculum 2013 in Indonesia cannot be separated from the rule of *Permendikbud no. 103 tahun 2014 tentang Pembelajaran Pada Pendidikan Dasar dan Pendidikan Menengah*. The rule consists of learning process guidance which explain what should be written in the lesson plan that consists of 5 steps of scientific approach including observing, questioning, experimenting, associating, and communicating.

In education, preparation and planning are critical components of effective teaching. The lack of preparation will lead the learning process to failure. That is why every teacher should prepare his lesson plan properly. Heshould always think about the next lesson because the impact of preparation and planning is tremendous on student learning.

Designing a course, or known as lesson plan, is the process undertaken by the teacher to plan through a syllabus and to implement through methodology of a particular course.

In Indonesia, lesson plan is known as RPP (*Rencana Pelaksanaan Pembelajaran*). Lesson plan is a detailed description of the individual lessons that

a teacher plans to teach on a given day. Lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used.

In this research, I am about to observe the implementation ofscientific approach in the lesson plan of narrative texts. Narrative is an important subject in English. In every stage of education such as in some junior high schools, senior high schools, and even university put narrative text on the curriculum.

Narratives are more than simple lists of sentences or ideas. Narratives are stories. Calfee and Drum (1986: 36) stated that "the stories generally tell 'what happened', who did what, to whom, and why".

Narrative writing presents a story of sequence events which involves characters. According to Pratyasto (2011:32), "narrative is a type of text that is proposed to amuse and to deal with actual and vicarious experience in different ways; narrative also deals with problematic events which lead to a crisis or turning points of some kind, which in turn find a resolution."

The focus of the research is analysing the lesson plan of Narrative texts in the class by implying the scientific approach as the curriculum. The lesson plans then will be observed according to the guidance that is Permendikbud no. 103 year 2014. "This process of analysis provide proof of the effectiveness of a course," as stated from Feez Susan(1998:38).

1.2. Reasons for Choosing the Topic

Scientific approach that mostly known in Indonesia by curriculum 2013 is a new curriculum that used by some schools in the learning process. It has been implemented for two years,yet it is stillhad been in conflict. In learning process, it needed to have a good lesson plan, in this topic, it was the lesson plan of teaching narrative texts.

I have stated before that Scientific approach in English have not been implemented well because English is not a scientific subject. Even so, scientific approach is still tried to be implemented in English curriculum. Here, I want to observe the implementation of scientific approach in the lesson plan of teaching narrative texts so that it may improve the teachers understanding to create better lesson plan in teaching.

1.3. Statements of the Problem

In order to focus on the study, I limit the problems of the topic as below:

1) How is scientific approach applied in the lesson plan of teaching narrative texts?

2) What are the problem of implementing scientific approach in the lesson plan of teaching narrative texts?

3) What are the solutions of the weaknesses from the point of view of the teacher?

4) What are the solutions of the weaknesses from the point of view of the researcher?

1.4. Objectives of the Study

The objectives of the study are:

1) to evaluate how scientific approach is applied to the lesson plan of teaching narrative texts.

2) to analyze the problem of implementing scientific approach in the lesson plan of teaching narrative texts.

3) to give the solutions of the weaknesses from the point of view of the teacher.

4) to give the solutions of the weaknesses from the point of view of the researcher.

1.5. Significance of the Study

By conducting the study, I hope that the result of the study will give some advantages.

1) Theoretically

   Theoretically this study will provide us a new understanding about the implementation of scientific approach in the lesson plan of teaching narrative text.

2) Pedagogically

   Pedagogically, the result of this study will improve the implementation of Scientific approach in teaching English especially the lesson plan ofteaching Narrative texts.

3) Practically

The result of this study will give any advantage for teacher who teaching English and English Education program student who implied scientific approach in their teaching practices.

1.6. Limitation of the Study

The Limitations of the Study are:

1) The observation of this study is conducted for English Teachers of SMA 1 Bae Kudus in the academic year 2015/2016.

2) The present study focuses on the implementation of scientific approachin the lesson plan of teaching Narrative texts of teachers of students of SMA 1 Bae Kudus in the academic year 2015/2016.

1.7. Definitions of Terms

In order to make this study become easier to be understood, I draw the definition of the term used in present study briefly. The term definitions can be seen as follows.

a) Scientific approach

Scientific approach is defined as the usual process of finding out information in science, which involves testing your ideas by performing experiments and making decisions based on the results. The scientific method is a body of techniques for investigating phenomena, acquiring new knowledge, or correcting and integrating previous knowledge. (Suharyadi, 2014:2)

b) Curriculum 2013

Curriculum 2013 is a competency based curriculum which is arranged to anticipate the needs of competency in 21th century. Curriculum 2013 is due to motivate students to be better in doing observation, questioning, experimenting, and communicating (representing) what they earned after received learning materials. (Kemendikbud RI, 2013)

c) Narrative text

Narrative text is a story with complication or problematic events and it tries to find the resolution to solve the problems. An important part of narrative text is the narrative mode, the set of methods used to communicate the narrative through a narration process.Narrative is an account of interesting connected events experienced by specific participants. Its social function is to tell a story and entertain or amuse as well as well as give a certain moral lesson to the readers. (Pratyasto, 2011:32)

d) Lesson Plan

Lesson plans are the teachers' equivalent of a blueprint for a construction project. Unlike construction, where there is an architect, construction manager, and a myriad of construction workers involved, there is often only one teacher. They design lessons with purpose and then use them to carry out the instruction to construct skilled, knowledgeable students. Lesson plans guide the daily, weekly, monthly, and yearly instruction within a classroom. (Suminar, 2013:33)

1.8. Outline of the Study

This final project is divided into five chapters. They are introduction, review of related literature, research methodology, result of discussion, and the last is conclusion and suggestion. Each chapter will explain different topics.

Chapter I is introduction. It contains the background of study, the reasons for choosing the topic, the statement of the problems, the objectives of the study, the significance of the study, the limitation of the study, the definition of terms and the outline of the study.

Chapter II is the review of related literature. It contains some references and theories which are related to the subject matter.

Chapter III reveals the method of investigation. It consists of the research design, the object of the study, the subject of the study, the data source, the role of the researcher, the time in conducting the research and analyzing data, the procedure of collecting data, the procedure of analyzing data, and the triangulation.

Chapter IV explains the result of the analysis. It contains the result of the analysis and discussion.

Chapter V presents the conclusions and suggestions. It contains the conclusions of the final project and suggestions.

Finally, references and appendices will be attached at the end of this final project.

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, I present the previous studies, the theoretical reviews, and the theoretical framework which provide some studies to support the ideas of this study.

2.1. Previous Studies

There areseveral number of studies that have been done related to the implementation of scientific approachinthe lesson plan of teaching Narrative text. The following are some previous studies which are used as references in this present study.

The first is *Pahlevi (2014)* who conducted a study entitled *"The Implementation of Scientific approach in Teaching Writing Based on the 2013 Curriculum in Junior High School"*.

The method used in this study was descriptive qualitative design. It was carried out to obtain the description of the implementation of scientific approach in teaching writing. The subject of the research was the teacher and the students in State Junior High School 26 Surabaya. The data of this research were the teacher's and students' behaviors. The source of data was from the process of teaching and learning while the teacher implemented the scientific approach in the classroom. In order to get qualitative data, the researcher chose two techniques; observation and interview.

The result of the study shows that the teacher implemented five learning phases of the scientific approach in two meetings. They are observing, questioning, collecting information/exploring, associating, and communicating phase. The teachers' activities in observing, collecting information, and communicating phase were appropriate with required learning phase. However, the teacher's activities in the questioning and associating phase were less effective due to the students' curiosity to ask were unsatisfied in the questioning phase and he left analyzing or comparing the obtained information in the associating phase. The students' responses to the implementation of scientific approach were informative enough. It can be seen from the interview data and observation their responses reflected what they felt while having the learning phase implemented. The students' responses were effective in the three learning phases; observing, collecting information/exploring, and communicating. In contrast, the students' responses to questioning and associating phases showed that they could not learn well due to the less creativity of the teacher.

Pahlevi's study had some similarities and difference with my study. The object we were studied was implementing scientific approach. Both were also designed in descriptive qualitative design. The difference was in Pahlevi's study, he studieded the teacher and students responses in implementing scientific approach, meanwhile mine studied the implementation of scientific approach in the teachers' lesson plan.

In my opinion, Pahlevi's study would be suitable to be the reference to my study because we used the same theory and method.

The second is *Apriani (2015)* who conducted a study entitled "*The Descriptive Study of the Implementation of Scientific approach in English Teaching in Junior High Schools in Purwokerto*".

The method that was used in this study was a descriptive study. Here, survey method was used by the writer because the study was conducted to determine the adequacy of status by comparing it with the selected or established standards, norms, or criteria. The participants of this study were English teachers and eight grade students from four State Junior High Schools in Purwokerto. They were SMP N 1 Purwokerto, SMP N 2 Purwokerto, SMP N 1 Baturaden and SMP N 2 Ajibarang.

The results of the analysis of questionnaire was converted into percentages. In conclusion, (1) all teachers in four piloting schools in Purwokerto have implemented scientific approach, (2) scientific approach was applied in English teaching by doing some activities in every stage. Those activities were asking the students to observe and identify the objects of observation in observing stage, giving opportunity to the students to ask in questioning stage, giving time and facilitating students to find the information related to the material, asking the students to discuss the information that were gotten in the group discussion and designing the discussion result that would be presented in communicating stage were the activities in associating stage and the last presenting the discussion result and giving feedback to the their friends' presentation, (3) in implementing this approach, teachers found problems, especially in questioning stage. In addition,

the English books from the government had not been distributed yet and the teachers were also still influenced much by the previous curriculum.

Apriani's study had some similarities and difference with my study. The object we were studied was implementing scientific approach. Both were also designed in descriptive qualitative design. Both subject were also the English teachers from specific school. However, Apriani collect some teachers from various schools, meanwhile mine were only focus in one school. The result of Apriani's study was in form of precentage which was different with mine. In my study, the result of the study was rather descriptive.

In my opinion, Apriani's study would be suitable to be the reference to my study because we used the same theory and method.

Considering all of the studies above, I think that there are still so many areas of study that have not been explored. These are the effectiveness of teacher's professionalism in implemented Scientific approach (Curriculum 2013), an exploratory study of Curriculum 2013 implementation in some Schools, steps that have to be done in improving the teachers' professionalism in implementing curriculum, etc. In this study, I focus on the analysis the implentation of Scientific approach or Curriculum 2013 onthe lesson plan of teaching narrative text.

2.2. Theoretical Reviews

In theoretical reviews, I present some knowledge underlying the topic of the study taken from books and internet. It explains about definition of scientific approach, the steps of scientific approach, narrative text, teaching documents, and

assessment. The description of the following theories in this chapter was used as a reference in analyzing the problems of the study. Those theories were compared with the data found in the observation data in order to get some results. There are some possibilities of the result; it may fix between the theory and the data, but it may be possible that there is a deviation between the theory and the data.

2.2.1 Scientific approach

The term "Scientific approach" commenced to be popular when the Ministry of Education and Culture launched a new curriculum (Curriculum 2013) for elementary and high schools to replace the previous curriculum-KTSP in 2013. This new curriculum explicitly claims that scientific approach is paramount to make the quality of teaching and learning better. Scientific approach is believed to be able to develop students" affection, skills, and knowledge. Scientific approach is also considered relevant with the idea that learning is a scientific process in the classroom. Thus, how learning takes place should be scientific-based, meaning that all processes and steps of learning should reflect fixed procedures starting from observing, questioning, associating, experimenting, and networking.

According to Education and Culture Minister (2013) "scientific approach is to encourage and inspire students to think critically, analytically, and precisely in identifying, understanding, solving problems, and applying the learning materials. It is to encourage and inspire the students to be able to think in a hypothetical way in looking at the differences, similarities, and linking one to another from the learning material. It is to encourage and inspire the students to be able to understand, implement, and develop rational and objective learning patterns of learning materials. It is also based on concepts, theories and empirical facts that can be accounted for and the learning objectives formulated in a simple and obvious way, but interesting in its presentation".

In addition, according to McCollum (2009:23), "the important components of teaching using a scientific approach is to provide learning that can increase a sense of curiosity (foster a sense of wonder), develop the skill of observation (encourage observation), analysis (push for analysis) and communicate (require communication). The required learning model is able to generate the capacity to learn, not only gained some knowledge, skills, and attitudes, but more important is how the knowledge, skills, and attitudes are acquired by student".

2.2.2. The Steps of Scientific approach

The scientific approach has five stages that have to be implemented inteaching and learning process. The teaching learning process of English by using this approach according to Permendikbud No 58 year 2014 will be explained below.

2.2.2.1. Observing

In this step, the activities that can be done are the activities that are maximizing the use of all the senses; for example seeing, listening, reading or watching. Students have to observe the materials in form of social function, structure of the text, and language features from the text that have been listened or read. Here, the teacher has to prepare the students activities related to the material. This is done to make students more focused on the activities. It is aimed at defining to the material that will be taught. The observation focuses on content of message, not the theory about the text. Structure of the text and the language

features do not need to be explained here. Teacher can help students in this step in order to make their observation maximal, by giving question.

Look at a part of the lesson plan sample given below!

Kegiatan inti (60 menit)
Mengamati - Peserta didik mendengarkan contoh teks audio berbentuk naratif yang disajikan oleh guru, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan; - Guru membimbing peserta didik memahami contoh yang telah disajikan.

The texts shown above is an example of observing step in the lesson plan taken from a lesson plan which is used in SMK N 1 Magetan. The students are required to listen to audio texts to observe the social function, text structure, and language feature of a narrative text. The role of the teacher is as the guide for the students in comprehending the example given.

2.2.2.2. Questioning

Questioning is a process of constructing knowledge about social function, language features, and structure text by group discussion or class discussion. Teachers have to develop their curiosity and critical thinking about the material. It is very useful for the students because it can help students to get the result of the observation well. At the same time, students are taught to ask using English that is reasonable and meaningful. In this questioning stage, students' mistakes are when their questions are not important, but teacher can give feedback in the end of the

teaching learning process. The problems often faced by the students' are like the vocabulary building, the pronunciation and the structure of the sentence. In these steps, students can improve their vocabulary mastery and pronunciation skills.

Look at a part of the lesson plan sample given below!

Mempertanyakan

- Dengan pengarahan guru, peserta didik mempertanyakan tentang fungsi sosial, struktur teks, dan unsur kebahasaan dari teks naratif;
- Peserta didik memperoleh pengetahuan tambahan tentang fungsi sosial, struktur teks, dan unsur kebahasaan teks naratif.

The texts shown above is an example of questioning step in the lesson plan taken from a lesson plan which is used in SMK N 1 Magetan. Students would ask about the social function, text structure, and language feature of a narrative text by the teachers' guidance.

2.2.2.3. Experimenting

Experimenting can be done through trying or exploring the knowledge or skills that have been found or learned. In this process, students try to use the new things that they have learned and try to implement them in the real life. This is an individual activity that is done collaboratively in the group. It is impoortant to remember that teachers' roles here are the facilitator and monitor. In this stage, students are given the chance to try and explore to reveal the meaning of the text being studied. Here, students' creativity is very important and their activeness arealso needed to interact with their friends and teacher.

The activities that can be done in this stage according to Permendikbud No 58 year 2014 are:

1) Collecting the facts that will be presented.

2) Experimenting and exploring for obtaining and selecting vocabulary, grammar, and the other language features to be able to communicate various fact that wish expressed and understood.

3) Paying attention, giving feedback, asking about the various statements made by their friends. This step is necessary to enrich and deepen comprehension of the text that learned.

4) Delivering verbal statements that have been planned in writing.

5) If necessary, write down every statement of all facts that wish expressed in the notebook respectively.

The example of experimenting step is shown below.

> Bereksplorasi
>
> - Peserta didik dibentuk untuk membentuk kelompok (3 atau 4 orang);
> - Guru memperdengarkan sebuah teks audio berbentuk naratif;
> - Peserta didik berdiskusi dengan kelompoknya terkait audio yang telah diperdengarkan

The texts shown above is an example of experimenting step in the lesson plan taken from a lesson plan which is used in SMK N 1 Magetan. It is shown that the students have to explore more the material through groupwork.

2.2.2.4. Associating

Associating stage is a process developing the ability to categorize and compare a wide range of ideas and events then put it into a fragment of memory. In this activity, the students are given the chance to link the information about the texts that is being studied with similar text in different form found in other sources for the goals of enriching and deepening the materials.

Look at a part of the lesson plan sample given below!

Mengasosiasi/ Menganalisis

- Dengan bimbingan guru, peserta didik berdiskusi dengan kelompok untuk menceritakan kembali isi teks audio yang telah diperdengarkan oleh guru dan menentukan struktur teksnya;
- Peserta didik memperoleh balikan (feedback) dari guru dan temannya tentang setiap yang dia sampaikan dalam diskusi.

The texts shown above is an example of associating step in the lesson plan taken from a lesson plan which is used in SMK N 1 Magetan. It is shown that the students have to associate their work with their friends. The feedback is given by both by the teacher and the students.

2.2.2.5. Communicating

Communicating stage is aimed at developing students' ability in presenting all of knowledge and skills that have been mastered or haven't been mastered yet, both orally and in writing. In this step, not only the ability in presenting the problem but also the problem that they faced in the previous stages

also can be known here. So, description of three aspect of curriculum 2013, students' attitude, knowledge and skills are described overall. Communicating stage includes other verbal interaction during learning process, oral presentation in front of the class or in groups, to publish in wall magazines, etc. The result of this activity can be individual or group works.

Berkomunikasi

- Peserta didik mempresentasikan hasil diskusi di depan kelas;

- Peserta didik memperoleh balikan dari guru dan teman tentang hasil diskusi;

- Peserta didik diminta melengkapi teks rumpang setelah mendengarkan sebuah teks audio berbentuk naratif secara individu;

- Peserta didik menjawab pertanyaan yang disajikan guru berdasarkan isi teks tersebut;

- Dengan bimbingan guru, peserta didik memeriksa hasil kerja individu secara bersama-sama;

- Peserta didik mengungkapkan hal yang sulit dan mudah dilakukan aat menangkap makna teks audio naratif.

The texts shown above is an example of communicating step in the lesson plan taken from a lesson plan which is used in SMK N 1 Magetan. It is shown that the students have to present the result of their discussion in front of the class to get feedback. The feedback is given by both by the teacher and the students. Another assignments or works are also done in this step.

2.2.3. Narrative text

Narrative text has been included in the every curriculum of almost all the education grade, especially in Junior High School and Senior High School.

Pratyasto (2011:32) stated, "Narrative text is a story with complication or problematic events and it tries to find the resolutions to solve the problems. Its social function is to tell a story and entertain or amuse as well as well as give a certain moral lesson to the readers. Narrative text is a text which contains about story and its plot consists of climax of the story then followed by the resolution".

2.2.3.1 Communicative Goals of Narrative text

Communicative goals Narrative text as described above is to entertain listeners or readers on a story or stories relating to the past experience of the real, imaginary or complicated events leading to a crisis, which eventually came to a solution.

2.2.4.2 Generic Structure of Narrative text

Any type of English text (genre) has the structure of the text on their own. Structure of Narrative text consists of four parts:

1) Orientation

 In the Orientation section contains an introduction or the introduction of a character in the story and when and where it happened.

2) Complication

In the overview section contains the emergence Complication crisis or problems experienced by the characters in the story that had to be solved.

3) Resolution

In the Resolution section describes how the characters of the story to solve the existing problems in the Complication. Usually there is more than one Resolution for the Complication.

4) Coda

Coda is the last part of the narrative text structure that contains the changes in the figures and the lessons to be learned from the story.

2.2.3.3 Language Feature of Narrative text

As the other text type, narrative text has some language features which make some characteristics, such as follows:

1) Using the Action Verb in the Past Tense form. For example: climbed, Turned, Brought, etc.

2) Using specific nouns as pronouns, certain animals and objects in the story. For example: the king, the queen, and so on.

3) Using Adjectives which form the noun phrase. For example: long black hair, two red apples, etc.

4) Using connectives and Conjunctions Time to sort events. For example: then, before, after, soon, etc.

5) Using Adverbs and adverbial Phrase to indicate the location of the incident or event. For example: here, in the mountain, happily ever after, and so on.

2.2.4. Teaching Documents

Learners cannot learn everything about a subject at once nor can they learn effectively from a random collection of unrelated items. Therefore, teachers need

to develop a systematic plan for course content which will lead to the desired learning outcomes.

Designing a course, or most known as lesson plan, is the process undertaken by the teacher to plan through a syllabus and to implement through methodology a particular course of study.

In Indonesia, lesson plan is known as RPP (*Rencana Pelaksanaan Pembelajaran*). Lesson plan is a detailed description of the individual lessons that a teacher plans to teach on a given day. Lesson plan is developed by a teacher to guide instruction throughout the day. It is a method of planning and preparation. A lesson plan traditionally includes the name of the lesson, the date of the lesson, the objective the lesson focuses on, the materials that will be used, and a summary of all the activities that will be used.

Lesson plans are the teachers' equivalent of a blueprint for a construction project. Unlike construction, where there is an architect, construction manager, and a myriad of construction workers involved, there is often only one teacher. They design lessons with purpose and then use them to carry out the instruction to construct skilled, knowledgeable students. Lesson plans guide the daily, weekly, monthly, and yearly instruction within a classroom.

Brown (2001:149) listed the format or essential elements of lesson plan that should be written in a lesson plan. The elements are written as follows.

1) Goals

Teacher should be able to identify an overall purpose or goal that they will attempt to accomplish by the end of the class period. This goal may be quite generalized, but it serves as a unifying theme.

2) Objectives

Objectives are most clearly captured in terms of stating what students will do. However, many language objectives are not overtly observable, and therefore teacher may need to depart from strictly behavioral terms for some objectives.

In stating objectives, it needs to be distinguished between terminal and enabling objectives. Terminal objectives are final learning outcomes that will need to measure and evaluate. Enabling objectives are interim steps that build upon each other and lead to a terminal objective.

3) Materials and Equipment

Good planning includes knowing what is needed to take to the classroom or to arrange in the classroom. It may include textbook, power point presentation, personal computer, LCD, etc.

4) Procedures

At this point, lessons clearly have tremendous variation. However, as a very general set of guidelines for planning, there are some terms for the lesson plan, includes:

a) An opening statement or activity as a warm up.

b) A set of activities and techniques

c) Closure

5) Evaluation

Evaluation is concerned with the quality and effectiveness of a whole course or program. Evaluation is an assessment, formal or informal, that made after students have sufficient opportunities for learning.

6) Extra-Class Work

Extra-class work is sometimes misnamed as homework. If it is warranted, needs to be planned carefully and communicated clearly to the students.

2.2.5. Assessment

Huba and Freed (2000:58) stated that "assessment is the process of gathering and discussing information from multiple and diverse sources in order to develop a deep understanding of what students know, understand, and can do with their knowledge as a result of their educational experiences; the process culminates when assessment results are used to improve subsequent learning".

Classroom assessment plays an important role in student achievement. Classroom assessment is the process of gathering evidence of what a student knows, understands, and is able to do. It can also help to identify students' learning needs.

There are four fundamental elements of student-centered assessment. The elements are shown on the diagram below.
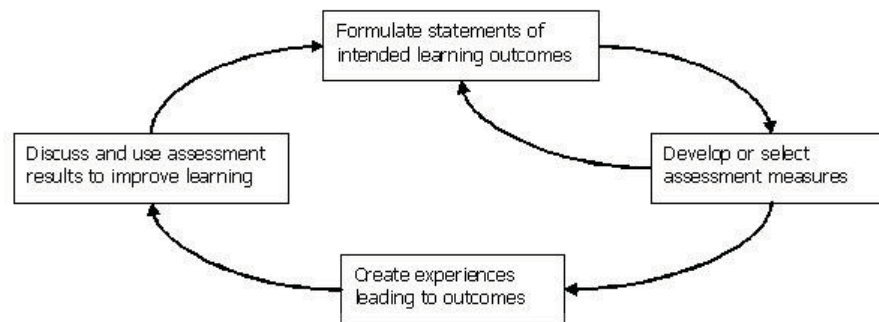
Diagram 2.1. Fundamental Elements of Student-centered Assessment

*Formulating Statements of Intended Learning Outcomes*is statements describing intentions about what students should know, understand, and be able to do with their knowledge when they graduate.

*Developing or Selecting Assessment Measures*is designing or selecting data gathering measures to assess whether or not our intended learning outcomes have been achieved. It includes:

1) *Direct* assessments – projects, products, papers/theses, exhibitions, performances, case studies, clinical evaluations, portfolios, interviews, and oral exams – which ask students to demonstrate what they know or can do with their knowledge.

2) *Indirect* assessments – self-report measures such as surveys – in which respondents share their perceptions about what graduates know or can do with their knowledge.

*Creating Experiences Leading to Outcomes*is ensuring that students have experiences both in and outside their courses that help them achieve the intended learning outcomes.

Discussing and Using Assessment Results to Improve Teaching and Learning is using the results to improve individual student performance.

Based on Permendikbud no. 66 year 2013 about Standard of Assessment, there are three things that must be considered in doing assessment, those are scope, technique, and instrument assessment.

a)   Assessment Scope

Assessment of learning outcomes learners' competences include attitudes, knowledge, and skills that are done in a balanced so that it can be used to determine the relative position of each learner against established standards. Coverage refers to the scope of assessment material, subject competence / competency charge / competency programs, and processes.

b)   Technique and Instrument Assessment

Techniques and instruments used for the assessment of the competence of attitudes, knowledge, and skills as follows.

1) Attitude Competency Assessment

Educators do attitude competency assessment through observation, self-assessment, assessment of "peer" (peer evaluation) by learners and journals. The instrument used for observation, self-assessment, and assessment of learners among participants is a check list or the assessment scale (rating scale), accompanied rubric, whereas in journals such as notes educators.

a)   Observation is an assessment technique conducted continuously using the senses, either directly or indirectly by using the guidelines observations contains a number of indicators observed behavior.

b) Self-assessment is an assessment technique by asking learners to express themselves advantages and disadvantages in the context of the achievement of competence. Instruments used in the form of self-assessment form.

c) Between all learners an assessment technique by asking learners to assess each linked to the achievement of competence. The instruments used in the form of student assessment sheets among participants.

d) The journal is a record of educators inside and outside the classroom which contains information on the results of observations about the strengths and weaknesses of learners related to attitudes and behavior.

2) Knowledge Competence Assessment

Educators assess the competence of knowledge through written tests, oral tests, and assignments.

a) Written test instrument in the form of multiple choice questions, stuffing, short answer, true-false, matching, and description. The instrument descriptions include scoring guidelines.

b) Instrument oral test in the form of a list of questions.

c) Instruments in the form of homework assignments and / or projects done individually or in groups according to the characteristics of the task.

3) Skills Competency Assessment

Educators assess competency skills through the performance appraisal, the appraisal that requires learners to demonstrate a certain competence by using the practice test, project, and portfolio assessment. Instruments used in the form of a check list or the assessment scale (rating scale) incorporating sections.

a) The test is a practice that requires a response in the form of assessment skills of an activity or behavior in accordance with the demands of competence.

b) Project is learning tasks (learning tasks) which include the design, implementation, and reporting in writing or orally in a certain time.

c) Portfolio assessment is an assessment done by assessing the entire collection of works of students in certain fields that are reflective-integrative to know the interests, growth, achievement, and / or creativity of learners within a certain time. The work can be shaped concrete actions which reflect the concern of the students towards the environment.

Assessment instruments must meet the following requirements:

1) The substance which represents competency assessed;

2) Construction that meet technical requirements in accordance with the shape of the instrument used; and

3) The use of language that is good and right and communicative in accordance with the level of development of learners.

The example of a good assessment can be seen in the appendices. The assessment are including attitude competency assessment, knowledge competence assessment, and skills competency assessment.

2.3. Theoretical Framework

Based on theoretical review, the writer can decide the theoretical framework. The study focuses on the implementation of Scientific approach in lesson plan of Narrative texts. The research will be conducted on SMA 1 Bae

Kudus which appliedScientific approach in Curriculum 2013 in academic year 2015/2016. The objective of this research is to analyse how Scientific approach is applied in teaching process of narrative text and find out the problem of implying Scientific approach in teaching narrative text.

By conducting the study, I hope that the result of the study will give advantages in improving the implementation of Scientific approach in creating the lesson plan. I also hope that this reseach will give advantages for teachers who teach English and English Education program students who implied Scientific approach in their teaching practices.

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┌─────────────────────────────┐
│  The implementation of Scientific │
│  Approach inthe Lesson Plan of    │
│  Teaching Narrative texts         │
└─────────────────────────────┘
              ↓
┌─────────────────────────────┐
│           Documents               │
└─────────────────────────────┘
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┌─────────────────────────────┐
│        Questionnaire              │
└─────────────────────────────┘
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┌─────────────────────────────┐
│           Analyzing               │
└─────────────────────────────┘
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Analyse how scientific approach is applied to the lesson plan of teaching narrative texts.

Find out the problem of implementing scientific approach in the lesson plan of teaching

Find out the solutions of the weaknesses from the point of view of the teacher

Find out the solutions of the weaknesses from the point of view of the researcher

Conclusion

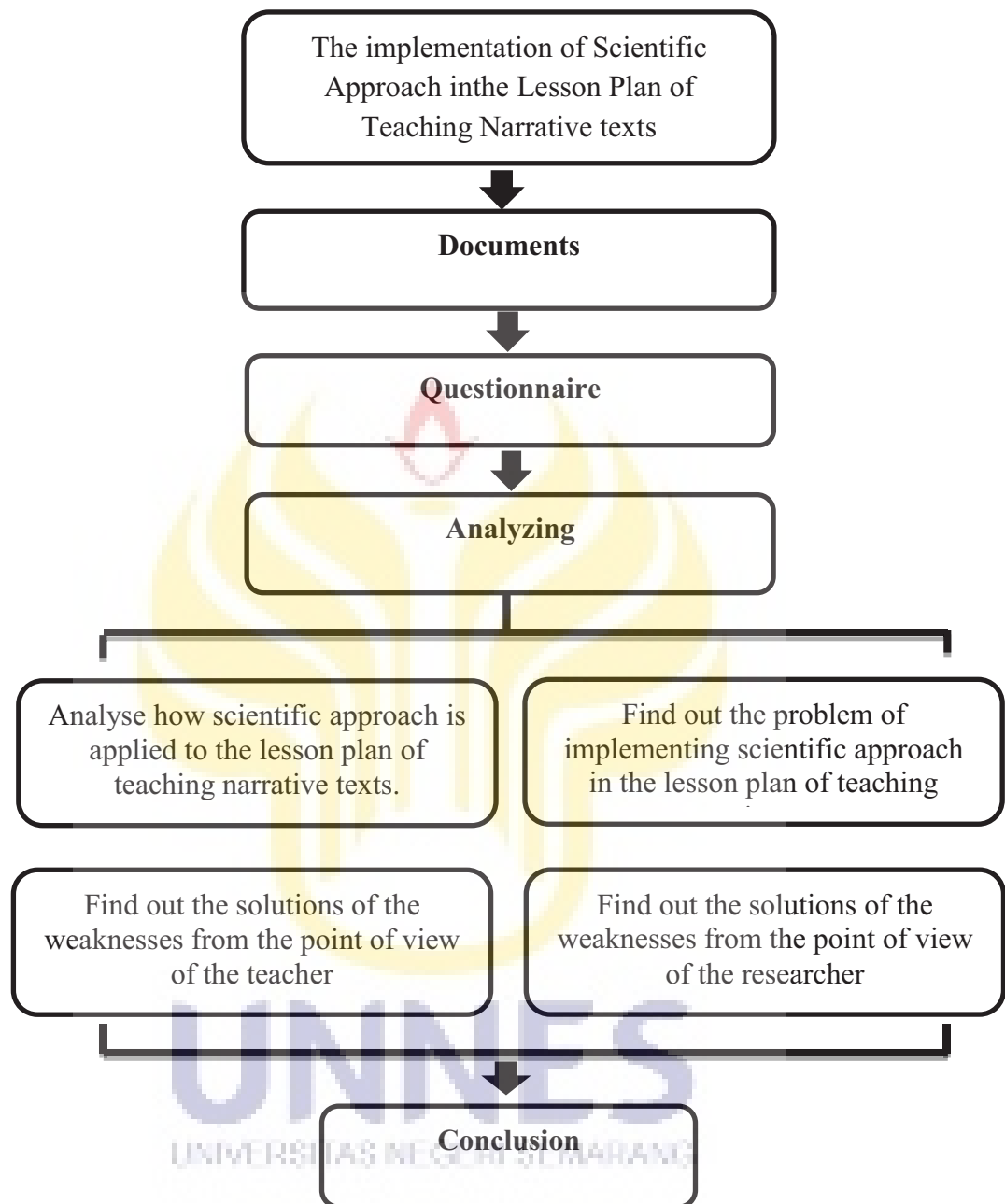**Diagram 2.2. Theoretical Framework**

CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter discusses the conclusions and suggestions of this final project. The conclusions reflect the result of the questionnaire which have been discussed in the previous chapter.

5.1. Conclusions

Based on the findings and the discussions, some conclusions are established as the answers to the research problems.

Scientific approach is a pedagogical approach used in undergraduate science classrooms where teaching and learning is approached withscience. The three teachers in SMA 1 Bae Kudus had implemented scientific approach in or Curriculum 2013 since 2014. It has been implemented wellin their lesson plans, although they still need revisions. The lesson plans of the three teachers were written in almost the same form. The lesson plans include all steps of scientific approach and give proper action or instruction in every step. The lack of the lesson plans is the assessment form which is not attach the complete assessment rubrics.

The implementation of scientific approach in the process of creating lesson plan faced some problems as follows:

11) It is hard to make lesson plans based on the Curriculum 2013 associated with differences of students (e.g. ability, learning style, motivation, talent).

12) It is hard to make lesson plans based on the Curriculum 2013 relating to encourage students to be active.

13) It is hard to make lesson plans based on the Curriculum 2013 relating to the provision offeedback and follow-up on students.

14) It is hard to make lesson plans based on the Curriculum 2013 because all the components of lesson plans should be integrated.

15) The lack of reference books on the development of teaching materials.

16) Not/less able to match the needs and interests of students in learning with teaching materials.

17) Not/less able to match the talents/abilitiesof the students with appropriate teaching methods.

18) Not/did not master the concept of learning as theory, learning methods / approaches.

19) No / insufficient time to make lesson plans for their teaching load is too high.

20) Not/did not master the assessment based on Curriculum 2013.

5.2. Suggestion

In order to implement the Curriculum 2013 on the lesson plan properly, the writer proposes the following suggestions:

1) For the English teachers

It suggested that the teachers should revise their shortages and improve their knowledge and skills especially related to developing a systematic and good lesson plan which is based on the rules stated in the Curriculum 2013's,

Standard of Process and Standard of Content, so that they are able to conduct effective, appropriate and interesting teaching-learning process for the students in the classroom. The teachers also should pay attentionon several things related to the lesson plansdeveloped; materials, methods of teaching, teaching activity, timeallocation determination, resources and assessment.Furthermore, it is suggested that the teacher should follow workshop or seminar of English language regularly in order to increase her concerntowards the quality of teaching and learning instruction as well as to boost the teachers' cooperation and discussion.

2) For other researcher

Since the assessment has many problem in this study and have not explained well, it is better for the other researcher to research on the assessment to be more specific. There are still many lacks of knowledge in the assessment based on Curriculum 2013 which is need to be improved more.

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