

## TABLE OF CONTENTS

STATEMENT OF AUTHORIZATION .....	i
PREFACE .....	ii
ACKNOWLEDGEMENT .....	iii
ABSTRACT .....	v
TABLE OF CONTENTS .....	vi
LIST OF TABLES .....	ix
CHAPTER I INTODUCTION.....	1
1.1 Background.....	1
1.2 Statement of Problems.....	3
1.3 Purposes of the Study .....	3
1.4 Scope of the Study .....	3
1.5 Significance of the Study.....	4
1.6 Clarification of Terms .....	4
1.7 Organization of Paper.....	6
1.8 Concluding Remark .....	6
CHAPTER II THEORITICAL FOUNDATION .....	7
2.1 Curriculum .....	7
2.2 English Curriculum in Indonesia.....	8
2.3 The 2013 Curriculum .....	8
2.4 Scientific Approach of 2013 Curriculum .....	9
2.5 Scientific Approach Principles in 2013 Curriculum .....	10
2.6 Process of Scientific Approach Learning .....	12
2.6.1 Observing.....	13
2.6.2 Questioning.....	13
2.6.3 Experimenting .....	16
2.6.4 Associating .....	17

2.6.5 Communicating .....	18
2.7 Learning Model in Supporting Scientific Approach Learning .....	18
2.7.1 Discovery Learning .....	19
2.7.2 Inquiry Learning .....	19
2.7.3 Problem Based Learning .....	21
2.7.4 Project Based Learning.....	22
2.8 The 2013 Curriculum Lesson Plan.....	25
2.8.1 Indicators .....	25
2.8.2 Objectives .....	25
2.8.3 Learning Materials.....	26
2.8.4 Learning Activities .....	26
2.8.5 Assessment .....	26
2.9 Previous Research .....	28
2.10 Concluding Remark .....	30
 CHAPTER III RESEARCH METHODOLOGY .....	31
3.1 Research Design.....	31
3.2 Site and Participants of the study.....	32
3.3 Data Collection Technique.....	33
3.3.1 Classroom Observation.....	33
3.3.2 Document Analysis.....	35
3.3.3 Interview .....	35
3.4 Data Analysis .....	36
3.4.1 Classroom observation .....	36
3.4.2 Document Analysis.....	37
3.4.2.1 Analyzing learning indicators, learning objectives and learning material .....	38
3.4.2.2 Analyzing learning model.....	40
3.4.2.3 Analyzing learning assessment .....	41
3.4.3 Interview .....	41

3.5 Data validity .....	42
3.6 Concluding Remark .....	42
CHAPTER IV FINDINGS AND DISCUSSIONS .....	43
4.1 Data from classroom observation.....	43
4.1.1 The Scientific Stage of Teacher A in Class A .....	47
4.1.2 The Scientific Stage of Teacher A in Class B .....	48
4.1.3 The Scientific Stage of Teacher B in Class C .....	48
4.1.4 The Scientific Stage of Teacher B in Class D .....	49
4.1.5 The Scientific Stage of Teacher B in Class E .....	49
4.1.6 The Scientific Stage of Teacher C in Class F .....	49
4.2 Data from Document Analysis .....	50
4.2.1 Analyzing learning indicators, learning objectives and learning material .....	50
4.2.2 Analyzing scientific approach and learning model .....	56
4.2.2.1 L1 Teacher A .....	61
4.2.2.2 L2 Teacher B .....	62
4.2.2.3 L3 Teacher B .....	62
4.2.2.4 L4 Teacher C .....	63
4.2.3 Analyzing learning assessment.....	63
4.3 Data from Interview .....	64
4.4 Concluding Remark .....	64
CHAPTER V CONCLUSIONS AND SUGGESTIONS .....	65
5.1 Conclusions .....	65
5.2 Suggestions .....	66
REFERENCES .....	67

## LIST OF TABLES

Table 2.6.2 Good Question Criteria .....	14
Table 2.7.3 Teacher, students and problem role in PBL.....	22
Table 2.7.4 The Traditional learning and PjBL differences.....	23
Table 3.3.1 Observation Time Table of Classroom Observation.....	34
Table 3.4.1 Observation sheet.....	36
Table 3.4.2.1 Learning indicators, objectives and material rubric .....	38
Table 3.4.2.2 Learning model and scientific process rubric. ....	40
Table 3.4.3 Interview's Questions .....	41
Table 4.1 Analyzing the scientific stages.....	43
Table 4.2.1 Learning indicators, learning objectives, learning material, and learning media analysis.....	50
Table 4.2.2 Scientific Process and learning model analysis .....	56