

Exploring English Teaching And Learning Writing Based On Scientific Approach At Eighth Grade

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Abstract

This research investigated the implementation of the scientific approach in English teaching and learning writing. This research aims to explore the implementation of a scientific approach and to identify the problems faced by the teachers and students related to the implementation of a scientific approach in English teaching and learning writing. In this research, the researcher used a descriptive qualitative method. The technique of collecting data was observation, interview, and documentation. The instrument of this research is the researcher herself. The results of the research show that the implementation of a scientific approach in English teaching and learning writing at eighth grade of SMPN 1 Karangsembung was well conducted by teachers but still not optimally. There are still many steps of activities that are often passed by teachers and the teachers still use the lecture method. Besides that, two factors faced by teachers in the implementation of scientific approach, internal and external factors. The internal factors include the teacher preparation in teaching such as still using the old method that was used in teaching. The external factors include the school preparation, such as the facilities provided by the school. Then, the problem faced by students is some students have low motivation in learning English. Therefore, they get difficulties mastering vocabulary. Moreover, the external factors in the teacher's strategy are not effective. It caused the students low enthusiasm and not interest in the learning process.

Keywords: Implementation, Scientific Approach, Teaching and Learning, Writing

A. Introduction

In education, the curriculum is the most important thing besides the teacher, tools, and others. The curriculum is used to become the basic concept in education and to be the indicator of the success of education. The phenomenon of curriculum change in Indonesia has ups and downs by the prevailing government policy, but each has its characteristics even though there is part of it still the same. The other researchers also said the same thing about the 2013 curriculum, where the implementation of it especially on making students more active was not easy. Dyah (2014) that students never got feedback on communicating, the students never did present their work entirely experimenting. From all of the curriculum that is exist each has a purpose for the development of Indonesian education. Each curriculum appears as the development of the previous curriculum, and the last curriculum as renewed curriculum because it is the perfection of all previous curriculum, but still, it has a problem on the implementation at school for teachers and also students.

The newest curriculum applied in Indonesian education is the curriculum 2013. The implementation of the curriculum 2013 is started in July 2013; however, it is still for certain

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schools and levels of education. The goal of the curriculum 2013 is to produce Indonesian people who are productive, creative, innovative, and effective through the empowerment of integrated attitude, skill, and knowledge. The 2013 curriculum introduced the scientific approach as the mandatory approach that should be implemented by the teachers in the teaching and learning process for all the subject research.

So, based on Permendikbud No. 65 of 2013 about the standard process of education, the preferred model of learning in the implementation of curriculum 2013 is Scientific Approach. A scientific approach is a teaching-learning that makes science a method or approach in the process of teaching and learning so that learning makes learners more active and creative. The scientific approach includes five learning components such as observing, questioning, experimenting, associating, and communicating. The application of a scientific approach to learning not only focuses on how to develop students' competence in conducting observation or experiments but how to develop knowledge and thinking skills to support creative activities in innovating or working. Therefore, an effort to apply the scientific approach in the learning process is often touted as a characteristic and becomes its power from the existence of the 2013 curriculum, which is interesting to learn and explore. The scientific approach is one of the strategies that teachers can use to improve the quality of the learning process. But the problems come out in its implementation especially on the language teaching as they found in some studies (Panjaitan. S, 2015).

The First study is the research conducted by Pahlevi (2014), he researched the English teacher in applying the scientific approach in teaching descriptive writing and his research also revealed the fact that is about how the students' response towards that teaching descriptive writing. This study was also conducted to examine the teachers' implementation of the scientific approach in descriptive text learning through curriculum 203. The result of this study revealed that the teacher had implemented five kinds of learning phases of the scientific approach in two meetings. Finally, the research through the findings of the research suggested the teacher be more creative in the questioning phase as well as he also guide the students to analyze and compare the model text with other examples of text-type in the phase of associating.

The Second is Sri Widayantri (2015) entitled "The use of Scientific Approach in Improving the ability of Writing Text Narrative Through Picture Series" from the results obtained that the average value of the cycle has increased significantly. The percentage of students who meet the aspects of the ability to ask in cycle I is 44.7 % and for cycle II 63.1 %. Percentage of students who fulfill initiative/creative aspect for the cycle I 31.5 %, at cycle II 42,1 %. Percentage of students who meet the curiosity aspect for the cycle I 26.3 %, in cycle II 36,8 %. Increasing the number of students who meet these aspects, from the cycle, I to cycle II is due to their mindset to build their knowledge. Referring to the action hypothesis proposed in this classroom action research, it can be concluded that the use of a scientific approach can improve the ability to write narrative text through the picture series for the students of class X IIS 2 Madrasah Aliyah Negeri Wonogiri Lesson 2014/2015.

The Third by M. Nanang Abdul Rahman (2017), the student of State Institute of Islamic Studies (IAIN) Syekh Nurjati Cirebon about The Implementation of Scientific Approach of 2013 Curriculum in English Teaching and Learning at Seventh Grade of SMP N 2 Sumber. From his research, he wrote that how the 2013 curriculum was implemented in that school, and they're so many problems toward this crucial subject, like teachers' preparation in teaching and learning

process, students and teachers' readiness toward the learning subject in the new method that forced up to the students.

The last research is by Anis Rosiyana (2018), also the students of State Institute for Islamic Studies (IAIN) Syekh Nurjati Cirebon about The Application of Scientific Approach in Teaching Speaking at Seventh Grade SMPN 2 Losari Cirebon. She concludes that in the implementation of the scientific approach the teachers still do not understand of scientific approach, there are still many steps of activities according to the scientific approach that is often passed and not by the lesson plan and observation checklist. Besides that, there are factors that constraints implementing a scientific approach to both internal and external problems. Like teachers less preparation and do not understand of implementation curriculum of 2013, the teacher doesn't make a lesson plan, less of learning media used, still using the lecturing method, less the effectiveness of time. Whereas another problem that the researcher found is an external factor that is textbook needs to improve.

Scientific Approach

Scientific Approach is a concept of teaching and learning which has a background about the method of teaching and learning which has a scientific characteristic. According to Hudson and Rudolph as cited in Atsnan and Yuliana Gazali (2013:2) that the scientific method was introduced to educational America at the end of the 19th century the emphasis of the laboratory method was referred to the scientific facts.

Definition of Writing

In studying English as a foreign language, writing is one of the productive language skills. Spratt, Pulvernes, and Williams (2005:26) states that writing is one of the productive skills which deals with conveying messages with the use of graphic symbols. According to them, writing is an activity to communicate one's idea by using letters, words, phrases, and clauses to form a series of related sentences. The definition shows that writing is conveying a message through a written text. On the other hand, writing is a communication between a writer and a reader with the use of printed symbols.

According to Harmer (2001:11), writing is a way to produce language and express ideas, feelings, and opinions. Furthermore, he states that writing is a process that what people write is often heavily influenced by the constraints of genres, and then these elements have to be presented in learning activities. From the ideas above, the researcher concludes that writing is a complex process for conveying or delivering ideas, thoughts, opinions, and feelings using a combination of letters in written language that other people can understand. It is complex because we have to consider the grammar, spelling accurately, punctuation meaningfully, linking ideas and information across sentences to develop a topic, etc. It means that the writer has to organize the sentence into a coherent text whole which is as possible and complete in it so that we can communicate successfully with the readers through the medium of writing.

According to (Douglas, 2000:339), the gradual recognition of writing as a process of thinking and composing was a natural byproduct of Communicative Language Teaching (CLT). With its emphasis on learner-centered instruction, student-student negotiation, and strategies-based instruction that values – the variability of learners' pathways to success and is appropriate for process writing. This facilitative role of the writing teacher has inspired research on the role

of the teacher as a responder to students' writing. As a facilitator, the teacher offers guidance in helping students to engage in the thinking process of composing, but in a spirit of respect for student opinion, must not impose his or her thoughts on student writing.

Teaching and Learning Process using Scientific Approach

Kemendikbud (2013) states that the teaching and learning process uses the scientific approach whilst teaching part. As we know, there are three parts of the teaching process pre-teaching (follow up), main teaching (whilst), and post-teaching. In the scientific approach, it consists of learning phases constructed from observing, questioning, collecting information, experimenting, associating, and communicating (Kementrian Pendidikan dan Kebudayaan, 2013). In this case, the steps of the scientific approach belong to whilst part. They are:

Observing

Based on the Syllabus of the 2013 Curriculum, the teacher can do several observing activities. The teachers ask the students to observe pictures, videos, or PowerPoint. Here, students and teachers are provided with objects, real objects, or phenomena. In addition, Hosnan (2014: 41) also states that the teacher facilities students to make observations, training them to pay attention (see, read, listen) to the main aspects of an object.

Table 1. Observing Activity

Learning Model Syntax	Learning Activities
Student Orientation To Problems	<i>Observing</i> Students are given motivation or stimulation to focus on the topic by: Seeing, Observing, Reading, Listening, Listening .

Questioning

Kemendikbud no. 81a the year of 2013, the teachers can do some activities to guide questioning step such as give the students a chance to ask about observation's object and lead the students to be able to give question dealing with it.

Table 2. Questioning Activity

Learning Model Syntax	Learning Activities
Organizing Students	<i>Questioning</i> Students are given the opportunity by the teacher to identify as many questions as possible related to the material and will be answered through learning activities .

Experimenting

To get authentic learning, learners have to do experiments. Experimenting is a method that is based on the scientific method to solve problems in detail to make the student get further information about the material given by the teacher. The students are expected to find other sources and get some information from them. They can get it through reading, or interviewing some informants.

Table 3. Experimenting Activity

Learning Model Syntax	Learning Activities
Guiding individual and group investigations	<i>Experimenting</i> Learners collect relevant information to answer questions that have been identified through activities: reading other sources, gathering information, practicing.

Associating

Associating is to describe teachers' and students' active participation in the classroom. Students must be more active to give more opportunities in learning. Kemendikbud No. 81a year 2013 notes associating as learning activities to process the information collected from the observation's result. In the context of learning, associating focused on students' learning activities.

Table 4. Associating Activity

Learning Model Syntax	Learning Activities
Analyze and evaluate the problem solving process	<i>Associating</i> Students analyze the teacher's input, responses and corrections related to learning .

Communicating

Communicating is also called collaborative learning. Kemendikbud No. 81a year 2013, communicating is activities to convey the result and conclusion of observation which based on analysis in the form of written, spoken or others. Besides that, in the communicating step, the students will convey their conclusion about the material given to be presented to the audience. It means that the students can share their thought in front of the class.

Table 5. Communicating Activity

Learning Model Syntax	Learning Activities
Develop and present the work	<i>Communicating</i> Students discuss to conclude.

B. Methods

The researcher used descriptive design in this research because this is focused on a certain phenomenon in the school. In this case, the phenomenon is the activities of teaching and learning English. The object of this research is the students in the eighth grade at SMPN 1 Karangsembung. The researcher takes a sample from the students of eighth grade and English teachers in eighth grade at SMPN 1 Karangsembung. It is about 40 students in one class and 2 English Teacher.

The instrument of this research is the researchers themselves because this research uses qualitative design research within use a descriptive qualitative. According to Moleong (2007: 168), the position of researchers in qualitative research is he is at the same time a planner, implementer, data collection, analysis, interpreter data, eventually he became reporter research results.

The techniques that used in this research are interview, observation, and documentation. In this research, the researcher observed the classroom activity which did by the teacher using an observation checklist made by the researcher herself. Besides that, the researcher used the interview technique to know the teacher's perception toward students' writing skills, the technique, the materials, the teaching media, and activities. It is also used to interview some samples of students after the learning process of writing in the class. The researcher also interviewed some students and teachers to know what are the difficulties that they faced in the teaching and learning process in the class. The documentation technique was used to strengthen other data collected. In this research, the researcher needs an observation sheet as written data in the learning process and also the picture of classroom activities.

Additionally, to analyze the data collected, the researcher used several steps, there are: first, the researcher collected the data (data collection). Data collection is done by conducting observation, interviews, and documentation to get complete data. Second, Data reduction was used to make the classification of data, the researcher made some classification to make the data suitable to the research question. Third, data presentation. This research presented the result of research using descriptive text, so all result was shown or presented by researchers' language based on the data collected. And the last, after the data is presented, the conclusion is drawn. There are three conclusions in this result. It is taken from the data presented about the result of research so the researcher concludes from it depending on the research question.

C. Findings and Discussion

Teaching and Learning Using Scientific Approach

The researcher found there is a learning process using a scientific approach which implemented in teaching and learning writing in the class. The stage of its approach consists of five-stage there are observing, questioning, experimenting, associating, and communicating. At some stage, the researcher found some weaknesses. Meanwhile, in this approach, the students should be more active. In the observation in the class, the role of the students is as a subject not as an object in teaching and learning. Moreover, the role of the teacher is as a center so the teacher gives more explanation in the class and the students just listen to what the teacher explains. This method is focused on the activity from the teacher to the students.

Based on the result of the observation, the researcher found some steps implemented by the teacher in teaching and learning writing in the class. Meanwhile, the implementation is not fully optimal because sometimes the teacher missed one step in the scientific approach. The researcher conducted the research twice, The first observation the researcher did the observation in VIII E class taught by Mrs. Elah on Wednesday 06th of March 2019. The material that was discussed was taken from a textbook entitled *When English Rings a Bell* with the topic *When I was a child*. In the second observation, the researcher did the observation in the same class that is VIII E class that was taught by Mrs. Elah on Thursday 28th of March 2019. The material that was discussed is different from the first observation when the researcher did the observation in the same class, in the second observation the material was taken from the textbook with the topic *Shopping List and Memo*.

Pre Teaching

In the first observation, from the beginning of the lesson, the teacher says the greeting to all students by using English to make a habit for students to use English and make sure that all students are in the class. After students are ready the teacher asks the students about

the material in the previous meeting and the assignment that related to the material at the previous meeting. But in the implementation, the teacher did not explain to the students about learning objectives to be studied and the teacher did not check the attendance of students.

In the second observation, the teacher also says the greeting to all students by using English to make a habitual for them to use English. Then, the teacher makes sure that all students are in the class by checking the attendance list of students. After students are ready the teacher asks the students about the material in the previous meeting. After that, the teacher informs the students about the material that would be discussed. But in the implementation, the teacher also did not explain to the students about learning objectives to be studied.

Whilst Teaching

Observing

In the first observation, the teacher presents the material for students to be observed in the class. The teacher in this study did several things to invite the students to engage in the step of observing. The teacher show the text that related to the material it is about when I was a child in front of the class. After that, the teacher asked the students to observe the structure and the tenses used in the text and translate it into the Indonesian language. Thus, students can know the meaning and the structure contained in the text. While in the second observation the teacher stands in front of the class and show the material by writing the material on whiteboard it is about shopping list and memo. After that, the teacher asked the students to observe the material by looking at the whiteboard. Meanwhile, the teacher guides the students by giving the meaning which unfamiliar or did not understand by students. The teacher used the media picture that drawing by self.

Questioning

In the first observation, the teacher does not allow students to ask questions. So that the students are quietly listening to the explanation from the teacher without any courage to ask about the material. There is only one teacher who is active no one student who engages. No one question was asked from students to the teacher. The students seemed that they have understood the explanation from the teacher. Besides that, in the second observation, the teacher also did not do anything activities that are stimulus students and the teacher did not allow students to ask what related to the material. The students just listen to the explanation from the teacher, but students seemed to understand the material that was already delivered by the teacher.

Experimenting

From the first observation, the students are assigned to join the experiment that is arranged by the teacher. The experiment here is arranged by the teacher in a form of sentences which is complete the blank to the complete sentence. In this stage, teachers do not form students in a group. Afterward, the teacher instructs each student to complete the missing word related to the material to the complete sentence with the correct structure on the whiteboard. But, the teacher just asks some students to answer the question on a whiteboard, not all students. Then, students read and find out the meaning of the sentence in the dictionary. The students seemed focused when looking for the answer. In this stage, the teacher formulates the purpose of the experiment well which is to focus on the content to give the

students topic for writing by giving them the background knowledge. Therefore, the step of experimenting done by students and teacher and the study run well. In the second observation, the teacher also did not instruct the students to make a group and discuss with their group. In the first activity, the students were instructed by the teacher to create a shopping list and memo based on their own experience. The students seemed very focused when they did their task although some students ask each other with their friends about the vocabulary that was used in their task. Besides that, the teacher also helps the students if the students get difficulties. The students are very active in this stage.

Associating

In the first observation, the teacher did not instruct the students to make a group and discuss with their group. In the first activity, the students were instructed by the teacher to create a shopping list and memo based on their own experience. The students seemed very focused when they did their task although some students ask each other with their friends about the vocabulary that was used in their task. Besides that, the teacher also helps the students if the students get difficulties. The students are very active in this stage. Meanwhile, in the second observation teacher did not do anything activities that are stimulus students. But, on the other hand, the teacher did other activities, such as mentioning the students one by one to come forward to read the text that was not related to the material. This activity did when the other students do the task from the teacher. So, there are two activities in the class and the situation is not conducive.

Communicating

The first observation, the activity in the classroom of communicating is through a written presentation which is presenting their result about completing the sentence using past tenses forms. Unfortunately, not all students can present their work in front of the class because the time is limited so that there are only some students that get the opportunity to come forward to the present. Because the time-limited and not all students did not get the opportunity then the teacher asks all the students to collect their books and give the score. Moreover, in the second observation, the teacher did not implement the stage of communicating. The teacher only asks the students to collect their books, because time is over. So, the students did not get the opportunity to present their work in front of the class.

Post Teaching

In the post-teaching activity, both of the first observation and the second observation the teacher did not give the conclusion about the material that was already explained and the teacher did not inform the students about the material that would be discussed in the next meeting. After that, the teacher only closes the lesson with the closing statement then says the greeting to all students.

The Problems Faced by The Teachers In Implementation Of Scientific Approach In English Teaching And Learning Writing At Smpn 1 Karangsembung. The researcher found some factors about the problems faced by the teacher in the implementation of the scientific approach in English teaching and learning in the class. There are categorized into two factors, Internal and External.

Internal Factors

Using the old Method/Approach

English teachers in SMPN 1 Karangsembung in teaching English in the class are still using the old method. From the further interview questions, the researcher tried to ask the questions about the method that was used when teaching in the class. Each teacher usually used the old method in the class, such as lecturing methods. Based on the interview with the teachers, sometimes there is some teacher that still used the approach from the previous curriculum and used the lecturing method because they still adapting to the new approach in the new curriculum and need more time to understand the new approach. Besides that, the students also still adapting to the new curriculum in the learning process. So, that is one of the reasons that the teacher still used the old approach in the teaching.

Teachers' Preparation

The readiness of teachers in implementing the 2013 curriculum is very important because the objective of the 2013 curriculum is to encourage the students to be better at observing, questioning, experimenting, associating, and communicating what they get after receiving the material. Based on the observation and the interview with the teachers, the researcher found that in implementing the scientific approach in the class the teacher is not fully implementing the five stages of the scientific approach. Because the teacher still adapting and does not understand the scientific approach of the 2013 curriculum. So that, the teacher does not always use the scientific approach in every meeting.

Lesson Plan

The lesson plan is needed to support the learning process because the lesson plan is a series of plans in teaching. The lesson plan can provide the teacher with what kind the material will be delivered to students and how the step teacher teaches in the class. From the depth interview, the teacher said that for the lesson plan they do not make a lesson plan by themselves, but they usually get the lesson plan for two-semester from the vice principal curriculum. So, they only implemented that in the class. On the other hand, making a lesson plan is the important thinking for the teacher before they are going to teach the students because the teacher should have the concept when they want to teach the students in the class and not just enter the class than teach the students or just follow the book or students worksheet as many teachers did.

Lack of Learning Media

Teaching media is one of the important things for the teacher to support the learning process in the class. The media of learning is used to make the students understand the material that the teacher is delivering. The media also can attract the student's attention to the teacher while teaching. Based on the observation in the class and the depth interview with both of the teachers, the researcher found that teacher of VIII E did not use the media in the teaching whereas the second observation used the picture as a medium to help the students in learning. The teacher said that they usually used the media that exists around the class.

The Effectiveness of Time

The researcher did the observation in VIII E class then found the problem of the teachers that is time allocation. The teacher is always running out of time when the target learners have not fully achieved. When the bell rings, the teacher immediately closes the lesson and

collected the task of the students. Besides that, both teachers should complete the five stages of learning of the scientific approach. The teacher has tried to manage optimal time but the learning objective is still not achieved.

External Factors

Incomplete Facilities

From the observation in the field, the researcher found some problems related to school in implementing the scientific approach. According to the teacher, she said that the problem is about the facility that can not facilitate the teaching and learning process because of the limited fund. So, it is still not realized. The common problem including the facilities and infrastructure in the school includes the use of language laboratory is not optimal. The language laboratory itself has the other function such as for a class because in this school there is deficiency class, therefore the students never trained their English skill besides in the classroom. On the other hand, the role of the language laboratory is important to support the students in language learning especially English learning.

Incomplete Textbook

The textbook is one of the sources of learning and teaching material that crucial thing used in learning. The need for a textbook in learning is must be improved as the school facilities and need to be improved quantity to can suffice some students in school. The teaching and learning process can run effectively if supported by the facilities of the school. Although textbook is not the only source of learning that can be used by teacher and students. According to the teacher of eighth grade in SMPN 1 Karangsembung, the school already supported a textbook for the teaching and learning process but the number of textbooks did not complete. Based on the depth interview, with the teacher, she said that the facilities of textbooks in the library are still not complete because there is only a little quantity so we usually use the students' worksheet (LKS) to support the learning process in the class.

From the statement above, the book that is used in the school need to be improved, because the 2013 curriculum textbook is not like the book in KTSP that skill of English is separated such as listening, speaking, writing, and reading but 2013 curriculum textbook is not separated but integrated. So, the teacher offered the solution that the book should be developed and become easier as the source of learning because the students expected to be able to speak English.

The Problems Faced by The Students In Implementation Of Scientific Approach In Learning Writing At Smpn 1 Karangsembung. The researcher found some factors about the problems faced by the students in the implementation of the scientific approach in English learning in the class. There are categorized into two factors, Internal and External.

Internal Factors

Less Motivation

Motivation is the most important thing for students in learning, especially in learning English. Because students that have high motivation can get a good result in learning but if the students have low motivation they difficult to get a good result from learning. So, the parents also get an important role for students to give the motivation and support the students in the learning process both in the school and in the home. Based on the observation in the class, some students have low motivation. It showed when the learning process run the students only listen to what the teacher said without asking the teacher

when they did not understand what related to the material. Sometimes, when the teacher asked the students to do the task the motivation in learning can do the instruction by the teacher actively, such as when the students get the difficulties the students directly asked the teacher and sometimes the students open the dictionary that the students bring. From the statement above, the teacher and parent have a big role to support the students of education, especially English. The teachers and parents should be always guided the students so students do not lose their motivation in learning.

Lack Vocabulary

Vocabulary is an important thing to do in learning English because by learning, memorizing, and understanding English vocabulary the students suppose to apply their vocabulary in writing, understanding the text, and communication. Many problems are faced by students to learn the English language such as mastering vocabulary. The students can not understand the connection between the new vocabulary they have learned with the function of the vocabulary or word, so they can not apply their new vocabulary in their mind by using it in the communication. Based on the observation in the class, the researcher found that if the students do not understand when they do the task they ask the teacher and the teacher always helps the students if they get the difficulties such as when the students do not know the meaning of some word or sentence. Then, every learning English the students never bring the dictionary to support their learning process in the class. From the statement above, the researcher concludes that the teacher should use the strategy in the English teaching and learning process that can increase the student's vocabulary, and besides that, the school should be able to provide and improve the dictionary for students to support the learning process in the class.

External Factors

Teacher's Strategy

Teachers' strategy is one of the ways that can make students enthusiastic when learning in the class. But, based on the observation in the class, the teacher did not use the strategy when teaching the students. It showed that students had low enthusiasm and some students seemed not interested in the learning process. The teacher should be something or a strategy that can make students enthusiastic. Such as showing the interesting media, making ice breaking, or another way that can make students confident and interesting when learning English in the class. In the teaching and learning process in the class, the teacher used the lecturing method when delivering the material so the teacher give a lot of explanations to students, and students were just silent and listen to what the teacher said. On the other hand, here students emphasized being a center in learning, not a teacher center. It can be seen that the teacher does not fully implement a scientific approach to the 2013 curriculum in the teaching and learning process in the class.

Based on the statement above, the researcher concludes that in the teaching and learning process especially in English, the teacher should improve the teaching strategy can be fun and joyful to make the students more active, interesting, and more confident when learning English in the class. The students also said that every teacher explained the material in front of the class sometimes it is a clear explanation but sometimes also the students do not understand clearly.

Book Reference and Dictionary

In the SMPN 1 Karangsembung, one of the problems faced by students is book references and dictionaries. The researcher found when did the observation both in the VIII E class that in learning English in the class students only supported with the students' worksheet (LKS), there was no other book as a reference that used in the learning process in the class.

As the teacher said based on the interview with the researcher, some English books in the library related to the 2013 curriculum but the quantity is less so only the teacher who used those books. For the dictionary, the school should improve the quantity to can help students in learning English and can make it easier for the students to improve their vocabulary. Meanwhile, the problem of the students itself is a lack of English vocabulary. Based on the statement above, the researcher concludes that the school should be improving all the aspects of facilities that can support the teaching and learning process in the class, especially for students. Started with a book reference, the dictionary, and the language laboratory.

Time Allocation

Time allocation of English lessons in SMPN 1 Karangsembung is two times in one week. Every meeting is about 45 minutes. When the learning process running the students feel so fast because they enjoy with that. Moreover, when the students do the task from the teacher but the task unfinished on the other hand the bell was ringing it means that the time is over, the students study with carefully. In addition, almost all the students did not take a lesson privately besides school. The students only depend on learning English in school. So, the students feel that time allocation that is already arranged by the school is less to learning English in the school.

D. Conclusion

After conducting the research about exploring English teaching and learning writing based on scientific approach at eighth grade of SMPN 1 Karangsembung, the researcher has been able to conclude that in the implementation of Scientific Approach in teaching writing at eighth grade of SMPN 1 Karangsembung is still in process of adopting. In the implementation in the class, the teacher was not fully implemented but the teacher still passed any stage of scientific approach. There are many activities of scientific approach that related to the lesson plan or the observation checklist often passed.

Besides that, there are two factors faced by teachers in the implementation of the scientific approach, internal and external factors. The internal factors include the teacher preparation in teaching such as still using the old method that was used in teaching. The external factors include the school preparation, such as the facilities provided by the school. Then, the problem faced by students is some students have low motivation in learning English. Therefore, they get difficulties mastering vocabulary. Moreover, the external factors in the teacher's strategy are not effective. It caused the students low enthusiasm and not interest in the learning process.

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