

**THE CHRONOLOGICAL SERIES OF SCIENTIFIC APPROACH ON  
“EXCUSE ME” AS THEME-PRESENTMENT  
(A Textbook Analysis for VIII Grade of Junior High School Published by  
Erlangga)**

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**Abstract**

The paper is entitled The Chronological Series of Scientific Approach on “Excuse Me” as Theme-Presentment (A Textbook Analysis for VIII Grade of Junior High School Published by Erlangga). This research aims to find out the chronological series of scientific approach on “Excuse Me” as theme-presentment. This research used a qualitative method. The problems in this research are: (1) How is the chronological series of scientific approach on “Excuse Me” as theme-presentment?. (2) How does the chronological series of scientific approach on “Excuse Me” appropriate with curriculum 2013?. The purposes of the study are : (1) To describe the chronological series of scientific approach on “Excuse Me” as theme-presentment. (2) To describe the appropriateness of the chronological series of scientific approach on “Excuse Me” as theme-presentment with the curriculum 2013. The writer focused to analyze the chronological series of scientific approach on “Excuse Me” as theme-presentment. The writer chose the instruments of to the interview English teacher and students questionnaire to support the result. The writer has interviewed the English teacher using the audio recorder to help collect interview transcripts. The writer has analyzed the result from analyzed textbook, interviewed English teacher and took conclusion from the students questionnaire. The result of this research suggests that “The Chronological Series of Scientific Approach on “Excuse Me” as Theme-Presentment” on English textbook entitled Bright An English Course for Junior High School Students in the eighth grade "Excuse Me" published by Erlangga has only four stages of the scientific approach, observing, information gathering, associating, and communicating. Whereas there was no questioning stage, so this textbook was not in accordance with the 2013 curriculum which had to apply the five-step scientific approach sequentially. Suggestion for publisher is that there is a need for evaluation in book writing in accordance with the 2013 curriculum, to cover the five stages of the scientific approach in sequence.

**Key words: Scientific Approach, Theme-Presentment, Textbook**

**Introduction**

English is very important to be used for communicating in the international world. Especially, in the current era of globalization we need to master English well. Because everyone is required not only to have a high education, but also special abilities or commonly called skills.

In language learning, English basically consists of four types of

skills, namely listening, speaking, reading, and writing skills. These four components will be studied in schools and English language training institutions. According to Helgesen (2003:24), listening is an active process and aims to understand what we hear. The more we hear, the more we can understand something. Brown (2004:140) defines speaking as productive skills

that can be observed directly and empirically, these observations are invariably colored by the accuracy and effectiveness of a test-taker's listening skills, which necessarily compromises the reliability and validity of oral production tests. According to Grabe (2009: 5), reading is a process which readers learn something from what they read and involve it in an academic context as part of education. Nunan (2003:89) states that writing is used to prove that the grammatical rule. Correct spelling, grammar, and overall organization is the most evidence of ability. For the reason, writing is always learned in any levels of English lesson.

In the world of education especially education in Indonesia, curriculum is a tool used for material development. Ministry of Education and Culture has determined that education in Indonesia must implement the 2013 curriculum. In the 2013 curriculum the implementation of the first English language was taught in the first grade of junior high school. The development of this curriculum from the KTSP curriculum or the 2006 curriculum became the 2013 curriculum. According to Reksiadmojo (2010:4), the curriculum is a set of regulatory plans regarding the purpose, content, and material of the lesson as well as the methods used as guidelines for the implementation of learning

activities to achieve educational objectives.

In the learning process, the 2013 curriculum used a scientific approach designed to make students developed concepts and principles actively through several steps. The steps were observing, asking questions, gathering information, associating, and communicating. Based on the Minister of Education and Culture Regulation Number 65 of 2013 concerning process standards, the preferred learning model in the implementation of the 2013 Curriculum is inquiry based learning (IBL), discovery learning (DL), project based learning (PJBL), and problem based learning (PBL). The 2013 curriculum design is also student-centered, so students are required to be more active, creative, and innovative.

The curriculum cannot be separated from textbooks, both of which are interrelated in the education system. Altbach et.al (1991) explain that textbook is a central part of education system. The textbook can help the teacher in teaching learning process, but also makes easy the teacher in explaining the material.

In essence, the textbook published by the Ministry of Education and Culture used in schools must have been in accordance with the sequence of steps in the scientific approach. Starting from observing, asking,

gathering information, associating, and communicating. Therefore, the writer did not take the textbook published by the Ministry of Education and Culture. In the end, the writer chose another textbook, namely a textbook published by Erlangga. The reason was that the writer wanted to know whether in the book published by Erlangga. The scientific approach steps have been coherent or yet.

## **Methodology**

### **A. Research Design**

The type of this research was a qualitative descriptive. According to Sugiyono (2013:13), qualitative research has the natural setting as the direct source of the data and writer is the key instrument.

### **B. Object of the Research**

The research object was an object which is used in conducting a research. In this research, the writer used the textbook as research object in conducting a research. This object of the research was English textbook for the eighth grade of Junior High School published by Erlangga. The writer focused on analyzing the chronological series of scientific approach on chapter I "Excuse Me" as theme-presentment.

### **C. Techniques of Collecting Data**

The writer used documentation, interviewing, and questionnaire to obtained the data.

The documentation is the English textbook "Bright An English Course Students" class VIII chapter "Excuse Me". The interviewing English teacher is consists of 11 questions. The students questionnaire is consists of 7 questions.

### **D. Techniques of Data Analysis**

After the data were gathered from the result of collecting data, then the writer read and analyzed the data. According to Miles and Huberman (1994:429), the process of data analysis consists of three parts. They are data reduction, data display, and data verification/conclusion.

## **Discussion**

To answer the two problems of the study, researcher analyze using documentation instruments, English teacher interviews, and student questionnaires. The document in this study was Bright An English Course for Students Class VIII English textbook published by Erlangga. The writer took one chapter namely the first chapter "Excuse Me".

To support data analysis, the writer conducted interview with English teacher and distributed questionnaires to eighth grade students at SMPN 01 Pekalongan to obtain accurate research results. The writer analyze "The Chronological Series of Scientific Approach on "Excuse Me" as Theme-Presentment" at Bright An English Course for Students Class VIII

textbook using the scientific approach theory by Mc Collum. According to Mc Collum there are 5 scientific approach, namely observing, questioning, gathering information, associating, and communicating.

The writer discusses the result of the research of the chronological series of scientific approach on “Excuse Me” as theme-presentment in English textbook for the eighth grade of junior high school

published by Erlangga. In English textbook entitled *Bright An English Course* for junior high school students on “Excuse Me” there are 13 activities students. The writer took those the activities students as the data. The students’ activities are described based on the chronological series of scientific approach in the table below.

Table 4.1  
 Research Finding

No	Instruments	Students’ Activities
1.	Observating	Activity 1 Listen to the dialogues.  Activity 2 Pay attention to the expressions printed in bold in the dialogues you have just heard. The expressions are used to ask for attention.  Activity 4 Listen to the complete dialogues. Match A and B based on the dialogues you hear.  Activity 5 Listen to the dialogues.
2.	Questioning	-
3.	Information gathering	Activity 6 Pay attention to the expressions printed in bold. Those are the expressions used to check for understanding and responding to it.  Activity 7 Fill in the bubbles with the expressions provided in the box.

4.	Associating	<p>Activity 8 Work in pairs. Discuss the following.</p> <p>Activity 9 Work in pairs. Read the situations. Create and act out dialogues and monologues based on the situations.</p> <p>Activity 10 Work in pairs. Arrange the following steps into the correct order.</p> <p>Activity 11 Work in pairs. Answer the following questions.</p>
5.	Communicating	<p>Activity 3 Listen to the complete version of the dialogues in Activity 1. Practice them with your friend.</p> <p>Activity 12 Work in pairs. Create a dialogue that includes the expressions of asking for attention and of checking someone's understanding. Then practise the dialogue.</p> <p>Activity 13 Try to use the expressions you have learned in this unit as often as possible.</p>

From the table above, it was shown that there were found 13 students' activities presented in English textbook published by Erlangga for the eighth grade junior high school. The chronological series of scientific approach on "Excuse Me" as theme-presentment based on the theory scientific approach by Mc. Collum (2009).

The result of this research suggests that "The Chronological Series of Scientific Approach on "Excuse Me" as Theme-Presentment" on English textbook entitled Bright An English Course for Junior High School Students in the eighth grade "Excuse Me" published by Erlangga has only four

stages of the scientific approach, observing, information gathering, associating, and communicating. Whereas there was no questioning stage, so this textbook was not in accordance with the 2013 curriculum which had to apply the five-step scientific approach sequentially.

**Conclusion**

Textbooks have a very important role in the learning process. In the 2013 curriculum applied a scientific approach, namely observing, asking, gathering information, associating, and communicating. Which in the textbook is expected to cover the 5 stages of the scientific approach.

The result of the study can give information about the chronological series of scientific approach in English textbook. It also can be used as references to the other who wants to do the similar research.

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