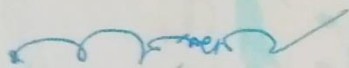


APPROVAL SHEET

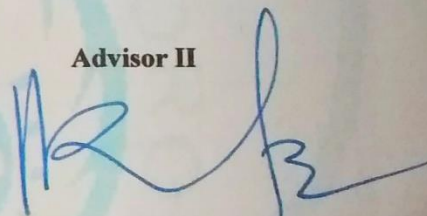
Name : Norzila Bt Amin
Student ID : 321 414 056
Department : English Education Program
Faculty : Letters and Culture
Title : The Instructional Approach delivered by English Teacher in EFL
Classroom based on K-13 Version

Advisor I



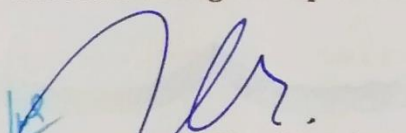
Prof. Dr. Hj. Moon H. Otoluwa, M.Hum
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Advisor II



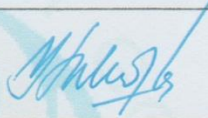


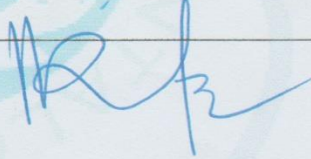
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LEGALIZATION SHEET**Date : July 16th, 2018****Time : 10.00 a.m****Examine : Norzila Bt Amin****Student ID : 321 414 056**

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2	Nurlaila Husain, S.S, M.Pd	
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THE INSTRUCTIONAL APPROACH DELIVERED BY ENGLISH TEACHER IN EFL CLASSROOM BASED ON K-13 VERSION

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ABSTRACT: *K-13 in indonesia still have an obstacles in its implementation especially for english teachers. It is because the unprepared teacher become the crucial problems in implement the various changes of teaching strategies. This research aimed to see the implementation of Instructional approach which is delivered by English teacher in EFL classroom based on K-13 version at SMPN 3 Limboto. More specifically, it is focused only in scientific approach. The participant of research only two English teachers with three times teaching in EFL classroom by used scientific approach. The researcher used observation sheet and interview sheet as the instrument. The finding of this research revealed that each participant implemented the entire indicator in scientific approach according to observing, questioning, associating, exploring and communicating. It is also shows that the participants got easier with scientific approach in EFL classroom based on their perspective. However, teaching and learning process being a simple so the participant did not use a lesson plan to teach in EFL classroom. It is recommended to other researcher conduct a similar research for using lesson plan on scientific approach.*

KEYWORDS: *K-13, The Implementation of K-13, Instructional approach, scientific approach, teachers perspective in scientific approach, K-13 in junior high school*

PENDEKATAN INSTRUKSIONAL YANG DIGUNAKAN OLEH GURU BAHASA INGGRIS DI KELAS EFL BERDASARKAN K-13

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ABSTRAK: Penerapan K-13 di Indonesia masih menghadapi banyak kendala terutama bagi guru bahasa Inggris. Hal tersebut dikarenakan guru tidak siap menghadapi masalah krusial dalam penerapan perubahan strategi mengajar. Penelitian ini bertujuan untuk mengetahui proses penerapan pendekatan instruksional yang dilakukan oleh guru bahasa Inggris di kelas EFL berdasarkan K-13 di SMPN 3 Limboto. Penelitian ini khususnya hanya terpusat pada pendekatan ilmiah. Partisipan penelitian hanya terdiri dari dua orang guru bahasa Inggris dengan tiga kali proses pengajaran di kelas EFL yang menggunakan pendekatan ilmiah. Peneliti menggunakan lembar observasi dan lembar wawancara sebagai instrumen penelitian. Temuan penelitian ini mengungkapkan bahwa masing-masing partisipan menerapkan seluruh indikator sesuai dengan pendekatan ilmiah yakni mengobservasi, menanyakan, mengasosiasikan, mengeksplorasi, dan mengkomunikasikan. Hal tersebut juga menunjukkan bahwa para partisipan mendapatkan kemudahan dengan menggunakan pendekatan ilmiah di kelas EFL berdasarkan perspektif mereka. Rupanya, proses pengajaran dan pembelajaran menjadi sederhana sehingga partisipan tidak lagi menggunakan rencana pembelajaran untuk mengajar di kelas EFL. Disarankan kepada peneliti lainnya untuk melakukan penelitian serupa terkait penggunaan rencana pembelajaran dengan menerapkan pendekatan ilmiah.

KATA KUNCI: K-13, Penerapan K-13, Pendekatan instruksional, pendekatan ilmiah, perspektif guru terhadap pendekatan ilmiah, K-13 di sekolah menengah pertama

