

**A THESIS**

**CORRELATION BETWEEN SCIENTIFIC APPROACH AND  
STUDENTS ACHIEVEMENT IN LEARNING ENGLISH ON  
ONLINE CLASS AT SECOND GRADE  
OF MAN PINRANG**



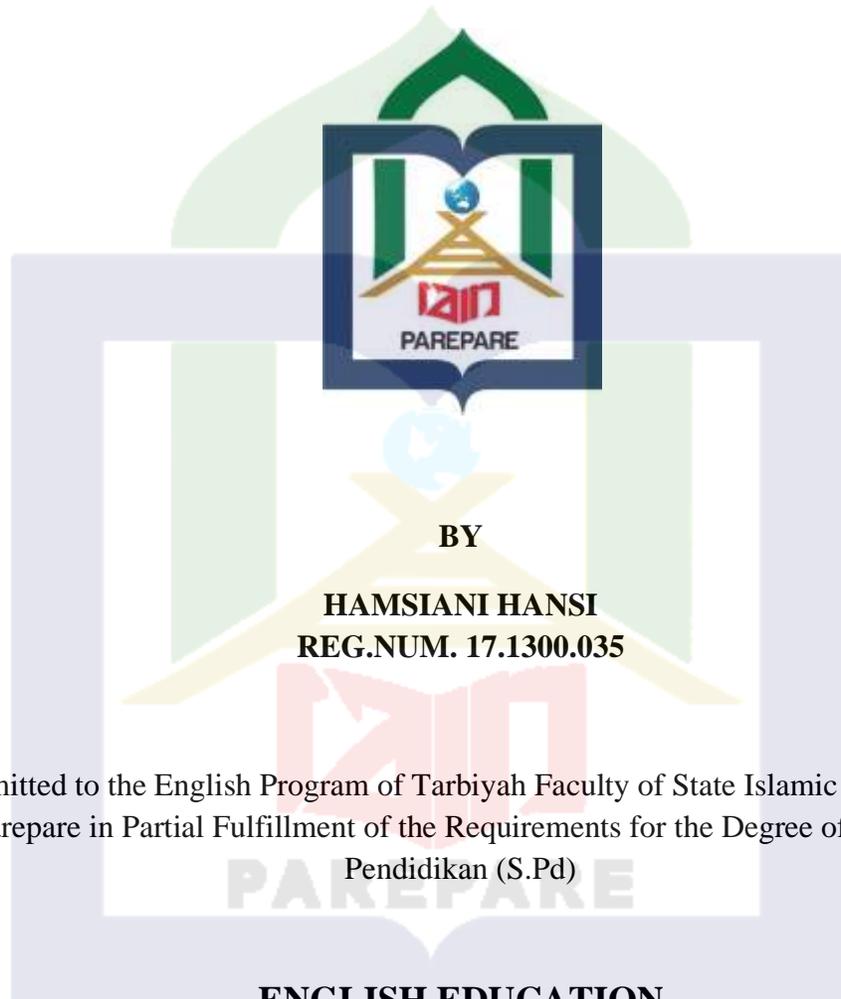
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**ENGLISH EDUCATION  
TARBIYAH FACULTY  
STATE ISLAMIC RELIGION INSTITUTE  
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OF MAN PINRANG**



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## ABSTRACT

Hamsiani Hansi, *Correlation between Scientific Approach and Students Achievement in Learning English on Online Class at Third Grade of MAN Pinrang* (Supervised by Rauf Ibrahim and Anwar).

The purpose of the research is to see the correlation between scientific approach and students achievement in learning English through online class at the second grade of MAN Pinrang. The focus of the research is Scientific Approach and students achievement in learning English through online class. In learning English process, it is necessary to use approach for the learning process, so that it needs approaches and one of them is scientific approach.

This research used quantitative method where the data collected from questionnaire that given to students and also documentation. Population of the research is students at second grade of MAN Pinrang, total sample is 80 students from 3 classes of second grade, the sample is taken with random sampling way. The technique of data analysis used coefficient correlation formula of Pearson product moment, it was analyzed statistically with SPSS 2.0 in the computer to discover the correlation between scientific approach and students achievement whether it has correlation or not.

Result of the research show that scientific approach and students achievement does not have correlation. After being calculated the correlation coefficient was 0,09 and the range is on 0.00-0.199 which is interpreted as no correlation between both variables.

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## CHAPTER I

### INTRODUCTION

#### A. Background

Outbreaks of the Corona Virus Disease or COVID19 widely in 2020 make the government should implement the lockdown. Places that have the potential to be a gathering of the mass like market, office, or school simultaneously closed so that people do not interact directly. The pandemic that took a long time to make a lot of activity stalled so that the leaders of the various countries provide a solution so that people working from home<sup>1</sup>.

In Indonesia itself, the government is implementing an online learning system. Minister Nadiem Anwar Makarim issued Circular No. 3 of the Year 2020 in the Educational Unit and the Number 36962/MPK.A/HK/2020 on the Implementation of Education in The Emergency Covid19 then the learning activities carried out online to avoid spread Covid19. Online learning is defined as the experience of knowledge transfer using video, audio, images, text communication, software with the support of the internet network<sup>2</sup>.

Inevitably, the teacher should change the direction in delivering and supervising students. Earlier in the learning offline the teacher is able to create a classroom atmosphere that is conducive because the class has a significant influence.

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<sup>1</sup> Ririn Dwi Wirest, Analisis dampak work from home pada anak usia dini di masa pandemi COIVD-19, Obsesi: Jurnal Pendidikan Anak Usia Dini, 5.1 (2020).

<sup>2</sup> Muhammad Yusuf Siregar dan Suharian Amiril Akbar. Strategi guru dalam meningkatkan kualitas mengajar selama masa pandemic COVID-19, At-Tarbawi: Jurnal Pendidikan, Sosial dan Kebudayaan, 2.12 (2020).

However, the condition of online learning made teacher difficult in control and keep the learning atmosphere because it is limited in the virtual space.

The change of learning culture also made students need time to adapt so that it affects the absorption of their learning. According to research conducted by Lina Handayani, students complained of interaction are less than optimal and learning environment that is less supportive. The learning content is also less accurate and the concentration of the students decreases so that the difficulty to focus in learning in the long term.<sup>3</sup> These things can have an impact on the quality of learning.

In the process of online learning, presenting the material with the selection of a good method would be very helpful. Besides, learning can be more effective if tailored to the intellectual ability of the students. Therefore, teachers should be patient in applying learning approach and models. To choose the approach in learning, teachers should pay attention to the four components<sup>4</sup>. The approach is defined as a point of departure or our point of view to the learning process. From these definitions, it can be said that the approach is the initial step of the formation of an idea that will determine the direction of the implementation of the idea is to describe a treatment that is applied to an object of study that will be handled<sup>5</sup>.

Approach that used in learning based on curriculum 2013 is scientific approach. Scientific approach is an approach which is based on science and

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<sup>3</sup> Lina Handayani , Kentungan, Kendala, dan Solusi Pembelajaran Online selama pandemi COVID-19, *JIEMAR: Journal Of Industrial Engineering and Management Research*, 19, no.1 (2020).

<sup>4</sup> Abdullah, Pendekatan dan Model Pembelajaran yang Mengaktifkan Siswa Institut Agama Islam Nurul Jadid Paiton Probolinggo, *Edureligia: Jurnal Pendidikan Agama Islam* 1, no.1 (2017)

<sup>5</sup> Hm Musfiqon dan Nurdyansyah, Pendekatan Pembelajaran Saintifik, (Sidoarjo: Nizamia Learning Center, 2015).

knowledges. The definition can be described as group of knowledges according to the agreed theory and can be systematically tested by a set of method recognized in certain field.<sup>6</sup> Indonesian education ministry tried to change the education's environment by applying scientific approach for teaching these days. By scientific approach students should be independent and can observing by themselves, questioning, collecting information, associating and good in communicating.

Especially on English language learning that become the focus of research. Because English has some of the skills the teacher is already supposed to be wise in determining the approach to make the learning English language more effective. Scientific approach in teaching English is quite important because the scientific approach is an approach that integrate students' attitude, skills, and knowledge. This approach also can increase students motivation to be more active in learning. Beside that, in teaching English with Scientific Approach give stimulating to students to questioned related to material, give comparison of the recent materia, and could translate the difficult words found by the students.<sup>7</sup>

However, based on the reseach that done by Imas Kurniasih and Berlin Sani, Scientific approach is not applied 100% yet by the teacher because there are so many

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<sup>6</sup> Noeng Muhadjir, *Metodologi Penelitian Kualitatif Pendekatan Positivistik, Rasionalistik, Fenomenologik, dan Realisme Metaphisik Telaah Studi Teks dan Penelitian Agama*, Yogyakarta: Bayu Indra Grafika, 1998

<sup>7</sup> Ali Sofyan, "The Implementation of Scientific Approach in English Teaching Based on Curriculum 2013 in SMK Negeri 2 Sragen in the Academic Year of 2015/2016" (Skripsi Sarjana; English Education Department: Surakarta, 2016)

teachers lack understanding of the concept<sup>8</sup>. Some teachers that can not understand fully about the approach still used the old way in teaching.

But According on the preobservation that is done before the research, English teacher in MAN Pinrang mentioned that students got the marks which passed the study KKM, they got marks above the 75 in learning English through online class, most of the students in the second grade got marks 80 and it is quite high marks. As in the class while studying normally, students marks increase as well.

Based on that background, the researcher aims to find about the scientific approach whether it is correlated to the students achievement in learning English through online class or not, so the researcher do the research with title "**The Correlation Between Scientific Approach and Students Achievment in Learning English on Online Class at Second Grade of MAN Pinrang**"

#### **B. Problem Statement**

1. How is the scientific approach in teaching English through online class?
2. How is the students achievement in learning English on online class?
3. Is there correlation between using scientific approach and students achievement in learning english on the online class at third grade of MAN Pinrang

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<sup>8</sup> Hul Husna, "The Implementation of ScientifiC Approach Dealing with Students' Writer Skill at SMA Negeri 9 Makassar" (Degree Thesis; English Education department: Makassar, 2019)

### **C. Objective of the Research**

After the formulation of the problem described above, the purpose of the study are as follows

1. To know the scientific approach in teaching English through online class
2. To know the students achievements in learning English in online class
3. To know the impact of scientific approach toward students achievement in learning English in online class

### **D. Significance of the Research**

1. Theoretical benefits

This research is expected could give big benefits and contribution to the education especially in Madrasah Aliyah Negeri Pinrang. Besides that, this research is expected to give addition and to see the effectiveness of scientific approach during online learning and help the researcher to discovered new concept that could help in developing the education.

2. Practice benefits

- a. To teacher

The results of the research is expected can be used by teacher to help in teaching english to the students specially during online learning.

- b. To students

The result of the research can be useful to increase their activeness in learning English during online class.

- c. To researcher

The results of this research can be a new foundation for the next research in future.



## CHAPTER II

### LITERATURE REVIEW

#### A. Review Related Literature

Siti Azizah, Eko Ariwidodo, Iswah Adriana in the research Implementasi Pendekatan scientific dalam pengajaran bahasa inggris kurikulum 2013 di SMPN 1 Pamekasan, the researchers are studying about the implementation of scientific approach in teaching english and aim to see how the teacher use it in teaching and the result of the research is teacher still get difficulties in questioning step of scientific approach.

Diki Atmarizon and M. Zaim in the research of the implementation of scientific approach in teaching english at the tenth grade of senior high school 7 Padang, aims to investigate the extent of the scientific approach implementation in SMAN 7 Padang. The result of the research is teacher only used 69% step of scientific approach in teaching English and fully follow the step.

Naeklan Simbolon in the research the Influence of Learning Approach and verbal ability on the ability of English-speaking students, the study found that students have a significant difference in speaking when the teacher uses the right approach in the learning process. Using this approach makes the students more active in the learning process and they are helped in build their knowledge.

The Study is done by Abdullah with a title of approaches and learning models that enable these founds that teachers approach can boost students activeness when it is done with the right choice, the most common approach is learning together, group

investigation, academic constructive controversy, jigsaw procedure, and students team achievement divisions.

## **B. Some Pertinent Ideas**

### 1. Scientific Approach

Approach defined as a point of view towards learning process and it is in generally<sup>1</sup>. Approach is step of action that patterned and organized based on some principles, approach also can be seen as step that sistematically directed into achieving goals. The pattern of action from approach is built on principles so that organized actions can run consistently towards achieving goals or solving problems specially in education.

While Scientific means a word that have connection with science. Scientific can be explained as things that related to exact science whether it is method or principles<sup>2</sup>. Based on the definiton we can say that scientific is things that always based on science, it is action that people do based on science rules.

In education, there is called learning approach. The learning approach itself means a collection of methods and the way that used by teaches in teaching. In strategy exist some of the approaches, in approach exist some of the methods, in the method exist some techniques, in technique exist some tactics learning.

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<sup>1</sup> Abdullah, "Pendekatan dan Model Pembelajaran yang Mengaktifkan Siswa" *Junal edureligia*, vol. 01 (2017)

<sup>2</sup> Merriam Webster, "Scientific meaning"(New York Ties: 2021) <https://www.merriam-webster.com/dictionary/scientific> (6 oktober 2021). (Catatan: 6 Oktober adalah tanggal ketika situs tersebut diakses)

Applying all of those learning activities will create a learning model<sup>1</sup>. In other definition, a learning approach is a view toward the learning process that refers to the occurrence of the common process and it consists of inspired, strengthening, or even as a background for learning the method. From another study, it argues that the learning approach can be interpreted as a starting point towards the learning process. Another researcher also defined that the learning approach is a point of view in seeing the problem in the learning process.

The main variable in learning activities is the students and the teachers. The learning process will not continue without the two main variables. Based on the two variables, there are two approaches, it is the approach oriented to the teacher (teacher-centered approach) and the learning process that is oriented to the students (students centered approach).

The approach that is oriented to the teacher places students as objects in learning activities and this kind of activities usually known as classic or conventional learning. The teacher that uses this approach places themselves u.s. person all-knowing and as the only source of learning.

While the approach that is oriented to students is the process that places students as learning objects and the activities are modern. This learning is determined by the students and they have opportunities and potential in

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<sup>3</sup> Hm Musfiqon dan Nurdyansyah, 'Pendekatan Pembelajaran Sientifik' Sidoarjo: Nizamia learning, 2015.

developing activities based on their interest and desire. The criteria of this approach are students' involvement in planning the learning process and also evaluating the learning outcomes.

One of the approach that is oriented to the students is the scientific approach. Scientific approach is the new and integral part of curriculum 2013. This approach is one of the government approach in improving the learning process in Indonesia.

The scientific approach means basic concepts that inspired or the background of the formulation of teaching methods by applying scientific characteristic. Scientific approach defined as an approach that has the nature of science or it could be defined as collection of knowledge based on theories that are agreed upon and can systematically tested by a set of methods recognized in the art.<sup>4</sup>

Scientific approach is approach that pushed students to be more active in learning process and be more independent. Learning process with this approach put teacher just as the contributor. Scientific approach involved science nature such as encourage students to think scientifically and carry out activities based on science. Students have to know observing and solve the problems they face based on science.

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<sup>4</sup> Nur Kholifah, Pendekatan Ilmiah (Scientific Approach) dalam pembelajaran pendidikan agama islam dan budi pekerti kurikulum 2013: Studi analisis berdasarkan paradigma positivistik. *Jurnal Cendekia*, vol.5, No 1, 2019.

This approach is part of a pedagogical approach to implementation of learning in the classroom that underlies the application scientific method. understanding the application of a scientific approach in learning not only focus on how to develop competencies learners in making observations or experiments, however ho to develop knowledge and thinking skills so that it can support creative activities in innovating or work.<sup>5</sup>

Learning with a scientific approach is a learning process designed in such a way that students actively construct concepts, laws or the principle through the stages of observing (to identify or find problems). Formulate problems, propose or formulate hypothesis, collect data with various techniques, analyze data, draw conclusions and communicating found concepts, laws, or principle.<sup>6</sup>

The propose of scientific approach are to improve students intellectual, developing students skill in solving problems systematically, creating learning condition where students feel study is need, high academic results, to train students in communicating their ideas specially in writing scientific paper, and the last purpose is to improve students characteristic.

a. Characteristic of Scientific Approach

The characteristic of scientific approach generally there are five. These are; Systematic, means a research must be compiled and carried out sequentially

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<sup>5</sup> Hm Musfiqon dan Nurdyansyah, "Pendekatan Pembelajaran Sientifik" Sidoarjo: Nizamia learning, 2015.

<sup>6</sup> Wuwuh Asrining Surasmi,, Penerapan Pendekatan Sainifik dalam Proses Pembelajaran Kurikulum 2013, Conference paper, 2016.

according to the correct patterns and rules, from easy and simple to complex. Logically, it means it is reasonable and based empirical facts. Empirical, a study is usually based on everyday experience. Objective, it means that study is avoiding subjective aspects, namely do not mix it with values. Replicative, means that a research that has been done must be tested returned by another researcher and should give the same result if carried out with the same methods, criteria, and conditions.<sup>7</sup>

The others characteristic of scientific approach are the learning process is students centered. The teachers only become facilitator in learning process. Scientific approach also involved science process and involved cognitive process in stimulate students intelektual, especially in high level thinking. Besides that, the characteristic is using to develop students character.

b. The Implementation of Scientific Approach in Learning

The implementation of scientific approach generally alike with the other approaches, it is started with preliminary, main activity, and closing. Preliminary process directed to settle students understanding about the importance of learning material that will be delivered by teacher so that they will be more curious. This curiosity can be the big motivation for them to search the knowledges and thinking critically. In the main activity that is learning experience is the time for students to study scientifically. Therefore, teachers in planning the learning

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<sup>7</sup> Limas Dodi, Filsafat Ilmu: sebuah pengantar dari Brfikir, Agama, Sosial, Politik, hingga Ekonomi, Kediri: Azhar Risalah (2019).

process have to design the learning process systematically according to science step. While the closing, students will be directed to validate their subject.

c. The Learning Step of Scientific Approach

There are few steps of learning using scientific approach, the steps are observe, questioning, experimenting, associating and communicating.<sup>8</sup>

1) Observing was the activity to introduce the learning materials to be learned.

The students is given big chance to organize and be acquainted with the things to be learned. The observing activity is done with reading, listening, watching with or without tools. For the English learning observation can be done through the activities of seeing the object from reading, and listening.<sup>9</sup>

2) Ask question is the step also called questioning. This step where the students have the chance to ask question about something they want to know and to clear their curiosity. This step also show how students focus and their interest in the learning material and this step also encourage students to be more open giving ideas or developing their social tolerance.<sup>10</sup> This step is where students questioning about the information that they could not understand by themselves or just to get addition information from what they have observed.

<sup>8</sup> Hosnan, 'Pendekatan Saintifik dan Kontekstual dalam Pembelajaran Abad 21: Kunci Sukses Implementasi Kurikulum 2013, Ghalia Indonesia, 2014.

<sup>9</sup> M.Zaim, 'Implementing Scientific Approach to Teach English at Senior High School in Indonesia' Canadian Center of Science and Education' 34.13 (2017)

<sup>10</sup> Direktorat Jenderal Pembinaan Sekolah Menengah Pertama, 'Panduan Proses Pembelajaran' Jakarta: Kementerian Pendidikan dan Kebudayaan Indonesia, 2016.

- 3) Explore, this step is process where students thinking logically and systematically of the empiric facts to conclude some knowledge. In this step, students will read another source, observe another object or incident, and do interview with the related source. In this step students will collecting informations to answer questions or to share it in class.<sup>11</sup>
- 4) Associated, this step is students will do the experiment to improve any aspects such as attitude, skills, and knowledge. This step is aim to improve their learning results. In learning English this step where students will formulating patterns, finding answer for the formulated questions and drawing conclusion.
- 5) Communication, in this step, students will communicate their work and giving their answer. This last step usually involve teacher to clarify the answers of students and give them correction. This communicating can be done also in a form of group presentation. This is step will provide feedback and correction.<sup>12</sup>

## 2. Teachers

The teacher is one of the main factors in creating skilled future generations which had good quality in education and in behavior. Therefore teacher is not a simple profession. Based on the Constitution article 1 paragraph

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<sup>11</sup> Sri Sarwati, 'Scientific Method in English Language Teaching' Jurnal Informatika 13, no. 12 (2016)

<sup>12</sup> Priyana Joko, 'The English language teaching steps based on the scientific method' International Conference, 2014.

1 teacher is an educator with the main task of educating, guiding, directing, teaching, assess and evaluate. The definition of the teacher in the context of Javanese philosophy is considered as a person that is not only tasked for educating and transforming knowledge in the classroom but more than the source of information for the development of community progress towards a better direction. The teachers' job is not only limited in the classroom but it is more complex. Teachers also are the people who have authority and have a responsibility to guide the students. Backgrounds education for the teacher is not always the same.<sup>13</sup>

a. Teacher requirements

To become a teacher especially in formal education, the conditions must be fulfilled by the prospective teacher. The teacher must be good in mental health and physically. The characteristic of being a teacher must be truly talented, good at the point language, kind and strong, likely respected by students, have stable emotions, not sensitive and calm, honest, and having great social character. From a legal all prospective teachers must be at least finished with a bachelor's degree.

Based on the Constitution No. 20 Year 2003 and the Indonesian government laws No. 19 year 2005 about the teacher standards, the requirements to be a teacher is ; 1) the teacher should have the academic qualification and competence as learning agents and have the competence in achieving the national

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<sup>13</sup> Yosep Aspat Alamsyah, *Expert teacher*, Terampil: Jurnal Kependidikan Islam, 3, no.1 (2016).

education purpose, 2) the Academic qualification is proven by a certificate of education which is relevant with the conditions, 3) the Competent in. learning agent in any grade, the competence consist of a pedagogic, personality, professional and social, 4) People that want to be a teacher without the certificate can take a test to become a teacher.

Others requirement teacher needs are mental, physical health and also intellectual. This requirement is crucial because the teacher that has a physical problem or having disabilities will face trouble in carrying out their duties as educators. Besides, the reason the teacher must be healthy because it will avoid the students infected by any disease in the case if the teacher has the infectious disease.<sup>14</sup>

In another side, mentality must become a consideration because a teacher should become a good example for the students and society. Teachers should have a good attitude, not arrogant, and friendly. Apart from that, the teacher is considered as good if they obey their religious rules.

The requirements imposed on the teacher are reasonable and possible understood. In developing human resources through education, the teacher becomes the backbone and spearhead and has a strategic and significant role. Because strategic and significant. Human resource development is expected to be maintained and sustainable. Thus, the availability of quality human resources for

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<sup>14</sup> Yosep Aspat Alamsyah, *expert teacher*, Terampil: Jurnal Kependidikan Islam, 3, no.1 (2016).

the development of this nation and state will be the as maintained and sustainable as it is mandated by the constitution of this Republic.

b. Expert Teacher

The Expert teacher is a professional teacher or teacher that has competence based on the applicable regulation. Seven skills make an expert teacher; expert teachers have content knowledge, pedagogical knowledge, pedagogical content knowledge, well-organized knowledge, interrelated knowledge, efficiency, creative.<sup>15</sup>

Teachers have content knowledge means that the teacher, expert in their subject. Mastery of the subject matter is an absolute price for an expert teacher. Mastery of the subject matter can be obtained by a teacher through his formal education.

Expert teachers have pedagogical knowledge it means that expert teachers have to experts in learning knowledge or pedagogical. The pedagogy referred to general pedagogy. Among them is the knowledge of how a teacher motivates his students, manage students in the classroom, how to design and administer the test.

Expert teachers have pedagogical-content knowledge, it means that the teacher is an expert if they can master the knowledge of teaching related to their subjects. In other words, teachers should have the skills to teach the subject. The aspect of this competence is to understand the theory and principle learning in

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<sup>15</sup> Stenberg and william, Educational Psychology, New York: Pearson, 2009.

teaching the subjects and to apply various approaches, strategies, methods, and techniques in learning.

Expert teachers have well-organized knowledge, an expert teacher has well-organized knowledge. And one of the indicators of this competence is the ability of a teacher in planning the material of subjects.

Expert teachers have interrelated knowledge, the expert teacher should know the social context and politics in the teaching place. The teacher needs to know and have so much knowledge because they have to face different students from different backgrounds. Based on the different backgrounds, they have different interests in the learning process so teachers have to find a way to embrace the difference.

Characteristic of teacher that makes them be considered an expert teacher is having good habits behavior whether in school or out of school. Having a good personality such as patience, friendly, empathetic, compassionate, and objective also important for someone that has this profession.<sup>16</sup>

c. The teachers' role

The teacher is an important part of learning, therefore, teachers have an important role in the process of teaching and learning. A teacher is a determinant of improvement of the quality of national education. Professional teachers will position themselves as facilitators, in carrying out this role the teacher to be

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<sup>16</sup> Kunandar. *Guru Profesional: Implementasi KTSP dan sukses dalam sertifikasi guru*. (Jakarta: PT. Raja Grafindo Persada, 2007)

someone who gives direction to students and facilitated the learning process as well as provide motivation to learn.

Besides, the role of a teacher becomes a manager in the classroom, as a manager then the teacher in charge of regulating the course of the learning process so that students can understand better both in the classroom and outside the classroom. The role of the most commonly known that teachers as teachers or educators, where the teacher transfers knowledge to students and provides a good example to the students. Besides, it also plays a role as a leader, they are required to have a command of English to be able to communicate well with students and the community.

### 3. Student achievements

Students achievement is where the knowledge, behavior, and skills already fulfill the target in the criteria of that three aspects.<sup>17</sup> Students achievement also can be defined as complex relation between the students behavior and the successful of students in school. Beside that the achievement can be seen from the skills of students how they master the subject in school and how they behave nice.

Other definiton of students achievement is the result of learning in the academic that shows the skills and performance of students in mastering the

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<sup>17</sup> Nasution, Metode Penelitian Naturalistik Kualitatif, Bandung: Tarsito (2003)

cognitive, affective and psychomotor.<sup>18</sup> The skills that has mentioned are thinking capability, knowledge, recognition, attitude, emotions and feelings. The achievement can be measured by the skills and competence score. It is also can be said as students success in learning by seeing the level of the scores.

The achievement of students can be seen or it is depends on how they master the subject that teacher gave, the achievement will be shown up if we measured it through test or skill test, usually in the educational system the achievement of students measured through exams that known as National Examination. This examination is an indicator of achievement for the standard competency.

For students achievements there are soe factors that aeffected it, and those factors devided into two part which is the first one called internal factor and the second is external factor. Internal factor is the factor that come from the students itself while the external factors are things around the students like their environment.<sup>19</sup>

a. Internal factors of students achievement

1. Intelligence

Intelligence is an ability of human to learn something, to understand and to inteact with everything around. Intelligence is one of most important

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<sup>18</sup> Ramli Bakar, The Influence of professional teachers on Padang vocational school students' achievement, Yogyakarta: Kasetsart Journal of Social Sciences, 2018.

<sup>19</sup> Yucel Seda. An Analysis of the Factors Affecting Students Achievement.. World Applied Sciences Journal; IDOSI Publications. 2007. <http://www.idosi.org> (24 october 2021)

aspect in human life.<sup>20</sup> Intelligence have big effect on students learning achievement because from the intelligence students will be able to understand the material that deliver by teacher.

## 2. Students' interest

Interest is curiosity about someone or something and this sense usually come from humans mind to push them looking for more information.<sup>21</sup> Personal interest always grown in each humans mind and this interest affected human in doing activity. Individual interest could take longer time to develop and it can push person to do something based on their interest and get knowledge. Interest for students is like a power that will move students to get knowledge and learn subject. When students get interested in their major they will have the willing to develop and improve their knowledge and it will make them get good achievement.

## 3. Physical and psychological condition

Student with good health will have more chance to study and leading them to students achievements. When students get fit they will have ability to focus on their study. It is the same with their psychological condition, those psychological condition consist like their mood, when students have pressure in themselves it is usually make them slow and can not focus. That

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<sup>20</sup> Nurdin Syarif, "A Study on Students' English Achievement at MultiPrima College (MPC) Makassar" (Degree Thesis; English Education Department: Makssar, 2010)

<sup>21</sup> Kartono, 'Belajar dan Faktor-Faktor yang Mempengaruhinya' Jakarta: PT. Raja Grafindo Persada. 1995

is why physical and psychological take important role in students achievement.

#### 4. Motivation

Motivation is a factor that make students willing to study. It is related with students desire. When students have motivation to study, they will have desire to participate in learning process otherwise if students can not have any otivation, the will get be lead into failure. Motivation is a big matter in study because it will give encougrament to students to follow the material and pay attention to the learning process. With motivation students can empower their thoughts.

#### b. Eksternal factor of students achievement

##### 1. Family background

Family is the first people that children know. Family become one of big factors of children life specially in study. Family have big influence in students' achievement because they can encourage the children. Parents involved in students success in studying because they are the one who can created good supportive environment for students at home to study, they also can influence students by communicating about the importance of study and also family should be supportive and involved in school.<sup>22</sup>

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<sup>22</sup> Nurdin Syarif, "A Study on Students' English Achievement at MultiPrima College (MPC) Makassar" (Degree Thesis; English Education Department: Makssar, 2010)

## 2. Learning Process

Teacher holds very important role in this part. Teacher is the one who take direct controls of the students after students' parents. And the learning process become one of the facot of students achievement. Teacher is the one who educate students and sharing knowledge to them. This is why teaher has great influence towards students mindset. Through learning process in class teacher need to pay attention more how to grow students interest in study and how to grow the motivation in students.

In case to get the students attention, teacher need to provide comfortable environment for learning process. Teacher need to use good approach in teaching to make it more enjoyable and to push students stay active in class. Nowadays, teacher have to apply learning process that make students as center so that students have more chance to be active in class. Based on standard of curriculum 2013 teacher should not use conventional way to teacher students such as speech method that make students passive. The standard learning of Curriculum 2013 indicate teacher to help students become creative individu.<sup>23</sup>

### C. The Conceptual Framework

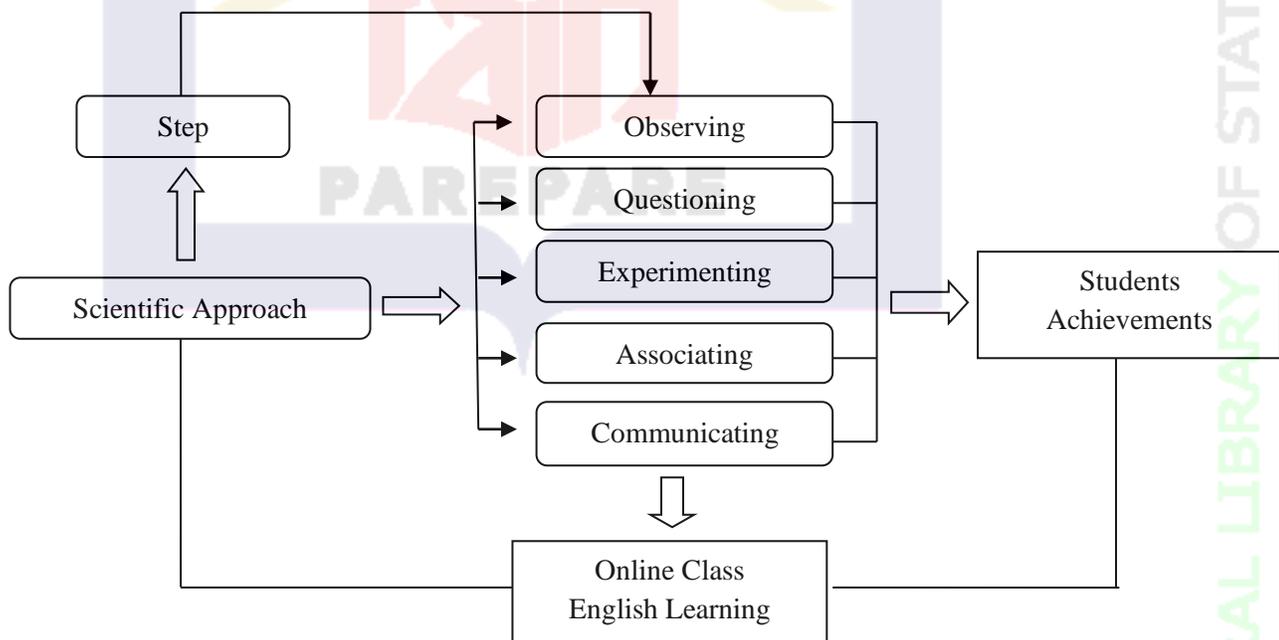
Education is a crucial thing in life and has a great influence on the intellectual generation and can be useful for the nation. However, at the beginning of the year

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<sup>23</sup> Suwanto, 'Media Utilization and Scientific Approach to Express Time in English' Jurnal TEKNODIK: Jurnal Teknologi Pendidikan, 23.2, 2019.

2020 education around the world, including Indonesia, has to face big changes that are very sudden due to the pandemic COVID-19, which spread widely. Changes in the teaching and learning process which is a very significant impact on the students and teachers. Government regulate from that is issued to avoid the spread of the disease COVID-19 requires that the lesson should be done at home by utilizing technology and the internet network.

To review the problems of distance learning, the study was carried out by using the observed directly by conducting interviews. The interview was conducted by complying with the protocol health. The benefits of the interview itself, it is to dig deeper about the approach taken by teachers in activating students during online learning. At the end of the study, the researchers will analyze the results of the research and will be concluded the results of a study of the effect of the learning approach on the achievements of the students during online learning.

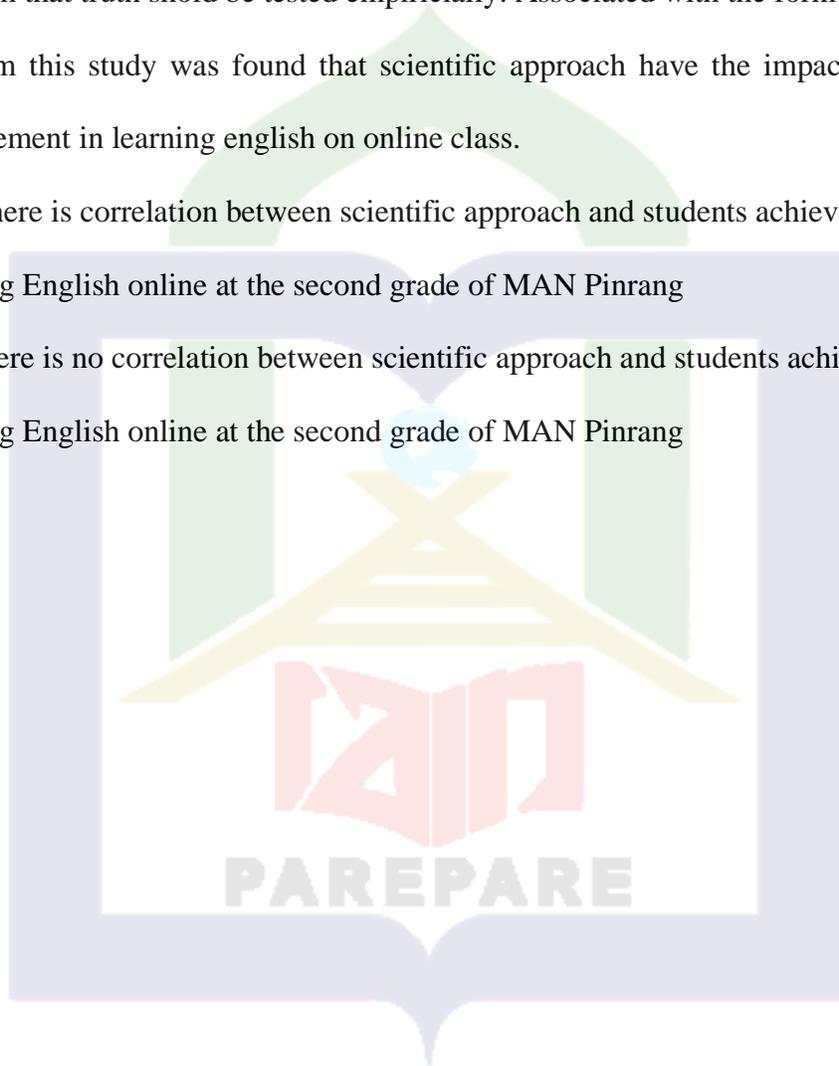


#### D. Hypothesis

Hypothesis is a temporary answer to the problem that will be conscientious to data collected. The hypothesis can also be stated as a temporary answer in the research that truth should be tested empirically. Associated with the formulation of the problem this study was found that scientific approach have the impact of students achievement in learning english on online class.

$H_0$  : There is correlation between scientific approach and students achievement in learning English online at the second grade of MAN Pinrang

$H_1$  : There is no correlation between scientific approach and students achievement in learning English online at the second grade of MAN Pinrang



## CHAPTER III

### RESEARCH METHOD

This third chapter consists of five sections, they were the type and design of the research, the location, and duration of the research, population and sample, instrument and technique of collecting data, the technique of data analysis.

#### **A. Design of the Research**

Researcher will use quantitative research in this research. Quantitative research means collecting data through numbers or to explain the result of research with numbers. It is also called quantitative because it is interpreted the result with numbers and formulation. Quantitative research is the design of the research which is observed the relation between each variable.

Quantitative research can be defined as the research who proved the certain phenomenon or hypothesis. Analysis of quantitative is using data in the form of calculating numbers and measurements. It is processed and analyzed by certain statistical criteria. Definition of quantitative research stated by Sugiono is a research method based on philosophy positivism, it is used to research particular population or sample with the aim of testing predetermined hypotheses.<sup>1</sup>

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<sup>1</sup> Hary Hermawan, *Metode kuantitatif untuk riset bidang kepariwisatawan*, Yogyakarta: Open Science Framework (2018)

## B. Location and Duration of the Research

This research took time at MAN Pinrang. It is located in Kabupaten Pinrang, Kecamatan Paleteang, Kelurahan Macinnae, Jl. Bulu Pakoro. This research will be focus on the students of MAN Pinrang at the third grade. This research took time about a month to collect the data through observation and documentation.

## C. Population and Sample

### 1. Population

Population of this research is the students of Madrasah Aliyah Negeri Pinrang (MAN Pinrang) specifically the second grade of students in MAN Pinrang. The classes divided into 9 classes which are 6 MIPA, 2 Sosial, and 1 Agama.

Table 3.1 Population of the students in MAN Pinrang

No	Class	Female	Male	Total
1	XI MIPA 1	22	13	35
2	XI MIPA 2	20	15	35
3	XI MIPA 3	19	15	34
4	XI MIPA 4	21	13	34
5	XI MIPA 5	22	12	34
6	XI MIPA 6	21	14	35
7	XI SOSIAL 1	17	21	38
8	XI SOSIAL 2	20	15	35

9	XI AGAMA (MAN)	6	13	19
10	<b>TOTAL</b>	<b>168</b>	<b>131</b>	<b>299</b>

(source: administrasi sekolah)

## 2. Sample

The researcher used the random sampling technique and took eighty students as respondent from the second grade of MAN Pinrang. This technique were chosen by the researcher because this technique in choosing the sample is fair enough and it has no possibility to choose the good class or classes with good students. This technique in choosing sample is transparent.

The sample of this research use 3 classes, but only took 80 students. The classes are XI MIPA 5 with 34 students, XI MIPA 6 with 35 students and XI SOSIAL 2 with 35 students but only took 11 of the students.

Table 3.2 Sample of the research

No	Class	Gender		Total
		Female	Male	
1	XI MIPA 5	22	12	34
2	XI MIPA 6	21	14	35
3	XI SOSIAL 2	20	15	35

(source: administrasi sekolah)

## D. Technique of Collecting Data

### 1. Questionnaire

Questionnaire is a technique to collect data by giving written questions to the object of the research to answer. This technique of collecting data through questionnaire is a very efficient way to collect data for a researcher if the researcher knows the variable that will be measured and the researcher knows what they can expect from the respondent.<sup>2</sup> The researcher in this research will give the respondent the questionnaire papers that contain some questions about the scientific approach and students' achievement in MAN Pinrang.

## 2. Documentation

Documentations mean a way to collect data through direct, systematic, recording of documents available. Documentation is usually conducted as a data collecting technique in the early stage of research to obtain data on the number of the study population.

## 3. Interview

Interview is a conversation that has a specific purpose<sup>3</sup>. Interview needs two parties, one of them is the interviewer who provides the questions and one of the persons is the informant who answers the questions and gives information. Interview is used to get information from the informant and it is one of the ways to collect data. By doing an interview, a researcher will ask some questions to a teacher to answer the first question of the problem statement.

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<sup>2</sup> Sugiyono, *Metode Penelitian Pendidikan Pendekatan Kuantitatif, Kualitatif, dan R & D*, Bandung: Alfabeta, 2010.

<sup>3</sup> Haris Herdiansyah, *Interviews, Observation, and Focus on Groups as Instruments of Qualitative Data Extraction*, Jakarta: Raja Grafindo Persada, 2013.

## E. Definition of Operational Variable

### 1. Scientific Approachs

The scientific approach means basic concepts that inspired or the background of the formulation of teaching methods by applying scientific characteristic. Scientific approach defined as an approach that has the nature of science or it could be defined as collection of knowledge based on theories that are agreed upon and can systematically tested by a set of methods recognized in the art.<sup>4</sup>

This approach is part of a pedagogical approach to implementation of learning in the classroom that underlies the application scientific method. understanding the application of a scienti approach in learning not only focus on how to develop competencies learners in making observations or experiments, however ho to develop knowledge and thinking skills so that it can support creative activities in innovating or work.<sup>5</sup>

### 2. Students Achievement

Student achievement is where the knowledge, behavior, and skills already fulfil the target in the criteria of which three aspects.<sup>6</sup> Student achievement also can be defined as complex relation between the students behavior and the

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<sup>4</sup> Nur Kholifah, Pendekatan Ilmiah (Scientific Approach) dalam pembelajaran pendidikan agama islam dan budi pekerti kurikulum 2013: Studi analisis berdasarkan paradigma positivistic, *Jurnal Cendekia*, vol.5, No 1, 2019.

<sup>5</sup> Hm Musfiqon dan Nurdyansyah, “Pendekatan Pembelajaran Sientifik” Sidoarjo: Nizamia learning, 2015

<sup>6</sup> Nasution, ‘Metode Penelitian Naturalistik Kualitatif’ Bandung: Tarsito (2003).

successful of students in school. Beside that the achievement can be seen from the skills of students how they master the subject in school and how they behave nice.

Other definition of students achievement is the result of learning in the academic that shows the skills and performance of students in mastering the cognitive, affective and psychomotor.<sup>7</sup> The skills that has mentioned are thinking capability, knowledge, recognition, attitude emotions and feelings. The achievement can be measured by the skills and competence score. It is also can be said as students success in learning by seeing the level of the scores.

## **F. Instrument Research**

### **1. Questionnaire**

Researcher will use a list of question in this research. The list of question will be given to the respondent to answer with scale. Those list of questions is used to know the correlation between scientific approach that teacher used between students achievement in learning English on online class. The scale of the questions will be measured from the choice in the answer such as very agree, agree, disagree, very disagree.

### **2. Documentation**

Documentations mean a way to collect data through direct, systematic, recording of documents available. Documentation is usually conducted as a data

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<sup>7</sup> Ramli Bakar, 'The Influence of professional teachers on Padang vocational school students' achievement', *Kasetsart Journal of Social Sciences*, 39.1 (2018)

collecting technique in the early stage of research to obtain data on the number of the study population.

### 3. Interview

Researcher will give questions to teacher and doing online interview with the English teacher to ask about the first variable to the English teacher. the answer of those questions is to find out how teacher use scientific approach in learning English through online.

## G. Techniques of Data Analysis

. Quantitative is the method of research which try to give description of event systematically, factually, and accurately regarding the facts and nature of a particular population by trying to describe the phenomenon in detail. Descriptive quantitative research is a conscious effort to provide answers of certain problem and get deeper information and will be explained in the form of numbers and scores.<sup>8</sup> Data analysis is the way to answer the problem statement with formulation or available statistical methods.<sup>9</sup> The data analysis is used to arrange, organize, and sort the data with code and even formulation.

$$R_{xy} = \frac{\sum xy (\sum x \sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

<sup>8</sup> Muri Yusuf, *Metode Penelitian Kuantitatif, Kualitatif, penelitian gabungan*, Jakarta: Pt Fajar Interpratama Mandiri, 2014.

<sup>9</sup> Sugiyono, "Metodologi Penelitian Kuantitatif Kualitatifdan R & D Bandung," Bandung: Alfaberta, 2008.

Where:

$R_{xy}$  = The coefficient of correlation between independent variable and dependent variable

X = Independent Variable

Y = Dependent Variable

Table 3.1 Standard of Pearson Product Moment Correlation

Standard	Interpretation
0.00-0.199	Considered as no correlation
0.20-0.399	Low correlation
0.40-0.599	Medium correlation
0.60-0.799	High correlation
0.80-1.000	Very high correlation

(source: Sujarweni, 2015:6)

## CHAPTER IV

### FINDING AND DISCUSSION

This chapter contained the findings and discussion of the research. The finding and discussion are the answer of the problem formulation in the first chapter. This chapter gave the information about the results of the data collection.

#### **A. Findings**

The finding of the research is obtained scientific approach and students achievement in learning English online at second grade of MAN Pinrang, MIPA 7. The object of this research is total 80 students. The researcher tried to found out the correlation between the scientific approach and 80 students achievement in learning English online.

##### **1. Scientific Approach in Teaching English through Online Class**

The researcher already finished the research based on problem statement in the first chapter. To answer the first problem statement, researcher had done interview with the English teacher. From the interview, it explained how the scientific approach in the teaching English through Online class. Here is the presentation about the Scientific Approach and how she used it in teaching English through Online class:

*“Jadi selama pembejaran online itu banyak sekali perubahan, terutama pada proses belajar mengajar. Scientific Approach inikan sudah di pake semenjak berlakunya k13 jadi selama pembelajaran online tinggal disesuaikan saja. Karena dalam pembelajaran online juga siswa tetap di perkenalkan materi dulu, dijelaskan*

*dulu materi belajarnya. Baru nanti siswa disuruh bertanya. Kan disini siswa belajar independent, kita guru cuma memberikan materi saja mereka nanti yang akan baca atau menggali sendiri, jadi mereka juga bisa bertanya entah sama teman atau ke guru langsung. Siswa-siswa juga nanti di berikan kelonggaran untuk mencari materi sendiri. Misalnya kalau belajar kan ada materi invitation letters, nah guru menyediakan pembuka untuk materi, mereka disuruh baca power point yang dikirimkan di group, atau disuruh cari video di youtube mengenai invitation letter, sesudah itu mereka bisa bertanya kalau masih ada yang belum dipahami setelah itu dikasi tugas dan diminta kirim kan tugasnya. Kalau secara sistematis seperti di bagan itu tidak bisa terlalu mengikut karena dalam pembelajaran online itu kita terbatas, jadi kalau untuk communicating kadang terskip karena waktu dan juga masalah-masalah lainnya”<sup>1</sup>*

Based on the interview result and the information that researcher got. It could be seen that teacher in teaching English through online class applied the Scientific Approach. The statement above explained that teacher have used the scientific approach since the curriculu change and Scientific Approach become the integral part, so teacher use it in teaching while it is through online classes, teacher still use it and ty to adapt it and adjust it to the new situation.

In teaching English teacher started to explained the material to introduce it to the students as the learning start, teacher often asked the students to read the material

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<sup>1</sup> Nurlailah, Kec. Paleteang, Pinrang, Sulsel, Wawancara di Pinrang, 9 October 2021. (Note: Information about the scientifi approach in learning English through Online class)

that they have sent in the whatsapp group and ask the students to write it down in their notebook. Beside that, teacher give the chance to students to give questions if the students does not understand about the material and students will be asked to learn from another source to enrich their knowledge, and as the last step teacher gave the students assignment.

As it shown above, teacher does not applied all the step of scientific approach because teacher is seldom to ask the student to presenting their assignment due to limited time and some problems that occur while teaching through online class. Based on the statement it could be said that teacher follow the step: observing, ask question, exploring, associating and communicating. These step are supported from the previous research which mentioned that procedures of scientific approach have five steps those are, observing, questioning, exploring, associating, and communication.<sup>2</sup>

## **2. Students Achievement in Learning English**

The result of this research will answered the second problem statement with documentation. The documentation had done by collecting the students' English score in learning English from the English teacher. The purpose of this documentation is to see students score, so that researcher could know their achievement in learning English. After the researcher got the students' score from documentation, the researcher would classify the score into five categories to see their

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<sup>2</sup> Istiqomah, Teacher's attitude toward the implementation of scientific approach of Curriclum 2013 to teach English (Graduate Degree Thesis: English Education Department Graduate: Surakarta, 2015)

achievement. The table below showed students achievement classification in learning English.

Table 4.1 Classification of Students Achievement in Learning English

No.	Score	Classification	Frequency	Percentage
1	81-100	Very High	75	93.75%
2	61-80	High	5	6.25%
3	41-60	Medium	0	0 %
4	21-40	Low	0	0 %
5	0-20	Very Low	0	0 %
Total			80	100 %

(Source: Questionnaire)

From the table above, there is five level of classification of students marks, those are very high, high, medium, low, and very low. The classification table above is taken from the way of teacher evaluate students in learning English and it is based on book of Sudijono. The teacher used formula in calculating students scores from the percentage, students number in class and their correct answer in certain assignment that given to students.

As shown from the table, there were 75 (93.75 %) students" who were indicated as very high achievement and there were 5 (6.25 %) students who were indicated as high achievement. There were no students that had, medium, low and very low achievement. From the table and the result above we can conclude that

students of MAN Pinrang at the second grade had good achievement in English subject.

In this case, researcher had collected scores from 80 students or three classes from total seven classes in the second grade. As we can see from the table most of the students had great achievement in learning English this year through online class. Scores that students got in learning English through online class passed the minimum mastery criteria that have been settled. It means, students achievement in learning English online is quite high.

Table 4.2 Students score and the minimum mastery criteria

Schools Minimum Mastery Criteria	Scores mean
75	84,84

As it is mentioned before, student achievement in learning English is quite high. From the table above, we can see the proof of student scores that passed the minimum mastery criteria of English subject. Scores of minimum mastery criteria is 75 while all the students got scores above the minimum mastery criteria. So, the conclusion is students in the second grade of MAN Pinrang can pass the minimum mastery criteria very well and get high scores.

### **3. The correlation between scientific approach and students achievement**

Based on the data from students achievement in learning English and scientific approach, the researcher found the correlation between these two variables.

The correlation between scientific approach and students achievement in learning English online can be seen in the table below:

Table 4.3 Pearson Correlation between scientific approach and students achievement

### Correlations

		SCIENTIFIC APPROACH	STUDENTS ACHIEVEMENT
SCIENTIFIC APPROACH	Pearson Correlation	1	.093
	Sig. (2-tailed)		.411
	N	80	80
STUDENTS ACHIEVEMENT	Pearson Correlation	.093	1
	Sig. (2-tailed)	.411	
	N	80	80

The data that researcher got from research have been calculated by using Pearson Product Moment correlation formula. Based on the data analysis, the researcher found that r analysis is 0,09 it lied on 0.00-0.199 which is interpreted as no correlation. It showed that there is no positive correlation between scientific approach and students achievement in learning English online in the second grade of MAN Pinrang.

The table above also showed that result of Sig two tailed is 0.41 which mean it is bigger than the critical value from the table of two tail test. So it means the null hypothesis rejected and there is no correlation between the two variables.

### PEARSON PRODUCT MOMENT CORRELATION

$$R_{xy} = \frac{N \sum xy - (\sum x \sum y)}{\sqrt{[N \sum x^2 - (\sum x)^2] [N \sum y^2 - (\sum y)^2]}}$$

$$R_{xy} = \frac{80.394092 - (4644.6787)}{\sqrt{[80.272916 - (4644)^2] - [80.576185 - (6786)^2]}}$$

$$R_{xy} = \frac{31527360 - 31518828}{\sqrt{[21833280 - 21566736] - [46094800 - 46063396]}}$$

$$R_{xy} = \frac{8532}{(266544) (31404)}$$

$$R_{xy} = \frac{8532}{\sqrt{8370547776}}$$

$$R_{xy} = \frac{8532}{91490,69}$$

$$R_{xy} = 0,09$$

## B. Discussion

The discussion of the research dealt with the presentation of data that researcher got from questionnaire and from students score in learning English. The questionnaire was about scientific approach that teacher used in learning English. The questionnaire has given to the students at the second grade in MAN Pinrang.

The researcher would like to know the correlation between scientific approach and student achievement in learning English through online class. So the first step the researcher did was interview the teacher about the approach they used. Based on the rules from curriculum, teacher used the scientific approach in teaching English through online class. The researcher later took the students final scores in learning English to see their achievement. Researcher randomly took three classes as object and it is total 80 students. To collect another data of another variable is researcher shared the questionnaire through whatsapp group and asked the students to answer.

Scientific approach had been used by the teacher long time ago as the Education Ministry applied curriculum 2013. Scientific approach used to teach all the subject specially English but from five step of the scientific approach is not always carried out in one meeting class because the scientific approach step can be continue in the next meeting if the material still related to each other<sup>3</sup>. Shown from the result of interview teacher seems to skip some steps specially in online learning due to limited

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<sup>3</sup> Sri Saryanti, Scientific Method in English Language Teaching, *Transformatika: Jurnal Bahasa, Sastra, dan Pengajarannya*, 12.1 (2016)

time and space. From the five steps of scientific approach teacher mostly used observing, ask questions, explore or experiencing and rarely used associating and communicating.

Observing itself done in online learning by sending material to the students in online study group so that students can read the material and observe it by themselves, teacher also allow the students to ask some questions related to material and as the last step mostly teacher ask the students to finish some assignment then send it to the teacher. The learning process online with scientific approach is not so different from the learning process as usually because it still contain the scientific approach step that always mentioned as opening and closing.<sup>4</sup>

However the problem also found that teacher could not implement scientific approach fully because the understanding of teacher towards the scientific approach itself still not optimal.<sup>5</sup> So it can be related to research that have done, beside limited by time and space teacher probably face difficulties in understanding the step of scientific approach specially in learning english through online class because they still need to adapt with the new learning system.

And beside that to know more about the correlation between scientific approach and students achievement in learning English through online class,

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<sup>4</sup> Nurul Mawahdah Aulia, "Pembelajaran berbasis daring (online) di masa pandemi COVID19 pada mahasiswa PPKn di Universitas Muhamadiyah Makassar" (Skripsi Sarjana; Jurusan Pendidikan Pancasila dan Kewarganegaraan Fakultas Keguruan dan Ilmu Pendidikan: Makassar, 2021).

<sup>5</sup> Diki Atmarizon dan M. Zaim, "The Implementation of Scientific Approach in Teaching English at the Tenth Grade of Senior High School 7 Padang" *Jurnal Pendidikan Bahasa, Sastra, dan Seni*, vol.17, no.1 (2016)

researcher used the formula to analyze the data from the both variables. The data of questionnaire first interpreted to numbers and then to correlate it with students scores, researcher use Pearson correlation.

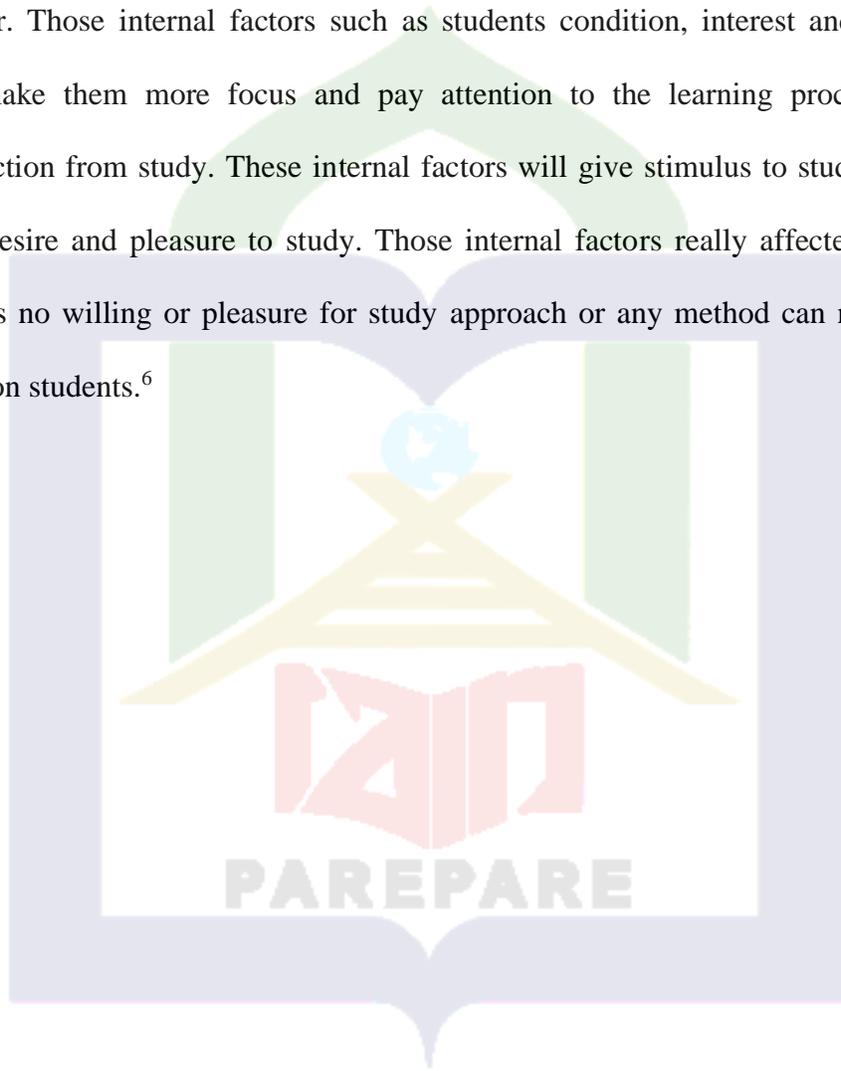
After being calculated with the formula correlation coefficient was 0,09 and the range is on 0.00-0.199 which is interpreted as no correlation between both variables. From the formula to find the  $R_{xy}$  (Correlation) it needs to multiply the independent variable (x) and dependent variable (y) and follow the more step of formulation. According to the standard of Pearson Product Moment Correlation, the result of this research placed between 0.00-0.199 and it interpreted as no correlation.

Both of the variables, independent and dependent based on the result of the research it is not correlated to each other. This result describe that  $H_1$  is accepted and  $H_0$  is refused. So the researcher can conclude that scientific approach does not correlate with the students achievement in learning English online at the second grade of MAN Pinrang because from the calculating result with SPSS it lies on range no correlation between both variables. It can be supported by the fact that students achievement does not depend fully to the approach because students can get good achievement in learning English because of many factors.

Based on the theory that mentioned earlier, students achievement can be affected by internal and external factors, internal factors such as students' intelligence, students' interest, psychological and physical condition and also motivation. These factors are coming from the students itself and it holds important role because it is all about the students willing, while there is also external factors that

could help the internal factors to work such as family background and learning process.

Those factors that affected students achievement need to intergrate with one another. Those internal factors such as students condition, interest and motivation will make them more focus and pay attention to the learning process and get satisfaction from study. These internal factors will give stimulus to students so they have desire and pleasure to study. Those internal factors really affected because if there is no willing or pleasure for study approach or any method can not work too much on students.<sup>6</sup>



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<sup>6</sup> Slameto, Belajar dan Faktor-faktor yang mempengaruhinya, Jakarta: Rineka Cipta, 2003.

## CHAPTER V

### CONCLUSION AND SUGGESTION

#### A. Conclusion

After the researcher analyze the data on the chapter IV, finally, researcher conclude that the scientific approach is not correlate to the students achievement in learning English online. Scientific approach as the independent variable and students achievement in learning English online as the dependent variable is not significant to each other. The correlation from the analyzing process is 0,093 which lied between 0.00-0.199 interpreted as no correlation.

English learning through online class seems to not have any correlation with this approach. Students achievement in this learning process does not significant and does not related to this approach.

#### B. Suggestion

Based on the conclusion above, the research propose suggestion to teachers, students, and other researcher :

1. Teacher

Teachers have to pay more attention in teaching English specially in the new situation, where students mostly spend their time learn English online. Teahers need to be aware of students needs and the learning process to make students can be more focus.

## 2. Students

Students must be active and communicate their issue with teacher so that they could have good online learning experience.

## 3. Other research

To the other research in the future who want to study the same subject, this thesis can be reference.



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# **APPENDICES**

**PAREPARE**

## APPENDIX.1 INSTRUMENT

	<p style="text-align: center;"><b>KEMENTERIAN AGAMA REPUBLIK INDONESIA</b> <b>INSTITUT AGAMA ISLAM NEGERI PAREPARE</b> <b>FAKULTAS TARBIYAH</b></p> <p style="text-align: center;">Jln. AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404 PO Box909 Parepare 91100,website: <a href="http://www.iainpare.ac.id">www.iainpare.ac.id</a>, email: <a href="mailto:mail@iainpare.ac.id">mail@iainpare.ac.id</a></p> <hr/> <p style="text-align: center;"><b>VALIDASI INSTRUMEN PENELITIAN SKRIPSI</b></p>
---	--

### *Research Instrument*

The instrument that will be sed by researcher is to collect data by interview and analyze.

NAMA MAHASISWA : HANSIANI HANSI

NIM : 17.1300.075

FAKULTAS/PRODI : TARBIYAH/TBI

JUDUL : THE CORRELATION BETWEEN SCIENTIFIC APPROACH  
AND STUDENTS ACHIEVEMENT IN LEARNING ENGLISH ON  
ONLINE CLASS AT SECOND GRADE OF MAN PINRANG



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBIYAH**

Jln.AmalBakti No. 8 Soreang, Kota Parepare 91132 Telepon (0421) 21307, Fax. (0421) 24404  
PO Box909 Parepare 91100,website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**VALIDASI INSTRUMEN PENELITIAN SKRIPSI**

**II. PETUNJUK PENGISIAN**

1. Pernyataan yang ada, mohon dibaca dan di pahami dengan sebaik-baiknya, sehingga tidak ada pernyataan yang tidak terisi atau terlewat.
2. Berilah tanda checklist pada jawaban pada kolom yang telah disediakan.
3. Pilihlah jawaban yang sesuai pendapat atas pernyataan.

Dengan Keterangan di bawahini:

SS : Sangat Setuju = 4

S : Setuju = 3

K : Kurang = 2

TP : Tidak Pernah = 1

4. Setiap pertanyaan hanya membutuhkan satu jawaban saja.
5. Terima kasih atas partisipasi anda

No	Pernyataan	Pilihan Jawaban			
		SS	S	K	TP
1	Guru mengenalkan materi yang akan diajarkan				
2	Siswa membaca materi yang diberikan oleh guru pada mata pelajaran bahasa inggris				

3	Guru meminta siswa untuk mendengarkan penjelasan yang berkaitan dengan materi pembelajaran				
4	Guru memberikan materi pembelajaran bahasa inggris kepada siswa untuk dipelajari secara mandiri				
5	Siswa diberikan kesempatan untuk mencatat materi pembelajaran bahasa inggris yang dishare guru selama pembelajaran online				
6	Siswa memperhatikan penjelasan guru mengenai materi pembelajaran.				
7	Siswa diberikan kesempatan untuk mengamati materi pembelajaran bahasa inggris selama pembelajaran online				
8	Siswa menanyakan pertanyaan sesuai dengan materi yang telah diamati				
9	Siswa ditanyai oleh guru mengenai materi pembelajaran setelah mengamati materi pembelajaran				
10	Siswa membuat pertanyaan secara mandiri untuk ditanyakan kepada guru				
11	Siswa bertanya kepada guru selama pembelajaran untuk mendapatkan pengetahuan baru				
12	Siswa bertanya kepada guru ketika kesulitan dalam memahami materi pembelajaran online				
12	Siswa mencari tambahan informasi mengenai materi dari berbagai platform di internet				
13	Siswa diberikan kesempatan untuk mencari materi dari sumber lain				
14	Siswa belajar dari sumber lain dan mendapatkan pengetahuan mengenai materi pembelajaran dari sumber tersebut				
15	Siswa mampu berkomunikasi dengan baik selama pembelajaran online				
16	Siswa mampu menghubungkan inti materi pembelajaran dari guru dan yang				

	didapatkan secara mandiri				
17	Siswa mampu memahami dan menyimpulkan materi pembelajaran				
18	Siswa melakukan diskusi selama belajar bahasa inggris dalam pembelajaran online				
19	Guru memberikan waktu kepada siswa untuk mempresentasikan tugas bahasa inggris selama pembelajaran online				
20	Siswa menyampaikan informasi mengenai materi pembelajaran selama pembelajaran online				

Setelah mencermati instrument dalam penelitian skripsi mahasiswa sesuai dengan judul di atas, maka instrument tersebut di pandang telah memenuhi kelayakan untk digunakan dalam penelitian yang bersangkutan.



**KEMENTERIAN AGAMA REPUBLIK INDONESIA  
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PO Box909 Parepare 91100,website: [www.iainpare.ac.id](http://www.iainpare.ac.id), email: [mail@iainpare.ac.id](mailto:mail@iainpare.ac.id)

**VALIDASI INSTRUMEN PENELITIAN SKRIPSI**

Parepare, 29 Agustus 2021

Mengetahui,

Consultant

CO-Consultant

Drs. Abd. Ra Ibrahim, M.Si  
NIP.196805232000032005

Drs. Anwar, M.Pd  
NIP.19631207109870310003

**PAREPARE**

## APPENDIX.2 RESEARCH ALLOWANCE

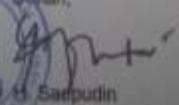
**SURAT KEPUTUSAN**  
**DEKAN FAKULTAS TARBIIYAH**  
**NOMOR : 7070 TAHUN 2020**  
**TENTANG**  
**PENETAPAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIIYAH**  
**INSTITUT AGAMA ISLAM NEGERI PAREPARE**

---

**DEKAN FAKULTAS TARBIIYAH**

Menimbang	:	a. Bahwa untuk menjamin kualitas skripsi mahasiswa Fakultas Tarbiyah IAIN Parepare, maka dipandang perlu penetapan pembimbing skripsi mahasiswa tahun 2020;
		b. Bahwa yang tersebut namanya dalam surat keputusan ini dipandang cakap dan mampu untuk diserahi tugas sebagai pembimbing skripsi mahasiswa
Mengingat	:	1. Undang-Undang Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional;
		2. Undang-Undang Nomor 14 Tahun 2005 tentang Guru dan Dosen;
		3. Undang-Undang Nomor 12 Tahun 2012 tentang Pendidikan Tinggi;
		4. Peraturan Pemerintah RI Nomor 17 Tahun 2010 tentang Pengelolaan dan Penyelenggaraan Pendidikan;
		5. Peraturan Pemerintah RI Nomor 13 Tahun 2015 tentang Perubahan Kedua atas Peraturan Pemerintah RI Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan;
		6. Peraturan Presiden RI Nomor 29 Tahun 2018 tentang Institut Agama Islam Negeri Parepare;
		7. Peraturan Menteri Agama Nomor 35 Tahun 2018 tentang Organisasi dan Tata Kerja IAIN Parepare;
		8. Peraturan Menteri Agama Nomor 16 Tahun 2019 tentang Statuta Institut Agama Islam Negeri Parepare;
		9. Keputusan Menteri Agama Nomor 394 Tahun 2003 tentang Pedoman Pendirian Perguruan Tinggi;
		10. Keputusan Menteri Agama Nomor 387 Tahun 2004 tentang Petunjuk Pelaksanaan Pembukaan Program Studi pada Perguruan Tinggi Agama Islam;
Memperhatikan	:	a. Surat Pengesahan Daftar Isian Pelaksanaan Anggaran Nomor DIPA-025.04.2.307381/2019, tanggal 12 November 2019 tentang DIPA IAIN Parepare Tahun Anggaran 2020;
		b. Surat Keputusan Rektor Institut Agama Islam Negeri Parepare Nomor 139 Tahun 2020, tanggal 27 Januari 2020 tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah;
Menetapkan	:	<p style="text-align: center;"><b>MEMUTUSKAN</b></p> a. Keputusan Dekan Fakultas Tarbiyah tentang pembimbing skripsi mahasiswa Fakultas Tarbiyah Institut Agama Islam Negeri Parepare Tahun 2020;
		b. Menunjuk Saudara: 1. Drs. Abd. Rauf Ibrahim, M.Si. 2. Drs. Ahwar, M.Pd. Masing-masing sebagai pembimbing utama dan pendamping bagi mahasiswa:
		Nama Mahasiswa : Hamsani hansi
		NIM : 17.1300.075
		Program Studi : Pendidikan Bahasa Inggris
		Judul Penelitian : <i>THE EFFECT OF TEACHER APPROACH TOWARD STUDENTS ACTIVENESS IN LEARNING ENGLISH DURING ONLINE CLASS AT SECOND GRADE SMP NEGERI 2 PINRANG</i>
		c. Tugas pembimbing utama dan pendamping adalah membimbing dan mengarahkan mahasiswa mulai pada penyusunan sinopsis sampai selesai sebuah karya ilmiah yang berkualitas dalam bentuk skripsi;
		d. Segala biaya akibat diterbitkannya surat keputusan ini dibebankan kepada Anggaran belanja IAIN Parepare;
		e. Surat keputusan ini disampaikan kepada masing-masing yang bersangkutan untuk dilaksanakan sebagaimana mestinya.

Ditetapkan : Parepare  
Pada Tanggal : 30 Desember 2020

Dekan,  
  
H. Saepudin





KEMENTERIAN AGAMA REPUBLIK INDONESIA  
INSTITUT AGAMA ISLAM NEGERI PAREPARE  
FAKULTAS TARBİYAH

Alamat : Jl. Amal Bakti No. 08 Sorong Parepare 91132 ☎ (0421) 21307 Fax 24404  
PO Box 909 Parepare 91100, website: [www.iainparepare.ac.id](http://www.iainparepare.ac.id), email: [mail@iainparepare.ac.id](mailto:mail@iainparepare.ac.id)

Nomor : B.1401/in.39.5.1/PP.00.9/06/2021  
Lampiran : 1 Bundel Proposal Penelitian  
Hal : Permohonan Rekomendasi Izin Penelitian

Yth. Bupati Pinrang  
C.q. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu  
di,  
Kab. Pinrang

Assalamu Alaikum Wr. Wb.

Dengan ini disampaikan bahwa mahasiswa Institut Agama Islam Negeri Parepare :

Nama : Hamsiani Hansi  
Tempat/Tgl. Lahir : Pinrang, 17 Maret 2000  
NIM : 17.1300.075  
Fakultas / Program Studi : Tarbiyah / Pendidikan Bahasa Inggris  
Semester : VIII (Delapan)  
Alamat : Kampung Baru Ongkoe, Kec. Paletang, Kab. Pinrang

Bermaksud akan mengadakan penelitian di wilayah Kab. Pinrang dalam rangka penyusunan skripsi yang berjudul :

**"Correlation Between Scientific Approach And Students Achievement In Learning English On Online At Third Grade Of MAN Pinrang"**

Pelaksanaan penelitian ini direncanakan pada bulan Juni sampai bulan Juli Tahun 2021.

Demikian permohonan ini disampaikan atas perkenaan dan kerjasamanya diucapkan terima kasih.

Wassalamu Alaikum Wr. Wb.

Parepare, 03 Juni 2021

Wakil Dekan I,



Muth Dahlan Thalib



Tembusan :

- 1 Rektor IAIN Parepare
- 2 Dekan Fakultas Tarbiyah



## PEMERINTAH KABUPATEN PINRANG

### DINAS PENANAMAN MODAL DAN PELAYANAN TERPADU SATU PINTU UNIT PELAYANAN TERPADU SATU PINTU

Jl. Jend. Sukawati Nomor 40, Telp/Fax : (0421)921695 Pinrang 81212

---

**KEPUTUSAN KEPALA DINAS PENANAMAN MODAL  
DAN PELAYANAN TERPADU SATU PINTU KABUPATEN PINRANG**  
Nomor : 503/2021/PEMELITAN/DITSP/PTSP/2021

**Tentang**  
**REKOMENDASI PENELITIAN**

Maksudnya : Untuk melaksanakan penelitian terhadap perusahaan yang didirikan tanggal 10-06-2021 atas nama **KHAMSANI HANZI** dengan tidak menaati syarat-syarat yang ditetapkan sehingga dapat diterbitkan Rekomendasi Penelitian.

Mengingat :

- Undang-Undang Nomor 28 Tahun 1999,
- Undang-Undang Nomor 28 Tahun 2000,
- Undang-Undang Nomor 20 Tahun 2007,
- Undang-Undang Nomor 25 Tahun 2016,
- Undang-Undang Nomor 23 Tahun 2014,
- Peraturan Presiden RI Nomor 87 Tahun 2014,
- Peraturan Menteri Dalam Negeri Nomor 44 Tahun 2011 sebagaimana telah diubah dengan Peraturan Menteri Dalam Negeri Nomor 7 Tahun 2014,
- Peraturan Bupati Pinrang Nomor 48 Tahun 2016, dan
- Keputusan Bupati Pinrang Nomor 28 Tahun 2019.

Mengingat pula :

- Rekomendasi The Tesis **PTSP - SAKSINI** Kabupaten Pinrang No. 11/11/2021, Tanggal : 11-11-2021
- Berkas Akta Penanaman (IIN) Nomor : **PCASBAPPENANMODTANPEMPTSP/502/2021**, Tanggal : 10-06-2021

**M E M U T U S A N**

Membagikan Rekomendasi Penelitian kepada :

<ol style="list-style-type: none"> <li>Nama Lembaga : <b>INSTITUT ADAMA ISLAM HUSRI DAMI PAREPARE</b></li> <li>Alamat Lembaga : <b>JL. AL-FALSAFY NO. 3 SOBANG</b></li> <li>Manajemen : <b>WANGSANT HANZI</b></li> <li>Judul Penelitian : <b>CORRELATION BETWEEN SCIENTIFIC APPROACH AND STUDENTS ACHIEVEMENT IN LEARNING ENGLISH ON ONLINE CLASS AT THIRDA GRADE OF MAN PONDANG</b></li> <li>Jangka waktu Penelitian : <b>1 Bulan</b></li> <li>Sejumlah target Penelitian : <b>1000 DATA GURU</b></li> <li>Cicilan Penelitian : <b>Konvensional Penelitian</b></li> </ol>	<ol style="list-style-type: none"> <li>Tempat Penelitian : <b>Pinrang</b></li> <li>Waktu Penelitian : <b>10-12-2021</b></li> </ol>
--	--

Penelitian yang dilakukan dan dilaksanakan, dilaksanakan dalam Rekomendasi Penelitian ini serta wajib memberikan laporan hasil penelitian kepada Pemerintah Kabupaten Pinrang melalui Unit PTSP paling lambat tanggal 8 Januari 2022 untuk setelah penelitian dilaksanakan.

Keputusan ini mulai berlaku pada tanggal ditandatangani, apabila dilaksanakan hari berikutnya, dan akan dilakukan perbaikan apabila ada kesalahan.

Ditetapkan di Pinrang Pada Tanggal 11 Juni 2021



**Diangkat : Rp 0,-**

Ditandatangani Secara Elektronik Oleh  
**ANDI MIRANI, AP.,MSi**  
 NIP. 1974060319902112001  
 Kepala Dinas Penanaman Modal dan PTSP  
 Se.ka. Kab. Pinrang/PTSP Kabupaten Pinrang











KEMENTERIAN AGAMA REPUBLIK INDONESIA  
KANTOR KEMENTERIAN AGAMA KABUPATEN PINRANG  
MADRASAH ALIYAH NEGERI PINRANG  
Jalan Buntu Pakoro No. 428 Telp. 0411 921670 Pinrang 91213

**SURAT KETERANGAN PENELITIAN**  
Nomor : B-134/Ma.21.17.1/TL.03/09/2021

Berdasarkan Surat Pemerintah Kabupaten Pinrang Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu unit pelayanan terpadu satu pintu nomor: 503/0237/PENELITIAN/DPMPSTP/06/2021 tentang Rekomendasi Penelitian Tanggal 11 Juni 2021, Maka Kepala Madrasah Aliyah Negeri Pinrang menerangkan bahwa:

Nama : HANSIANI HANSI  
Tempat / Tgl Lahir : Pinrang, 17 Maret 2000  
Nim : 17.1300.075  
Program Studi / Jurusan : Pendidikan Bahasa Inggris / Tarbiyah

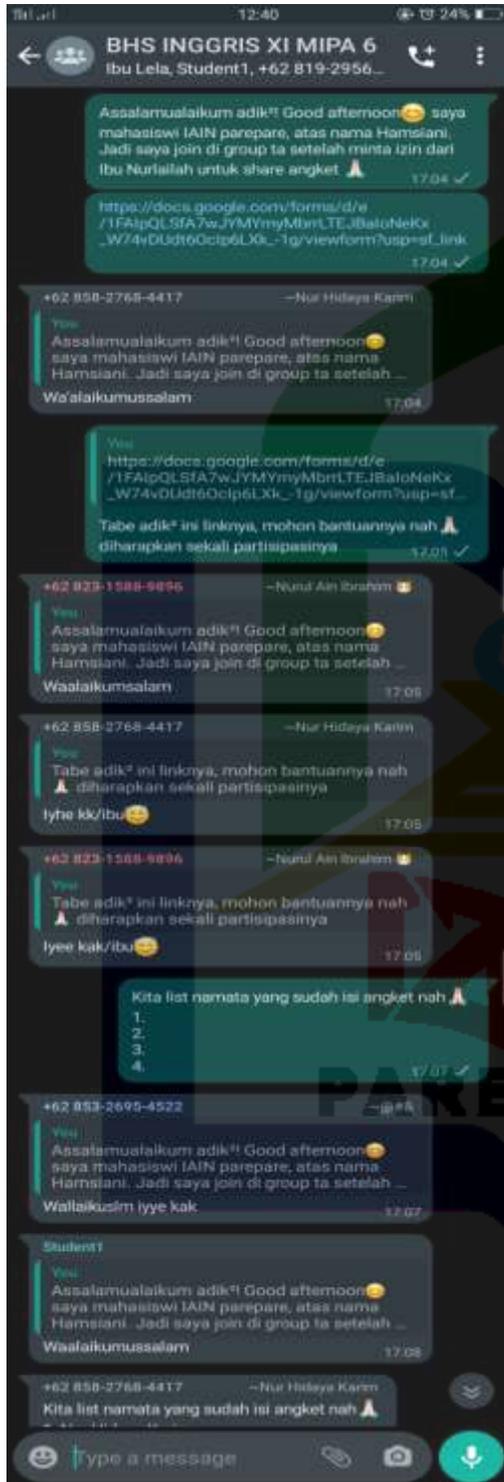
Benar telah melaksanakan Kegiatan Penelitian dengan Judul " *CORRELATION BETWEEN SCIENTIFIC APPROACH AND STUDENTS ACHIEVEMENT IN LEARNING ENGLISH ON ONLINE AT THIRD GRADE OF MAN PINRANG*" yang dimulai tanggal 25 Juni sd 31 Agustus 2021

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Pinrang, 01 September 2021  
Kepala,

  
**Drs. Ansyar, MA**  
NIP. 19660503 199203 1 001

### APPENDIX.3 PICTURE DOCUMENTATION





The first observation before seminar



Data collection with the English Teacher



The last day of the research



## CURRICULUM VITAE



Hamsiani Hansi, the writer was born on March 17<sup>th</sup> 2000 in Pinrang, South Sulawesi. She is the first child from three children in her family. Her father's name is Hansi and her mother's name is Wisniwati. She is a student of English Educational program in Tarbiyah Faculty at state Islamic Institute of Pare-pare. The educational background of her is she began her study on 2004-2010 at SDN 248 Pinrang, and graduated in 2011. While in the same year she continued her study at SMPN 2 Pinrang and graduated in 2014. Then continued her study at MAN Pinrang and finished in 2017. She continued her study at STAIN Parepare and choose major of English. The background of her organization began when she was study in elementary school, she joined Scout, she have participated in jamboree and become the leader of Scout in her school. The writer also joined extracurricular activity in high school named KIR (*Kelompok Ilmiah Remaja*) Youth Scientific Group and become the secretary of the organization 2016-2017. The writer joined organization of Islamic Students Association while studying in college. Now the writer still focused in finishing her study with title "The correlation between scientific approach and students achievement in learning English online class".