

Lastly, the distribution of each learning step (observing, questioning, collecting, associating, and communicating) is not limited to one meeting. The teacher may continue the learning steps in the next meetings. It depends on the level of the difficulty of the material.

Role of SABELS in the development of the Indonesian 2013 curriculum

Since the emergence of the Indonesian 2013 curriculum followed by the establishment of some government laws, the application of scientific approach has been problematic in English teaching and learning. It is mostly because English teachers do not know how to implement that approach. Many studies have been conducted to identify things hindering the application of the scientific approach. Nevertheless, none of them has tried to find solutions. The presence of SABELS will help teachers since this strategy includes detailed information not only about what students do but also what the teacher should do in the classroom.

V. Conclusion

Planning scientific language learning activities is not easy and may be confusing for language teachers. This may occur if teachers misunderstand the concept of scientific approach. SABELS is designed to help language teachers to integrate the scientific approach in language learning. Application of SABELS focuses not only on the knowledge domain (i.e., linguistic aspects), but also on increasing language skills and enhancing character building. This will lead both teachers and students to be creative and innovative in the teaching and learning process.

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