THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 10 SURAKARTA IN 2014/2015 ACADEMIC YEAR: A NATURALISTIC STUDY

PUBLICATION ARTICLE

Submitted as a Partial Fulfillment of the Requirements for Getting Bachelor Degree of Education in English Department

by

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2015
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Judul Skripsi : THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 10 SURAKARTA IN 2014/2015 ACADEMIC YEAR: A NATURALISTIC STUDY

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THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AT THE EIGHT GRADE OF SMP MUHAMMADIYAH 10 SURAKARTA: IN 2014/ 2015 ACADEMIC YEAR
A NATURALISTIC STUDY

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ABSTRACT

This research aims at describing the implementation of scientific approach in teaching English of eight grade at SMP Muhammadiyah 10 Surakarta. The objective of this study is to describe the teaching learning process at SMP Muhammadiyah 10 Surakarta using scientific approach. The writer applies descriptive research especially naturalistic study as a type of this research. The data are derived from event, informant, and document. The methods of collecting data namely: observation, interview, and documentation. The technique of analyzing data are reduction, display, and verification. The result of this research shows in the following elements: (1) The goal of teaching English is to enable in understanding and making a spoken and written form of short functional text and monologue text. (2) The classroom procedures consist of three patterns. The first pattern is Observing, Questioning, Experimenting, Associating, Communicating. The second pattern is Observing, Questioning, Experimenting, Communicating. The third pattern is Observing, Experimenting. (3) The activities during observing cycle, are question and answer on the observed figure and question and answer on the observed material. The activities during questioning cycle are identifying key words and question answer on the observed material. The activity during experimenting cycle is brainstorming. The activity during associating cycle is discussion. The activities during communicating cycle namely free writing. (4) The materials used are the textbook and power point. (5) The teacher’s roles are as facilitator, group organizer, and explainer. (6) The student’s roles are evaluator, active participant, and processor of information. (7) The media used by teacher are picture and LCD. The teacher of SMP Muhammadiyah 10 Surakarta does not always use all the stages of scientific approach in teaching English especially in associating stage.

Key words: scientific approach, teaching English.
A. Introduction

In Indonesia, English has an important role, beside as foreign language, English is also a compulsory subject taught in the school. It has been taught at school as one of the subject from elementary school up to university, so it has to be learned by every students at school.

The government of Indonesia has paid attention to the education for a long time. It can be seen from the curriculum that had changed several times in order to improve the quality national of education and creates a qualified students based on the development era. In the beginning of 2013, based on the Regulation of Republic Indonesia No. 20 year 2003 about National Education System and Government Arrangement and the Government Regulation No. 65 Year 2013 about the Process Standard of Education for elementary and high school, the Ministry of National Education designed the new curriculum known as the 2013 Curriculum for Elementary and High Schools. The government also said that this new curriculum does not fully change the previous curriculum. The curriculum 2013 is the development of the previous curriculum that was KTSP. Based on the government in this new curriculum there are some materials added which are not presented before in the last curriculum, but it still maintains the material which had been given in the last curriculum and removing less important materials for the development of student’s competency.

The 2013 Curriculum claimed that it is different from the previous one, KTSP in several aspects. One of the differences is that 2013 curriculum uses the Scientific Approach. With this new curriculum, it is expected that Indonesia can promote its national education. The new curriculum among other things, is intended to empower teachers to develop the competency in learning activities relevant to the learner’s need, based on actual condition of the school, and the necessity to link it to the environment. This approach is called a scientific approach. With regard to classroom procedure, the scientific approach is materialized in the learning cycle which comprises of five steps, namely: observing, questioning, experimenting, associating, and
communicating. The decision of using scientific approach in language education is to make learners curious about the world around them, to improve skills and exhibit more positive attitudes toward science, to improve their oral communication and critical thinking.

Scientific approach has been implemented for elementary and high schools in Indonesia with the enactment of 2013 curriculum. SMP Muhammadiyah 10 Surakarta is one of Junior High School which implements the curriculum 2013 which uses scientific approach. Not all English teachers of Junior High School apply this approach in teaching English. Some of the teachers do not understand this approach. Some of them said that this approach is difficult to apply and think that it is not appropriate if taught in English language teaching because of the procedures. The other problem in implementing the 2013 curriculum that was material of English is less relevant if it is implemented by using the scientific process. Besides that, the teachers of SMP Muhammadiyah 10 Surakarta also has some difficulties in making an assessment because the new curriculum introduced the new design of assessment which includes attitude assessment, knowledge assessment, and skill assessment.

Based on the description above, the writer wants to know more details about the implementation and the procedures of teaching English using Scientific Approach by conducting a research entitled “The implementation of scientific approach in teaching English of eight grade at SMP Muhammadiyah 10 Surakarta: Naturalistic study 2014/2015 academic year”.

The objectives of this research are to describe the implementation of scientific approach in teaching English which is included the teaching elements of English such as learning objective, classroom procedure, classroom technique, instructional material, teacher’s role, student’s role, and media which used by the teacher.
B. Research Method

The type of this study is a descriptive qualitative research especially naturalistic study. This study was conducted on at SMP Muhammadiyah 10 Surakarta and the observation was held in odd semester in the classroom. It was since September 2014 until January 2015. The subject of this research are the English teachers named Mrs Darsi S.Pd and Mrs Rianti S.Pd, then the students of the second year student at the second semester in class VIIIC which consists of 20 students and in class VIIID which consists of 20 students of SMP Muhammadiyah 10 Surakarta 2014/2015 academic year. The object of the research is the teaching learning process of English subject by using Scientific Approach to the second year student at the first semester in class VIIIC and VIIID of SMP Muhammadiyah 10 Surakarta 2014/2015 academic year. The data are taken from observation, interview, and documentation. The data consist of the activity of teaching-learning process, the result of interview with the teachers and document analysis such as lesson plan and syllabus. The technique for analyzing data is data reduction, data display, and conclusion and verification.

C. Finding and Discussion

From the observation that have been conducted, the implementation of scientific approach in teaching English shown in each elements of teaching English which has the result as follows:

1. There are two kinds of learning objectives namely general objective based on the curriculum and specific objective which taken from syllabus and lesson plan. General objective is to develop the student’s competencies, namely; attitudes, knowledge, and skills that are elaborated in each education unit, specific objectives are the students can (1) express their ideas interpersonal text about degree of comparison such as comparing people, animals and things in order to show their differences, then the students can (2) express the ideas to make a spoken and written form of monologue text descriptive text such as describing animals, people, and
things around them, and students are be able to (3) communicate the states and events in the past and identifying a variety of information of recount text and narrative text.

2. There are three patterns of classroom procedures used by the teacher in teaching learning process. The first pattern is Observing, Questioning, Experimenting, Associating and Communicating. The teacher used all the stages of scientific approach when she taught about degree of comparison. The second procedure is Observing, Questioning, Experimenting, and Communicating. This pattern is used by the teacher when taught the material descriptive text. The teacher did not use associating stage because those stage are same with experimenting stage. The third procedure is Observing, Associating and Communicating. The teacher used this pattern when taught the material recount text. The reason of using just three stages are the teacher did not has more time to explain and to use all the stages of scientific approach when taught those material.

3. There are some techniques of each skill that can be used by teacher when they taught the students. Based on the five procedures scientific approach, the writer found that the teachers used some techniques on the teaching learning process. The teacher used some techniques in each cycle of scientific approach such as question and answer on the observed figure, question and answer on the observed material as classroom techniques of observing cycle, in observing cycle, the technique used are identifying key words, answering questions, discussion is used in experimenting cycle, brainstorming in associating cycle, and free writing used in communicating cycle.

4. In conducting the instructional or teaching learning process, the teachers used one certain book as the students’ text book as a printed material. Those books are “When English Rings a Bell”, Politeknik Negeri Media Kreatif Publisher by Asep dkk. 2013 Jakarta. The reason for choosing those book because the Government of Ministry Education suggested to use only “When English Rings a Bell” in implementing 2013 Curriculum.
In the text book “When English Rings a Bell” the material of second grade are “Bigger is not always Better”, “I’m Proud of Indonesia”, and “When I was a Child”. Those book can be as a source of actively for learner practice and communicative interaction. Meanwhile the teacher also used unprinted material such as power point and material from the teacher those unprinted material used as a resource for presentation materials (spoken or written) and a reference source for learners on grammar vocabulary, pronunciation.

5. Teaching is usually regarded as something that teachers do in order to bring about change in learner. Teachers’ role are main factors which provoke the learner attains their achievement in teaching learning process especially teaching English. Based on the observation it found that the role of teacher in teaching English are as facilitator in which facilitate the students when they have difficulties, group organizer when the students work in group, and explainer when there were the material which not clear.

6. Beside the teacher has roles in teaching learning process, the students also has roles in the classroom. The students’ roles influenced the effectiveness of teaching learning process. Based on the writer’s observation and interview, the writer found there are some roles of students such as (1) learner as evaluator, (2) learner as active participant, in teaching learning process, the students not only focus on the explanation of the teacher but also have a roles to be active for the effectiveness in teaching learning process. The role of the students as active participant can be seen when teaching learning process conducted in Class D. The students are given the assignment from the teacher and they are asked to present their discussion in front of the class. The materials given are about making a sentence by using pattern degree of comparison in chapter II, (3) learner as group member, in group, the students can work together to solve a problem in learning. The function is they can ask to other friends if they get difficulty in material that will be
discussed. It can be seen when the teaching learning process with Mrs D, students worked in group to discuss the material about degree of comparison. Learner as processor of information, (4) learner as processor of information, the role of students here as processor of information means they have a role to process the information from the teacher and try to understand what the teacher means and ask questions if there is a material which not understood.

7. Media is an important part in teaching learning activity because it makes the student more attractive and interested in learning process. Media is such as things that can be distributed as the message from the sender to receiver to inspire the sense, mind, and attention and students interest in teaching learning of English. Based on observation in the classroom and interview of the teacher, the researcher concludes that media used by the teacher at SMP Muhammadiyah 10 Surakarta is many varieties, they are picture, LCD and board to support the teaching learning process. Picture is used by the teacher when taught the material degree of comparison, the teacher showed the picture about kind of transportation. LCD is used by the teacher to show the power point about recount text in order to make students clearer in mastering the material. Last, board is used to write the material from the teacher.

The implementation of scientific approach in teaching English is a process to conduct the real teaching learning which based on the teaching elements such as learning objective, classroom procedure, classroom technique, the instructional material, teacher’s role, student’s role, and media.

From the data which is obtained from documents and interview in teaching English, the objectives of English teaching can be viewed from the 2013 Curriculum and syllabus. The objectives can be divided into two objectives are namely: a) General objectives and b) Specific objectives which is appropriate with the 2013 Curriculum. In teaching learning process of English the teacher used the same procedures. In the procedures of teaching learning process, the teacher and students do some activities. The teacher
used 5M (scientific approach: Observing, Questioning, Experimenting, Associating, Communicating). Based on Ministry of Education Regulation about the 2013 Curriculum, the stages of procedure teaching English are Observing, Questioning, Experimenting, Associating, Communicating. In implementing those stages, the teacher was not consistent to used all stages. There are three different patterns used by the two teachers. Those procedure in teaching English is suitable with the orientation from Ministry of Education Regulation about standard process in implementation general orientation of teaching learning process year 2013 (implementation of 2013 curriculum). Based on the observation, the two teachers used some techniques in teaching English such as Question and answer on the observed figure, question and answer on the observed material, identifying key word, question and answer on the material, discussion, and free writing. Those techniques include four skill they are listening, speaking, reading and writing. The finding of study shows that the English teacher used printed material such as textbook as source of study, and material from teacher made. The chapter of the materials in eight grade are “Bigger is not Always Better”, “I’m Proud of Indonesia”, “When I Was a Child”. That include monologue text such as descriptive, recount and narrative text. The writer concludes that the materials is used by the teachers is suitable with Richard’s Theory. Based on the observation of the research, the writer found that the two teachers have the important roles, and they had same roles. They are as facilitator, group organizer, and explainer. Richard and Lockhart (1994: 105) stated that the roles of the teacher in teaching learning are as facilitator, as group organizes, inquiry controller, explainer, planner, manager, motivator, empowerer. Based on explanation above, the writer concludes that the teacher’s role in teaching learning is suitable with Richard and Lockhart Theory. Based on the observation and interview, found the roles of students are; learners as evaluator of their own progress, learners as an active participant, learners as processor of information and learners as members of group and learn by interacting with others. John and Paulson (1976) in Richard and Rodgers
(1986) stated that learner’s role to plan their own learning program and this ultimately assume responsibility for what they do in the classroom, learners monitor and evaluate their own progress, learners learn from the teacher and learners are members of a group and learn by interacting with others. The writer concludes that the learner’s role in teaching English is suitable with the theory by Johnson and Paulson. Based on the observation it found media used by two teachers beside the teachers explain the material orally, they used other media such as LCD, picture and board in the class. Hyland (2004) stated that transferring material in teaching writing skill can use different media such as spoken, printed and electronic which is suitable with theory by Hyland (2004: 138).

D. Conclusion

Scientific is a new approach which proposed by the Government in implementing the 2013 curriculum. The implementation of scientific approach can be seen in the implementation of some elements of teaching English. Learning objective as a one of elements shows that there are two learning objectives namely general objective and specific objective. The general learning objective is based on Curriculum 2013, meanwhile the specific learning objective is based on lesson plan and Syllabus for eight grade. The classroom procedure of teaching English consists of five steps namely: Observing, Questioning, Experimenting, Associating, and Communicating and has three pattern in the teaching learning process, which the classroom activities were included. The implementation of procedure of scientific approach in teaching English is not completely in line with the process standard. The teachers at SMP Muhammadiyah 10 Surakarta not always use all steps because they still confused to teach English using scientific approach. In teaching learning process used some technique in teaching English. They are question and answer on the observed figure, question and answer on the observed material, discussion, identifying key words, answering questions, brainstorming and free writing. The teacher did
not always used English in explaining the material, they also use Indonesian in explaining the material through discussion. The materials used by the teacher were generally taken from some sources based on syllabus. The teacher used printed material from the textbook. The teacher also took material from both printed and non-printed source as sell access material on the internet and other resources. The teachers also use other resources because the textbook just consist of exercise and some dialogues without some explanation. The teacher has some roles in teaching learning process. The major role of teacher in language teaching is to build the condition and to increase the teaching learning process. Teacher’s role in teaching English were as facilitator, the teacher can facilitate the students who need help in mastering the material or lesson, as group organizer, the teacher help the students to arrange the group work to discuss the material with others, and as explainer, the teacher can get the addition knowledge from the teacher’s explanation. The learner’s role in teaching learning process of English were learner evaluator, learner active participant, learner group member and learn by interacting with others, learner processor of information. The learners get many advantages from discussing with other learners. They can practice their ability in speaking English when they are active participant, and can interact with others to discuss the material and can evaluate their own progress by discussing the materials. The teachers uses some media to support the teaching learning process in the classroom. The media used in teaching learning process are picture, LCD as electric media to show the power point, and board to write the addition material from the teacher. The teacher used picture when describing something in order to make students interest in making a descriptive text, then used LCD and board when the teacher gave the additional explanation of the material.

From the explanation above, it can be conclude that the implementation of scientific approach in teaching English is not always implemented fully. The stages that not always used by the teachers are communicating and associating stage. The situation happen because of some
reason such as the teacher only has a little bit the knowledge about the implementation of scientific process in teaching learning process. Then the teachers also has some difficulties in mastering the meaning of each stage of scientific process, as a consequence the teacher just sometimes implement all of the stages, sometimes they only use four stages or two stages of scientific process in teaching English. The others reason are the students not ready yet to learn with new process so they just learn the material as well as they can. Then the media used is still limited, so the students are less interested in teaching learning process.

**BIBLIOGRAPHY**


