THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH
AT THE FIRST GRADE OF SMK MUHAMMADIYAH 1 SUKOHARJO:
NATURALISTIC STUDY

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ABSTRACT

This research discusses two major concerns. First is the implementation of scientific approach for teaching learning English in SMK Muhammadiyah 1 Sukoharjo. Second is the students' opinions on the approach in teaching learning English. This research aims to know the implementation of scientific approach in teaching learning English at the first grade of SMK Muhammadiyah 1 Sukoharjo. The type of this research is descriptive qualitative research. The researcher gets all the data from event, informant, and document. The methods of collecting data are observation, interview, documents. The technique of data analysis is descriptive interactive which comprises three procedures, namely: data reduction, data display, and drawing conclusion. The technique of data analysis is to answer the implementation of scientific approach and the students' opinions on the approach in teaching learning English. The result of this research shows that: 1) the implementation of scientific approach in teaching learning English at the first grade of SMK Muhammadiyah 1 Sukoharjo was complete. The teacher used project-based learning as method and the teacher used two techniques in teaching learning process discussion and presentation. There are five activities in teaching learning process, such as: observing, questioning, experimenting, associating, and networking based on the 2013 curriculum. 2) the students' opinions about the approach in teaching learning English at the first grade of SMK Muhammadiyah 1 Sukoharjo were very positive opinions. There are five categories from the result of students' opinions by students' questionnaire, such as: a) the material is easy to understand, (b) the students enjoy the English learning, (c) the teaching learning English situation is very fun, (d) the teaching learning English atmosphere is not boring, (e) the teaching learning English is very interesting.

Keyword: scientific approach, teaching learning English, the 2013 curriculum.
ABSTRAK


Kata kunci: pendekatan ilmiah, belajar mengajar bahasa Inggris, kurikulum 2013.

A. Introduction

In education there are many important components. Which should be prepared to improve the quality of education in a country. One of the components is the curriculum. Curriculum is a structured series of intended learning outcome (Johnson, 1967: 130). All of schools in Indonesia also need to use the curriculum to achieve the goals of education in schools. There are many name or type of curriculum in Indonesia. Whatever its name, it describes the ground which pupil and teacher cover to reach the goal of education (Brubacher, 1978: 155).

All of teaching learning process requires the curriculum as planning in teaching. One of them is in teaching learning English. English is an international language, since English has an important role in all sectors in the world. To develop the education in Indonesia, the central government has developed the newest curriculum namely the 2013...
curriculum. According to *Permedikbud No. 68 tahun 2013* the 2013 curriculum is developed to prepare the Indonesia in order to have the ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in the social life, nation, country, and the world civilization.

Actually, the new curriculum (the 2013 curriculum) is not a replacement of the previous curriculum but this is the result of curriculum development in Indonesia. According to *Kemendikbud* (2014: 4) the development of the 2013 curriculum is the next step of developing of curriculum based on the competency that is started since 2004 and *KTSP* 2006 which focuses on building cognitive, affective, and psichomotor. So, the teachers and students must adaptation with the new situation of learning process in accordance with the procedures of the 2013 curriculum. This is the real effect of the frequent change of curriculum in Indonesia. One of new situations is the students more active rather than the teacher.

Approach is a one of elements in learning process. Teachers always expect that learning process will be implemented with the perfect, because teacher need a students response when the learning process. Teaching learning process is an learning interaction between teacher and students. It is the way for students to understand about what they learn. Scientific approach is one of approaches that right to implemented in schools. Scientific teaching approach is an approach of teaching which is designed with the same rigor as science at its best; learners make observations, develop hypotheses about phenomena, devise tests to investigate their hypotheses, and communicate their findings to others (Fauziati, 2014: 157).

This research aims is to know the implementation of scientific approach in teaching learning English at the first grade of SMK Muhammadiyah 1 Sukoharjo. In SMK Muhammadiyah 1 Sukoharjo, there are many students who are very confused to understand English. Furthermore, the learning strategies used by the students are not appropriate. When the teacher present the material many students are bored or not focused on the lesson. It is also as one of the reasons that cause difficulties for the students in comprehending the English. Even, there are some students who are afraid or do not like English. It becomes the reason why they lose interest in studying English. Sometimes, the students try to learn English or try to be familiar with English. But, when they go back to the learning process in teaching English, the students fail to master English material. In addition, some of students also have low motivation to learn English.
In this research, there are some previous study to support this research, such as: "The Implementation of Scientific Approach in Teaching Writing Based on the 2013 Curriculum in Junior High School" written by Muhammad Reza Pahlevi from State University of Surabaya. The result of the study are (1) the teacher implemented five learning phase (observing, questioning, collecting information/explores, associating, and communicating) of the scientific approach in two meetings, (2) the students’ responses to the implementation of scientific approach were informative enough.

The next previous study is "Exploring "Scientific Approach" in English Language Teaching" written by Suharyadi from State University of Malang. The result of the study are (1) scientific approach is a new in English language teaching, (2) the students learn and teachers teach science and English are different, (3) scientific approach in English language teaching is still blurred, (4) scientific approach is not a model of teaching, but a set of fixed steps that can be used in teaching, (5) scientific approach cannot replace the existing approaches and methods in English language teaching.

B. Research Method

In this research, the researcher uses descriptive qualitative research to collect the data. According to Creswell (1998: 15), qualitative research focuses on the methodological nature, the complexity of the end product and its nature of the naturalistic inquiry: Qualitative research is an inquiry process of understanding based on distinct methodological traditions of inquiry that explore a social or human problem. The research builds a complex, holistic pictures, analyzes words, reports detailed views of informants, and conducted the study in natural setting.

The setting at SMK Muhammadiyah 1 Sukoharjo. It is located on Jl. Anggrek No. 2 Sukoharjo 57511 Jawa Tengah Telp. (0271) 593187. This school one of Senior High School on Sukoharjo. The subject of this research is the first grade English teacher and students of class X TKJ 1 of Senior High School at SMK Muhammadiyah 1 Sukoharjo that consists of 36 students. The data of the research is the informant of the students and the teacher while researcher takes note from field conduct the observation. The researcher takes data source from event, informant, and document. The researcher uses methods of collecting data are observation, interview, and documentation.
C. Research Finding and Discussion

1. The Implementation of Scientific Approach in Teaching learning English

In 2015, the Minister of Education and Culture in Indonesia suggested Indonesia to use the 2006 Curriculum (KTSP). SMK Muhammadiyah 1 Sukoharjo is one of the schools in Sukoharjo that is still implementing the 2013 curriculum to all grades. SMK Muhammadiyah 1 Sukoharjo has four English teachers at the first grade and the researcher choose one teacher and one class as research subject.

The observation was taken at SMK Muhammadiyah 1 Sukoharjo for two weeks. It was conducted in using three methods namely observation, interview, and document from Thursday, April 23, 2015 until Tuesday, May 05, 2015. The researcher took the first grade of class TKJ 1 of this research for implementation of scientific approach on Thursday, April 23th and 30th, 2015. The teacher’s name is Esti Munjariyah and the material that had been observed was recount text. The findings of implementation of scientific approach consists of:

a. The Objectives in Teaching learning English

In teaching learning, objectives is one of important elements. All of teaching learning in education always has a objectives on targets to be achieved in learning. Based on the lesson plan, the researcher gets the data of objectives in teaching learning English, such as:

1) The students are able to identify the generic structure of the recount text, after reading the example of recount text.
2) The students are able to finds language features of the recount text, after reading the example of recount text.
3) The students are able to understand and explain the meaning of recount text, after observing the example of recount text.
4) The students are able to make a good recount text, after choose one of theme (experience/activities/events/incident) about recount text.
5) The students are able to present a recount text itself with the good pronunciation, intonation, grammar, and vocabulary, after making the recount text itself.

Based on the result above, the general specific objectives of the lesson is the students more understand about how to make the recount text and share the experience to friends or someone with the good way.
b. The Materials for Teaching learning English

The materials is a teaching resource that must be learned by students. There are many materials in English, especially in the high school at the first grade. Based on the objectives in teaching learning English from teacher's lesson plan, the teacher gave the material to students about recount text. Recount text is one of the materials in teaching learning English. This material is a text which tells the readers about someone's experiences. The communicatives purposes is to entertain and to inform the readers an event in the past chronologically.

c. The Methods in Teaching learning English

Based on the teacher's lesson plan, the teacher used project-based learning as the method. According to Fauziati (2014: 170) Project-based Learning is an approach of teaching which is student-centred and driven by the need to create and end-product (a-project). It is commonly implemented in foreign language classes as it provides students with opportunities to engage with the language authentically and use the four language skills.

d. The Teaching Technique Applied in Teaching learning English

1) Discussion Technique

In the learning process on Thursday, April 23th, 2015, the teacher shared her knowledges for students about recount text. In SMK Muhammadiyah 1 Sukoharjo, the time allotment to English is 135 minutes of one learning process. So, the teacher have a lot of time to implement her plans of this learning process. After the teacher shared her knowledge, the teacher gave example of a recount text for the students. The teacher showed one example of recount text used in Liquid Crystal Display (LCD) and the teacher also read recount text herself and gave more explanation for the students. After the teacher finished to gave example and gave more explanation about recount text, the students gets the task to discussed with other students.

The students were interested in this material and this technique. They discussed this material with other students, so the students get new experience from friends because they share their knowledges. If one students do not understand about this material, the other students can help with gave more explanations about this material.
2) Presentation Technique

In the first observation on Thursday, April 23\textsuperscript{th}, 2015, the students discussed with other friends about task by the teacher. And then, in the second observation on Thursday, April 30\textsuperscript{th}, 2015, all groups presents about the results in front of the class. The students looked is very confident, when they presentation in front of the class. There are many different opinions from each groups. So, all students gets the new knowledges from any other students. They were is very active in that activity, because the materials were interesting and the technique is very support in the learning process. Presentation could improve students’ ability, especially speaking ability.

e. The Procedure in Teaching learning English

1) Discussion Technique

(On Thursday, April 23\textsuperscript{th}, 2015)

a) Pre-teaching

The English class at X TKJ 1 in Thursday, start from at 07.00-09.15 a.m. The English teacher came to the class (X TKJ 1) on time. But, before the English lesson begins, all students reads Al-Qur’an (Al-Ashr, Al-A’la, Al-Qariah, and Al-Quraish) and then, teacher and students praying. The teacher said “Assalam’ualaikum Wr. Wb” to start the English lesson, and the students answered “Waalaikum’mussallam Wr. Wb”. Then she asked “Good morning my students and how are you?” all students said “Good morning Mrs, I am fine and you?” the teacher answered “I am fine too, thank you”. And then, teacher asked “Let’s say Basmallah together!” the students answered “Bismillahhirtohmannirrohim”.

b) While-teaching

(1) Observing

Teacher explain about material (recount text), the teacher also gave example about recount text to all students. She showed example about recount text used some media Liquid Crystal Display (LCD) because teacher’s example from microsoft power point. And then, teacher read recount text herself and explain in detail from example because students looked confused with the meaning about the text. She showed many examples or texts about
recount text to students that students has a lot of references and to expand their knowledge. The next steps, teacher asks the students to read together, so all students more easier to understand about the meaning of the text in detail.

(2) Questioning

The second steps is questioning, in this step is question-answer step between teacher and students after the teacher finished explaining material to students. There are some students who directly understand, but there are also some students very difficulty to directly understand about material. So, this step is important to teacher how to know students understand or not about material.

(3) Experimenting

The third steps is experimenting, to make really understand by students, teacher gave any others examples to students. Because this step that the students work a task from teacher to more understand about material. Teacher asked “Please open your handbook (LKS), on pages 21!”. In student's handbook (LKS) there are any others recount text examples. To know the students really understand, teacher gave taks to all students to read and analyze these example.

(4) Associating

The teacher gave assignment for the students, but the assignment must finished with the group. Besides, the teacher gave assignment, she also divide students as some groups. And finally, the teacher divide six groups from 36 students. Every groups obtains same assignment, namely to discussed and make one recount texts with groups by teacher's assignment. And then, the next meeting every groups will presentation about the results from discussion.

(5) Networking

The students listened for teacher to next assignment. The teacher not only gave the groups’ assignments, but also gave the individual’s assignment. Teacher asked “And now, please make a resume about material today in your paper!”. So, in this activity,
the teacher also gave confirmation and positive feedback for students about all activity in learning process.

c) Post-teaching

The teacher made conclusion of the lesson about recount text. And then, the teacher gave a question for students, “Have you understood about material today?, or any question?”. In this stage is the last activity in the class, because the time was up. So, the teacher should finished the meeting. Before the teacher leaving the class, the teacher asked “Let’s say Hamdallah together!” students answered “Allhamdulillahhirirobiillallamin”. The teacher closed by saying “Wassalam’mualaiikum Wr. Wb. and see you next week” students answered “Waalaikum’mussallam Wr. Wb. and see you”.

2) Presentation Technique

(On Thursday, April 30th, 2015)

a) Pre-teaching

At this stage, the researcher gets the same data such as in the first time observation on Thursday, April, 23rd, 2015. Because there are many teacher doing that the same at this stage. It is conditions in pre-teaching is not different from the pre-teaching conditions in the first time observation.

b) While-teaching

(1) Observing

At this steps, the teacher still doing explain about the material last week (recount text) because in this second observation teacher continue the last week material (recount text). But, all students still interested and focused with this English learn.

(2) Questioning

Questioning is the stage that if the students do not understand can gave questions to the teacher about material. Actually, between the first observation and the second observation in this stage is the same conditions.

(3) Experimenting

Experimenting step generally was done to develop of students knowledge because students searching more or new
reference about material. At this step, the teacher still gave a assignment to students. Teacher asked “Please, open your handbook (LKS) chapter IV about recount text!” And then, the teacher asked “Now, everybody, please write the important thing from this material! and if you still not understand, you can write your questions in your paper!”

(4) Associating

At this steps, the students doing presented the result of their groups with presentation technique and this is assignment by teacher in the first meeting. And then, on Thursday, April, 30th, 2015, all students ready to share about their groups result from discussion section in the first meeting. The teacher choose one group at random to start the presentation.

(5) Networking

Networking is the last steps in while-teaching of scientific approach. The same with the first meeting, the teacher gave feedback for students’ activity and result from presentation. That recount text was a text consisted of experience from the writer. The students looked is very happy and spirit because the teacher succeed made sure all students understood.

c) Post-teaching

When the teacher finished gave positive feedback for students, the teacher also gave informations to next weeks about the next material. So, data result in this stage is the same with the first meeting. The teacher review material with students, and then closed the English class.

2. The Students’ Opinions on the Approach in Teaching learning English

Based on the first problem statement about the implementation of Scientific Approach in teaching learning English, the researcher looked that all students very enjoyed in following the learning process. But, the researcher believes that of each students have a different opinions about this approach. So, in the second problems statements, the researcher is interested in understand what is the opinions about this approach in teaching learning English. The researcher used questionnaires to gets the
data on Thursday, April 30th, 2015. From the 36 questionnaires to each students, the researcher classified the result of the data from all questionnaires, as follows:

a. **The Material is Easy to Understand**

   By students at class X TKJ 1, this approach makes the students easier to understand the material. Based on the result of students’ questionnaires, there are 16 students whose opinions include in this category.

b. **The Students Enjoy the English Learning**

   This approach is very enjoyable and makes the students know the material. Based on the result of students’ questionnaires, there are 7 students whose opinions include in this category.

c. **The Teaching learning English Situation is Very Fun**

   The students feel fun situation in the lesson. The teacher can provide knowledge and new experience in a way that is fun in the learning process. And then, the students feel fun in the learning, the teacher succeeded to create a good learning atmosphere. Based on the result of students’ questionnaires, the students feel fun with the learning using scientific approach. There are 5 students whose opinions include in this category.

d. **The Teaching learning English Atmosphere is Not Boring**

   Approach is one of important components in education. Scientific approach success makes the lesson not boring and understandable, so the students can improve their knowledge. There are 3 students whose opinions include in this category.

e. **The Teaching learning English is Very Interesting**

   The implementation of scientific approach at the first grade of class TKJ 1 in SMK Muhammadiyah 1 Sukoharjo is very interesting for students. This opinions based on the result of students’ questionnaire, there are 2 students whose opinions include in this category.

D. **Conclusion**

After describing and analyzing the data, the researcher draws conclusion based on the implementation of scientific approach in teaching learning English at the first grade of SMK Muhammadiyah 1 Sukoharjo. The research concludes this research as follows:

1. Scientific approach had been applied at the first grade of class TKJ 1 in SMK Muhammadiyah 1 Sukoharjo. It was implemented by using the project-based
learning methods and the teacher used discussion and presentation technique. The implementation of scientific approach at class X TKJ 1 is very good and completely each steps based on Fauziati (2014: 156) with regards to classroom procedure, the scientific approach as discussed previously is materialized in the learning cycle which comprises of five main steps, namely: observing, questioning, collecting information or experimenting, associating or information processing, and communicating. The students were active and interested in each activity in learning process at class. Because the students gets the knowledge and new experience in learning process.

2. The students' opinions about the implementation of scientific approach in teaching learning English is very positive opinions. The students feel enjoyed and not boring during the lesson because there are many activity in the classroom. In students' opinions, there are five categories: scientific approach makes the students more easy to understand about the material, scientific approach makes the students very enjoyed in the lesson, scientific approach makes the students feel very fun in the learning process, scientific approach makes the learning atmosphere is not boring, and scientific approach makes the students very interesting with the lesson.

3. The strengths and weaknesses of the scientific approach, namely:
   a. The strengths of the scientific approach:
      1) Scientific approach makes the learning process in the classroom more interesting because full of activities, such as observing, questioning, experimenting, associating, and networking.
      2) Scientific approach also makes close relation between teacher and students.
      3) Scientific approach also it makes the students easier to understand the material from the teacher.
   b. The weaknesses of the scientific approach:
      1) The teacher need more learning allocation to apply the scientific approach in the learning process.
      2) Between the active and passive students will unbalance in the classroom because the active students get more portion to express their ability. The teacher must hard work to make all of students active in the learning process.
E. Bibliography


