THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING
ENGLISH OF 8TH GRADE AT SMP MUHAMMADIYAH 7
SURAKARTA IN 2014/2015 ACADEMIC YEAR:
A NATURALISTIC STUDY

PUBLICATION ARTICLE

by

BETY DWI HAPSARI
A320110030

DEPARTMENT OF ENGLISH EDUCATION
SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2015
Surat Persetujuan Artikel Publikasi Ilmiah

Yang bertandatangan di bawah ini pembimbing skripsi:
Nama : Prof. Dr. Hj. Endang Fauziati, M.Hum
NIK  : 237
Nama : Aryati Prasetyarini, S.Pd, M.Pd
NIK  : 725

Telah membaca dan mencermati naskah artikel publikasi ilmiah, yang merupakan ringkasan skripsi mahasiswa:
Nama   : Bety Dwi Hapsari
NIM    : A320110030
Program Studi : Pendidikan Bahasa Inggris

Naskah artikel tersebut, layak dan dapat disetujui untuk dipublikasikan.
Demikian persetujuan dibuat, semoga dapat digunakan sepernya.

Surakarta, 23 April 2015

Pembimbing I

[Signature]

NIK. 237

Pembimbing II

[Signature]

NIK. 725
THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING
ENGLISH OF 8TH GRADE AT SMP MUHAMMADIYAH 7
SURAKARTA IN 2014/2015 ACADEMIC YEAR:
A NATURALISTIC STUDY

Bety Dwi Hapsari
A320110030
English Department
Muhammadiyah University of Surakarta
Email: bety.dwi.hapsari@gmail.com

ABSTRACT
This research aims to describe the implementation of scientific approach in teaching English of 8th grade at SMP Muhammadiyah 7 Surakarta, specifically it is to know the learning objective, instructional material, classroom procedure, classroom technique, teaching media, teacher roles and learner roles of implementation of scientific approach in teaching English of 8th grade at SMP Muhammadiyah 7 Surakarta. The type of this research is descriptive qualitative research. The writer gets the data from event, informant and document. The techniques of collecting data are observation, interview and documentation. The procedures of analyzing data are reduction the data, display and verification. The results of this research show that 1) there are two learning objectives namely, general and specific learning objective, 2) the teachers used two kind of instructional material namely, printed material and unprinted material, 3) the classroom procedure that used by the teachers is 5M namely, Observing, Questioning, Experimenting, Associating and Communicating that consists of two patterns, 4) English teachers are used some techniques based on learning cycle (5M) such as Reading a Passage, Role Playing, Prediction, Discussion, Problem Solving, Skimming and Scanning, Listing, Oral Repetition, Brainstorming, Answering question, 5) teaching media that used by the teachers namely, pictures and images, LCD, laptop and video, 6) the teacher has some roles such as, teacher as planner, as manager, as facilitator, and as motivator, 7) the students has some roles namely, learners monitor and evaluate their own progress, learner learn from the teacher and learner are members of a group and learn by interacting with others. The implementation of scientific approach in teaching English of 8th grade students of SMP Muhammadiyah 7 Surakarta was not fully complete.

Keywords: implementation, scientific approach, teaching English
A. Introduction

Nowadays, teaching’s world is talking actively about transformation of new teaching paradigm especially by the teachers for the teaching of English. They are talking about teaching technique or teaching method, the achieving result of teaching and changing the student of behavior. Transformation of new teaching paradigm has the goal to produce the productive, creative, innovative and affective students with behavior, skill and knowledge. So, to improve it, in teaching learning process teacher must use different way. On other hand, the success of teaching is related to learning objectives, learning media, learning process, learning method and learning approach.

Indonesia as education central is realizing a paradigm’s change from traditional educational system modify into modern educational system. In traditional educational system, is the teacher becomes centered learning and provides all the information. The students just listen to the teacher from the beginning after the end of the lesson. It causes the students cannot develop with their ability and easily get bored. So, education in Indonesia is attempting to change educational system to change the teaching learning process which is more fun and the students becomes centered learning. This change makes the students easily learn and more active in their study.

English has been teaching in all types of schools, especially junior high school. Junior high school is the beginners after elementary schools, but the students need some transformation in learning, such as: new media, interesting material and method. According to Fauziati (2014: 155) teaching learning processes in the education unit should maintain interactive, inspiring, fun, challenging, motivating learners to actively participate. It also provides enough space for initiative, creativity, self-reliance, talents, interests, and physical and psychological development of the students.

Teaching-learning English needs a change. The traditional paradigm in education has been changed to new curriculum, called 2013 Curriculum. The 2013 Curriculum needs collaboration between all of teacher to improve success
in 2013 Curriculum. With the new curriculum, it is expected that Indonesia can promote its national education. The new curriculum, among other things, is intended to authorize teachers to develop down to earth learning activities relevant to the learners’ need, based on actual condition of the school, and the necessity to link it to the environment. This approach is called a scientific approach.

According to Handelsman, et al., (2004: 521) in Fauziati (2014: 154) scientific teaching approach is a pedagogical approach used in classrooms whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students. It means a pedagogy which best enables students to have experiences in the process of building knowledge.

Scientific approach has been implemented for primary and secondary education in Indonesia with the enactment of the 2013 curriculum. It is materialized in a learning cycle which comprises of five main steps, namely: observing, questioning, experimenting, associating, and communicating. (Fauziati, 2014: 157)

SMP Muhammadiyah 7 Surakarta implements the scientific approach. Scientific approach is applied to help students understand about material and make them have high critical thinking, more active, more positive and more independent and to develop their achievement. It can be seen at SMP Muhammadiyah 7 Surakarta which is always superior from the competition in Surakarta. So, it is needed to know how is the implementation of scientific approach in teaching English of 8th grade at SMP Muhammadiyah 7 Surakarta.

The objectives of this study are to know the learning objective, to know the role of instructional material, to know and describe the classroom procedures, to describe the classroom technique, to describe the media used by the teacher, to describe the teacher roles, to describe the student roles in teaching learning process using scientific approach. This study has theoretical
benefit and practical benefit. Theoretically, the result of this study can support ability and motivate the students to write the texts. Practically, the result of this study can give some benefit for the student especially scientific approach in teaching English. It can be used to increase their ability to make a test covering knowledge, skills, creativity, and attitude. This approach is the new main tool in teaching English skill, so it can make the process of teaching learning more interesting, various and scientifically.

Regarding to research in implementing of scientific approach, Suranta (UMS, 2010) conducted a research on Enhancing Writing Skill through Inquiry-based Teaching to the Eleventh Graders of SMA Kebakkramat State School in the Academic Year 2009/2010. The result of the research shows that Inquiry-based teaching strategy gives some positive effects toward the students’ writing problems. It is can improve the students’ motivation in learning English, it can influence the students’ attitudes toward the teaching learning English process, it improves the students’ participation during writing class and the last, it can improve the students’ skill in writing English text. Secondly, Andriyani Mudrikah (UMS, 2011) conducted a research on The Implementation of Inquiry-based Learning in Teaching Writing at The First Year of SMA Negeri 1 Gemolong, Sragen. The result of the research shows that Inquiry-based Learning is the best appropriate learning that can be used to develop students’ motivation in writing. The teacher not only takes the material from the English textbooks but also they use teacher-made materials. The classroom activities are appropriate with the procedure of Inquiry-based Learning, consisting three stages exploration, elaboration and confirmation. The researcher finding shows that the teacher has several problems in teaching writing namely difficulty in improving students’ vocabulary, limitation of time and lacking of teaching media. Thirdly, Fajriyah Kumalasari (UMS, 2012) conducted a research on The Inquiry-Based Teaching to Improve the Students’ Reading Comprehension (A Classroom Action Research at SMP MTA
Gemolong at IX Grade 2011/2012 Academic Year). The result of the research shows that inquiry based teaching is effective to improve the students’ reading comprehension in class. Fourthly, Trianasari (UMS, 2012) conducted a research on The Implementation of Inquiry-based Learning in Teaching Writing at the Second Year of SMPN 1 Nogosari Boyolali. The result of the research shows that first, the learning process using inquiry-based learning consists of three stages namely, exploration, elaboration and confirmation. In learning process itself, the teacher is implemented complete method in writing skill. Second, the problems faced and how to implement the method, class management, limited time, and lack of teaching media. Lastly, Putri Anif Sangadah (UMS, 2014) conducted a research on The Implementation of Inquiry-Based Learning in Teaching English at SMA Negeri 1 Boyolali in 2013/2014 Academic Year. The result of the research shows that the implementation of inquiry-based learning was not fully complete at XI Science3 of SMA N 1 Boyolali. Teaching techniques used in teaching English are discussion and problem-solving. There are three activities in teaching learning process, namely: exploration, elaboration and confirmation. The result of the research also shows that the implementation of inquiry-based learning at XI Science3 of SMA N 1 Boyolali was in-line with the principle of inquiry-based learning.

Based on the researchers above, the writer wants to observe the implementation of scientific approach with the objective is to know how implementation of scientific approach in teaching English. The objective is divided into seven parts, there are to know learning objective of teaching English, to know the role of instructional material, to know the classroom procedures, to know the classroom techniques, to the media used by the teacher, to know the teachers’ role, and to know the students’ role in implementing scientific approach in teaching English of 8th Grade at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year.
B. Research Method

This study is a descriptive qualitative research especially naturalistic study. The writer describes how the implementation of scientific approach in teaching English of 8th grade at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year. SMP Muhammadiyah 7 Surakarta is located in Jl. Tentara Pelajar No.1, Kandangsapi, Jebres, Surakarta. This research was conducted on October, 2014 until March, 2015. The subject of this study is the English teacher and the students at SMP Muhammadiyah 7 Surakarta in 2014/2015 academic year. The teachers are Mrs. FTR (Class B) and Mrs. NJH (Class C) and total of the students are 44. They are 24 students in class C, and 20 students in class B.

The writer focuses in implementation of scientific approach in teaching English of 8th grade at SMP Muhammadiyah 7 Surakarta in 2014/2015 Academic Year. The data are taken from event, informant and document. The techniques of collecting data are observation, interview and documentation. The procedures of analyzing data are reduction the data, display the data and conclusion/verification.

C. Research Finding and Discussion

From the observation and the result of interview that has been conducted, the writer found how is the implementation of scientific approach in teaching English of 8th grade at SMP Muhammadiyah 7 Surakarta that consists of seven problem statements as follows:

1. Learning Objective

The writer finds that SMP Muhammadiyah 7 Surakarta has two learning objective based on the curriculum and syllabus, namely general objective and specific objective.
a. General Objective

“Respect and appreciate the religious teachings. Respect and appreciate the honest behavior, discipline, responsibility, caring (tolerance, mutual aid), polite, confident, in interacting effectively with the social and natural environment in association reach and presence. Understand and apply knowledge (factual, conceptual, and procedural) based on curiosity about science, technology, art, culture and events related to the phenomenon of the visible. Rework and reasoning in the realm of concrete (use, reduce, assemble, modify and create) and the realm of the abstract (writing, reading, counting, drawing, and writing) based on the learned in school and other similar sources in viewpoint/theory”

General objective in learning objective of teaching English is appropriate with Curriculum.

b. Specific Objective

Based on the syllabus eighth grade especially second semester, the specific objectives are different in each skill such as speaking, reading, listening and writing based on the kind of text, namely interpersonal text, transactional text, short functional text, and long functional text. Specific objective in learning objective of teaching English is appropriate syllabus of 8th grade.

2. Instructional Material

The writer found the role of instructional material and the kind of instructional material in SMP Muhammadiyah 7 Surakarta. There are some roles that founded by the writer, namely:

a. A resource for presentation materials (spoken or written).
   It is impossible for the teacher when they taught without material in written or spoken.

b. A source of actively for learner practice and communicative interaction.
   This role focuses on the learners. It is impossible for the learners when they practice and communicative interaction without the materials as
the source to teach. There must be some topic for the learner to practice their oral ability.

c. A reference source for learners on grammar, vocabulary, pronunciation, and so on.
   It is impossible for the teacher to understand the rule of grammar, vocabulary and pronunciation. The teacher must check the material which is used to teach and to support their explanation. So that, the material as reference in searching and learning about the grammar, vocabulary, and pronunciation.

d. A resource of stimulation and ideas for classroom activities.
   The stimulation and the idea from the teacher is very needed in the classroom activities with a material because the material has topics, example of texts, grammar, vocabulary, and so on that can develop teacher’s creativity and the ideas in the teaching learning process.

e. A syllabus (where they are reflected) learning objective that have already been determined.
   In the teaching of English, the teachers give the materials based on competence standard and basic standard competence which have been stated in syllabus. So, the teachers always used the syllabus as the reference for choosing textbook and arranging the lesson plan.

f. A support for less experienced teacher who have to gain in confidence.
   The teacher still needs a support to gain in confidence and they cannot teach without the material. So, the material here can be as a support for less experienced teachers who have to gain in confidence because it can influence in supporting the teacher when they were teaching the students in teaching learning process.

   The writer concludes that the role of material in SMP Muhammadiyah 7 Surakarta is suitable with Cunningworth’s Theory.
The English teachers use printed material such as textbook as source of study, and unprinted material on the internet. The chapter of the materials in eighth grade are includes degrees of comparison, descriptive text, simple past tense, and recount text. The writer concludes that the material is used by the teachers in SMP Muhammadiyah 7 Surakarta is suitable with Richard’s Theory.

3. Classroom Procedure

English teacher in SMP Muhammadiyah 7 Surakarta are used same procedure namely, learning cycle of scientific approach that called 5M in Indonesia (Observing, Questioning, Experimenting, Associating, Communicating) that consists of two patterns that used for the teacher in SMP Muhammadiyah 7 Surakarta, namely pattern 1 is conducting by Mrs. NJH in VIIIC and pattern 2 is conducting by Mrs. FTR in VIIB.

a. Pattern 1 (Observing, Questioning, Experimenting, Associating, Communicating)

1) Observing

In this activity, the teacher gives materials about descriptive text. The teacher has a video about the text and show the video on the LCD. After that, the teacher asked to the students to observe this video. In this stage, the students must more active than the teacher.

2) Questioning

In this stage, the teacher tried to entice the students to ask the question about the video had been showed. The teacher tried to open the question about some vocabulary in the video that they feel difficult. The teacher also entice the students about describe the people, animal or object.
3) Experimenting

In this stage, the teacher asked the students to get new information from the textbook that they have. The students learn about examples of descriptive text. Then, they tried to describe their friends.

4) Associating

In this activity, the teacher commands the students to make a group after they read some examples of descriptive text. The teacher hopes that after the students read the text, they know how to describe something. Here, the teacher gives one descriptive text for group. After that, they must answer the questions based on the text.

5) Communicating

In this activity, the students present the result of their work. The teacher asked the students to come forward the class to present their result. From each group, just one student presents the result in front of the class.

b. Pattern 2 (Observing, Questioning, Experimenting)

1) Observing

In this activity, the teacher began the meeting by explaining the material about degrees of comparison. After that, the teacher gives the students some sentence about comparison.

2) Questioning

In this stage, the teacher helps the students to make a question about the sentences that they observed. There is also the student asked to the teacher about the difference between the sentences.
3) Experimenting

In this stage, after the teacher gives explanation about formula of comparison, then the teacher asked to the students to compare the people or object around them. The students make the sentence of comparison.

The procedure in English teaching is suitable with the theory of learning cycle of scientific approach.

4. Classroom Technique

The teachers in SMP Muhammadiyah 7 Surakarta are used some techniques based on learning cycle (5M), such as:

a. Observing cycle

1) Reading a Passage

In this stage, the teacher gave example the recount text then the students read and answer the questions to find information from the text.

2) Role Playing

In this technique, the teacher gives the material about recount text. The students asked to understand about the dialogue about making the garden benches. The teacher commands the students to play the roles of the speakers.

3) Prediction

The teacher gives some random pictures about recount text. After that, the students make a prediction about sequence story based on the pictures.
b. Questioning cycle

1) Discussion

Based on the observation, the writer knows that the students ask the question about how to describe someone or animal by helping the teacher. They are discussing how to describe something.

2) Problem Solving

Based on the observation, the students try to distinguish some sentences and there are some students ask about the formula of comparison.

c. Experimenting cycle

1) Reading a Passage

Based on the observation in the classroom, the writer finds that to collect the data the students given example of descriptive text to get the information from the text.

2) Skimming&Scanning

In this stage, the teacher gave example recount text then the students read it quickly. After that, the teacher gave some questions for the students based on the text and then the students found and answered information of the text.

3) Listing

Based on the observation, the writer finds this technique in experimental cycle. From example, the teacher gives material about degrees of comparison and the students make a note all of information from the teacher.
4) Oral Repetition

It is the activity conducted in class of VIIIC, the writer knew the teacher asks the students repeat what they had been heard from the teacher orally.

5) Brainstorming

In this activity, the teacher gives topic about recount text. After that, the teacher asked the students something that related with their experience. Then the teacher asked the students to write down some word that related with their experience.

d. Associating cycle

1) Answering question

In this technique, the teacher commands to the students to read a descriptive text about “pet”. Then, the students must answer the question that given by the teacher based on the text.

2) Discussion a question

Based on the observation, the students have done answering the question. After that, the teacher and the students discuss the question about “pet”.

e. Communicating cycle

1) Discussion a topic

The teacher asks to the students to present the result of work. After that, there is the student make a mistake to write a sentence, then other students give correction.

5. Teaching Media

The writer found media which used by the two English teachers beside the teacher explain the material orally, they used other media such as, pictures and images, the overhead projector/LCD, computer/laptop and video in the classroom activity. Teaching media such as picture, video, LCD and laptop is very affective to improve feeling in the students that the material is very important. Visual media also can develop the knowledge for the students. For example when the writer conducts observation in the classroom of Mrs. NJH on February 13th, 2015 about degrees of comparison, first is the teacher explains how to make the sentence and compare something around them but the students seen very sleepy and not enthusiasm. Then, Mrs. NJH gives example how to make the sentence with the picture on the LCD, when the teacher gives it the students seen very enthusiasm and ask the teacher to show again.

This is the result of interview by Mrs. FTR on February 12th, 2015. She said that:

“The role of teaching media is very important. Moreover, the students in SMP Muhammadiyah 7 Surakarta more interest with visual media, because I see that they are very concentration with the material that I give by visual media, such as video, song, and picture than printed material”.

So, the teaching media in SMP Muhammadiyah 7 Surakarta is very interesting and focus on learner attention to concentration in study that related with visual meaning which is presented a text of material. The writer concludes that the media which used by the teacher in SMP
Muhammadiyah 7 Surakarta in teaching English is suitable with theory by Harmer (2001: 134).

6. Teacher Roles

The writer’s research found that the teacher in SMP Muhammadiyah 7 Surakarta has some role in the teaching learning process such as,

a. Teacher as planner

Based on the observation and interview, the teacher always plans all about learning activities. Before learning, the teacher makes a lesson plan to prepare the material and classroom procedure for the teaching learning process.

b. Teacher as manager

Based on the interview with the English teacher in SMP Muhammadiyah 7 Surakarta, they said:

“In managing the class, if there is the student that not understand with the material, I will explain again until the student gets comprehension”.

The both of English teacher said the same thing that they will explain again if the students did not understand. Sometimes, if the students feel bored, the teacher tries to make the condition be fun and enjoy with sing a song together.

c. Teacher as facilitator

The teacher has an authority in the classroom. The teacher keeps the class in quite condition, when the students noisy, the teacher remind them. The teacher as facilitator show when the teacher control the student’s textbook and appreciate the student’s opinion, especially 2013 Curriculum, the teacher as facilitator in the teaching learning activity.
d. Teacher as motivator

Role of teacher as motivator had been founded by the writer in SMP Muhammadiyah 7 Surakarta. Before the teaching learning is beginning, the teacher in SMP Muhammadiyah 7 Surakarta is always gives the motivation for the students either gives sing a song together or gives the video about motivation.

The writer concludes that the teacher’s role in teaching learning process is suitable with Richard and Lockhart Theory.

7. Learner Roles

The writer’s research found that the students in SMP Muhammadiyah 7 Surakarta has some role in the teaching learning process namely,

a. Learners monitor and evaluate their own progress

Based on the observation, the writer found the students listen the teacher explanation in the class, then the students answer or respond the teacher question, last the students make a correction in themselves work.

b. Learner learn from the teacher and learner are members of a group

In group, the learners can work together to solve a problem in learning. They can ask to other friends if they get difficulty in material that will be discussed. For the example, the learners often discussion in group and interact with the other friend in the class.

c. Learn by interacting with others

In the teaching learning process, the learners get explanation from the teacher. When the teacher explains the material in the class,
the learners get attention all information from the teacher explanation. The learners get some materials from the teacher. The learners also see and listen everything that teacher do. For example: a) the learners do the instruction of the teacher, and b) the learners can ask the teacher if they got difficulties.

The writer concludes that the learner’s role in teaching English is suitable with the theory by Johnson and Paulson

D. Conclusion

Here is the conclusion that founded by the writer about how the implementation of scientific approach in teaching English of 8th grade at SMP Muhammadiyah 7 Surakarta 2014/2015 Academic Year that consists of seven elements of teaching English:

1. The kinds of learning objective teaching English in SMP Muhammadiyah 7 Surakarta are general learning objective and specific learning objective.

2. The English teachers in SMP Muhammadiyah 7 Surakarta used two kind of instructional material namely, printed material such as textbook as source of study, and unprinted material on the internet or other resources to access the material that needed by the students

3. English teachers in SMP Muhammadiyah 7 Surakarta are used same procedure namely, learning cycle of scientific approach that called 5M in Indonesia (Observing, Questioning, Experimenting, Associating, Communicating) that consists of two patterns that used for the teacher in SMP Muhammadiyah 7 Surakarta

4. English teacher in SMP Muhammadiyah 7 Surakarta are used some techniques based on learning cycle (5M): Observing cycle (Reading a Passage, Role Playing, Prediction), Questioning cycle (Discussion and Problem Solving), Experimenting cycle (Reading a Passage,
Skimming & Scanning, Listing, Oral Repetition, Brainstorming), Associating cycle (Answering question, Discussion a question), Communicating cycle (Discussion a topic).

5. Teaching media that used by the teachers in SMP Muhammadiyah 7 Surakarta has various media in the teaching learning process namely, pictures and images, LCD, laptop and video.

6. The teacher in SMP Muhammadiyah 7 Surakarta has some role in the teaching learning process such as, teacher as planner, as manager, as facilitator, and as motivator.

7. The students in SMP Muhammadiyah 7 Surakarta has some role in the teaching learning process namely, learners monitor and evaluate their own progress, learner learn from the teacher and learner are members of a group and learn by interacting with others.

After the writer conducted the observation, the writer gets the knowledge from this research that before the teachers are going to teach, they must understand about the importance of curriculum, the importance about learning principles and they must understand about the importance about the concepts of scientific approach itself.

Implementation of scientific approach in teaching English was not fully complete. There are some weaknesses in teaching learning process. So, the writer also gives some suggestions for the English teachers and for the next researchers. For the teachers, they must repair and more attention the seven of elements teaching English namely, learning objective, instructional material, classroom procedure, classroom technique, teaching media, teacher roles and learner roles. For the next reseachers, this study is limit study, so the writer hopes the other researcher can analyze by the different way and observe more detail about implementation of scientific approach.
BIBLIOGRAPHY


VIRTUAL REFERENCE