

The Implementation of Scientific Approach in Teaching English at SMP Muhammadiyah 2 Mlati Sleman

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Abstract

This research was aimed to describe the implementation of scientific approach and the difficulties in teaching English. The researcher used qualitative research. Subjects of this research were English teachers of SMP Muhammadiyah 2 Mlati Sleman. The data of this research were collected by applying observation, interview and documentation. The data were analyzed by applying data reduction, data display, and conclusion based on Miles and Hubberman (1994).

The findings showed that the teachers implemented scientific approach covering the activities were as follows, (1) in the observing activity, teachers showed prohibition pictures, English instructions and introduced in English, (2) in the asking activity, there was activity of asking and answering about the observed objects., (3) in the experimenting activity, the teachers guided the students to demonstrate, discuss and try, (4) in the associating activity, the teachers guided the students to conduct English exercise, (5) in communicating activity, students present orally. Meanwhile there were difficulties faced by the teachers as follows, (1) lack of attractive media in the observing activity, (2) lack of students' activeness, (3) lack of students' confidence and participation to experience, (4) lack of students' vocabulary, (5) and lack of students' attention.

Keywords: *Scientific approach, teaching English*

Background

Second and foreign language teaching takes an important role in human life considering that language is a means of communication. The second and foreign language teaching is one of the world's largest educational enterprises conducted in all countries.

In Indonesia, English is taught as foreign language for many years. The English teaching process as a part of educational system is conducted by referring to curriculum. It is because curriculum and education cannot be separated. Educational system should have goal and curriculum is the relevant basis for it.

The factors that may influence the teacher and the students in the teaching and learning process is curriculum. The curriculum is regarded as a set of plan covering what knowledge, skills, values students learn in school, what experiences should be provided in schools or educational systems can be planned, measured, and evaluated. Curriculum also gives influences of teaching and learning process. In Indonesia, the use of curriculum is determined by Indonesian Government through Ministry of Education and Culture of Indonesia. Curriculum itself is defined by UU. RI 2013 as a set of management of teaching and learning goal in education. In 2004, there was *Kurikulum Berbasis Kompetensi* (KBK) focusing on certain competence and performance. Learning sources can be obtained from various educational sources, so teacher is not the only agent who provides learning material (Susilo, 2007 : 101-102). In the year of 2006, Indonesia used Curriculum Education Unit (KTSP) or called 2006 Curriculum. This curriculum has been being used till now. It regards students as the main subjects of teaching and learning process. Recently, Ministry of Education and Culture of Indonesia has published the new curriculum as called the Curriculum 2013. One of the aspects that must be included in the teaching and learning using the Curriculum 2013 is the change of paradigm of the teacher in teaching and learning activity.

In Curriculum 2013, Minister of Education published an approach. Approach is another factor which supports in language teaching. Language teaching and learning process is conducted by implementing teaching approach. Teaching approach covers assumption of language and language learning which then brings about how language is taught to the students. Teaching approach underlining the teaching is the basis of the practice of language teaching as what Richard (2001:16) states: "Approach refers to theories about the nature of language and language learning that serves as the source of practices and principles in language teaching." There is an approach of language teaching in Indonesia that is suggested by the Curriculum 2013 which is called as scientific approach. This approach suggests teachers to facilitate the students and develop their competence by motivating and guiding them to learn through various learning material and five components of activities. The activity components are observing, asking, experimenting, associating and communicating. It is also a learning concept relating learning material to students' real life situation that supports students to apply their knowledge to their real life (Junaedi,et,al, 2007:200). Although scientific approach was suggested by Curriculum 2013, it did not mean that this approach was presented only for schools using the Curriculum 2013. In fact, many schools using KTSP derived scientific approach in teaching process. One of them was SMP Muhammadiyah 2 Mlati Sleman. This school had begun to use this approach since the first semester of 2016/2017 Academic Year after there was a socialization from Educational Department of Sleman Regency (Dinas Kabupaten Sleman) in 2016. Here, all teachers in Sleman

regency were invited to attend workshop on Socialization of Scientific Approach in Teaching Activity. In this workshop, all teachers were trained how to design lesson plan covering scientific approach and its implementation in teaching. The teachers in SMP Muhammadiyah 2 Mlati Sleman were also as participants and tried to implement scientific approach as good as possible in teaching process.

But there were some problems that the researcher found from the English teachers who taught in this school as follows, (1) they did not always apply all of components of approach in teaching English because some teaching materials were less relevant if they were implemented by using scientific approach, (2) the teachers still had difficulties to involve every activity of scientific approach in teaching, (3) the teachers had difficulty in designing lesson plan covering all components of scientific approach activities in detail. All of the problems appeared from the teachers because they were still in the process of learning how to use this approach effectively. Although they had tried to use scientific approach as good as possible but they realized that there were still many weaknesses in implementing it.

Based on the explanation above, the researcher felt interested to know more detail about the implementation of scientific approach in teaching English and the researcher would also focus on finding out the difficulties faced by teachers in implementing the scientific approach at SMP Muhammadiyah 2 Mlati Sleman in 2016/2017 Academic Year.

Methodology

This research was aimed to describe the implementation of scientific approach in teaching English and the difficulties faced by teachers in implementing this approach. In this research, the researcher used a qualitative research method in the form of case study. This research was conducted at SMP Muhammadiyah 2 Mlati Sleman by choosing two English teachers who taught in the seventh grade. They were Mrs. US and Mr. AP. The data were collected by conducting recording, transcribing and analyzing. According to Lodico, Spaulding, and Voegtle, data collection technique generally includes observations, interviews, and document analyses (2010:164). The researcher analyzed the data by reducing irrelevant data, displaying data by coding the inferential information and summarizing the data based on Miles and Hubberman (1994).

Findings and Discussion

The analysis in this research was based on Permendikbud No. 103 Year 2014 (Kemendikbud, 2014). Based on the observation, the researcher found that the English teachers (Mrs. US in class 7 A and Mr. AP in class 7 B) at SMP Muhammadiyah 2 Mlati Sleman had implemented scientific approach covering all stages of activities. They were observing, asking, experimenting, associating, and communicating. The stages of activities were described as follows:

Observing Activity

Based on observation, the researcher found that the teachers at SMP Muhammadiyah 2 Mlati Sleman conducted the observing activity in teaching English. The activity facilitated by the teachers was in accordance with Permendikbud No. 103 Year 2014.

The finding revealed that the teachers involved the students' sense in observing activity. In class 7 A, the teacher taught the students a teaching material about prohibition and instruction. The teacher facilitated the students with two steps of observing activity. Firstly, the teacher showed the students the prohibition pictures by drawing them on the whiteboard. The first picture was no smoking, the second picture was no parking and the third one was no stopping. The teacher in class 7 A guided the students to observe the prohibition pictures by seeing them. The teacher also involved the students by giving questions related to the pictures. Secondly, the teacher (Mrs.US) showed the demonstration of English instructions to the students. At this time, the teacher used the things in the class as media to help the students in observing such as book, whiteboard, pen, bag, chair, handphone, table. The teacher instructed herself in English then she demonstrated it. The students saw the demonstration from their teacher and learned the English instructions that they observed. Meanwhile in class 7 B (Mr.AP), the teacher showed the example of English introduction. In the observing activity, the teacher introduced himself in English. He guided the students to observe by listening to his English introduction. The teacher asked the students to comprehend the meaning of introduction demonstrated by him. In this case, the teacher introduced himself as simple as possible to stimulate the students' ability in catching the points. After introducing himself, the teacher asked the students about the meaning points. So, the students guided the students to be active observer. The students did not only listen but they also understood what they observed.

From the description, the researcher found that the teachers used their roles as facilitator to guide the students in observing actively. The students did not only observe by seeing and listening but they were guided to understand what they were observing.

Asking Activity

Based on the observation, the teachers at SMP Muhammadiyah 2 Mlati Sleman were capable of using their roles as facilitator for the students in the asking activity. The teachers involved the students to ask and answer about the topic. They asked the students either individually or classically.

From the finding, the researcher found that in class 7 A (Mrs. US), the teacher invited the students by giving questions about the observed objects. This stage was done after the students observed the media. Firstly the questions came from the teacher. She asked many questions about the meaning of prohibition pictures that she drew on the whiteboard and the purpose of the prohibition pictures. Then the teacher also asked the students about English instructions demonstrated by her. Secondly, the questions came from some students. There were three students who asked to the teacher. The first student was from female student who asked about prohibition. The second question was from male student who also asked about prohibition. The third one was from female student who asked about instruction. In class 7 B (Mr.AP), the teacher guided the students to answer some questions about English introduction from him. The first step, after the

students observed the introduction by listening to it, the teacher asked the students about the meaning. The English introduction demonstrated by the teacher consisted of name, address, hobby, status, favourite food, profession. While the teacher asked the students about the simple introduction, the students could answer well. The next step, the teacher guided the students to create questions about his personality orally. The teacher allowed the students to ask freely without thinking of any grammar errors in order that the students could try to ask confidently. The students asked about the experience, favourite football player, favourite game, status, favourite food, hobby.

From the description, the teachers as facilitator were active to ask the students. In the asking activity, the teacher did not only ask the students about the observed objects but they also encouraged the students to create questions. The activity revealed that the teachers facilitated the students to be active learners in the asking activity.

Experimenting Activity

Based on the observation, the researcher found that the The researcher found that the teachers at SMP Muhammadiyah 2 Mlati Sleman facilitated the students to do the experimenting activity. The activities conducted by the teachers were also based on Permendikbud No.103 Year 2014 namely demonstrating, discussing, and trying.

From the finding in class 7 A (Mrs. US), the teacher used two kinds of experimenting activities. The first experimenting activity was demonstration. Here, the teacher guided the students to demonstrate the English instructions from her. The students demonstrated every instruction from their teacher. The teacher instructed the students to open the book, close the book, take the pen, put the pen, take the book, put the book, open the bag, close the bag, sit down and stand up. The students looked happy to demonstrated the English instructions from the teacher. The next experimenting activity was discussion. The teacher guided the students to discuss in group of five. In the discussing session, the teacher determined the members. Each group was asked to discuss on writing five prohibition sentences and five instruction sentences. In class 7 B (Mr.AP), the teacher also facilitated the students with two kinds of experimenting activities. They were demonstrating and trying. The first activity, the teacher guided the students to introduce themselves in English in front of the class. Here, the teacher chose a female student to as representative in introduce herself. The student chosen by the teacher introduced herself about name, address, hobby, class, school, favourite food, favourite drink. The student could introduced herself sufficiently although the student felt unconfident to introduce herself in front of the class because of being worried of making mistake. In this case, the teacher encouraged the students to be brave to try. For the second activity, the teacher guided the students to create an English dialogue in pairs. Here, the teacher instructed each pair to determine the asker and answerer. The teacher allowed the students to create English dialogue freely without thinking of error grammar in order that the students could try to create their dialogue confidently.

From the description above, the activity revealed that the teachers guided the students to experience directly about the teaching material. The teachers did not only facilitate the students to comprehend the teaching material but they also asked the students to experience directly in order that the students could conduct the experimenting activity by themselves.

Associating Activity

Based on the observation, the researcher found that the teachers at SMP Muhammadiyah 2 Mlati Sleman understood their roles as facilitators for the students. In the associating activity, the teachers proceeded and connected the students' information that they obtained from the result of the observing activity, the asking activity, and the experimenting activity by distributing English exercise to measure the students' understanding about the teaching material. From the finding in class 7 A (Mrs. US), the teacher measured the students' understanding about the teaching material by distributing an English exercise. The exercise consisted of prohibition pictures and prohibition words. In the exercise, the teacher asked the students to match between the picture and word appropriately. The students could match well but there were also some students who were confused to match the picture and word because they had problem with vocabulary. They did not know the meaning. It was proved when they always asked the meaning to the teacher. In class 7 B (Mr.AP), the teacher guided the students to measure their understanding about the teaching material by distributing English questions written on the whiteboard. The teacher wrote some English questions as the form of exercise for the students. Then the students were asked to translate the maning of the questions. The teacher distibuted questions with good grammar and structer. The questions were *what food do you like?*, *how many brother and sister do you have in your family?*, *what sport do you like?*, *what is your dream?*, *what is your favourite food?* Some students could answered well but the other students were confused to translate the questions because they had vocabulary problem so they were difficult to translate.

Based on the description above, the teachers had implemented the associating activity by distributing the English exercise in the form of picture and word match, and translation. By facilitating the students with the exercise, it revealed that the teachers understood their role as facilitator to measure the students' understanding about the teaching material by proceeding and connecting the students' information that they obtained from the result of the observing activity, asking activity, and the experimenting activity.

Communicating Activity

Based on the observation, the researcher found that the teachers at SMP Muhammadiyah 2 Mlati Sleman guided the students to present result of the students' work in the form of reading discussion result and having English dialogue in pairs. From the finding in class 7A (Mrs.US), the teacher facilitated the students in group to present their work result. The teacher asked one student in each group as representative to present by reading the discussion result in front of the class. The discussion result that the student presented was the students' work from the experimenting activity. In this case, the teacher gave opportunity to each group in presenting the work in front of the class equally. Meanwhile in class 7B (Mr.AP), the teacher guided the students to have an English dialogue in pairs. The dialogue was the creation result that the students made in the experimenting activity. Then the teacher facilitated the students by giving time to present their dialogue in front of the class.

From the description above, the communicating activity revealed that the teachers had facilitated the students to present their work in front of the class orally. Here, the teachers showed

their roles as facilitator that guided the students to be active learners in the teaching and learning activity.

Difficulties faced by English Teachers in Implementing the Scientific Approach

Based on the findings from the observation and interview, in implementing the scientific approach, the teachers at SMP Muhammadiyah 2 Mlati Sleman faced difficulties. The difficulty faced were almost same although there was different one. In observing activity, the teachers were difficult to select the appropriate media that would be used as supported object in observing. The teachers assumed that when they had to guide the students to observe, there was automatically a media to be observed but in this case, they felt that they were not creative to present an attractive media. In asking activity, the teachers felt that they were difficult to encourage the students to ask. The teacher said that there were only a few students who were active in asking meanwhile the other students were passive. In experimenting activity, each teacher had different difficulty. Based on the interview and observation, the teacher in class 7A had difficulty to encourage some students to participate in discussing. The students liked to play and talk to the other friends without participating in discussing. Meanwhile teacher in class 7B said that the students were not confident to perform in front of the class as the form of trying because of being worried about making mistake.

In associating activity, the teachers said that they were difficult to guide the students while doing English exercise because some students did not know the meaning. Some of the students were confused to translate. The students did not enough vocabulary in supporting to answer the exercise. In communicating activity, the teachers had difficulty to guide the students who liked to play and talk to the other ones so that they would notice the students who were presenting in front of the class. The students did not pay attention and participate in this activity.

Conclusion

The teachers at SMP Muhammadiyah 2 Mlati Sleman had implemented scientific approach with all stages of activities sufficiently based on the guideline of Permendikbud No. 103 Year 2014 covering observing activity, asking activity, experimenting activity, associating activity, and communicating activity. The activities were as follows, (1) in the observing activity, teachers showed prohibition pictures, English instructions and introduced in English, (2) in the asking activity, teachers conducted communicative interaction by asking and answering about the observed objects either individually or classically, (3) in the experimenting activity, the teachers guided the students to experience in the form of demonstrating English instructions, discussing in group and creating an English dialogue, (4) in the associating activity, the teachers guided the students to proceed their information and insight that they obtained from observing, asking, and experimenting activity by distributing the English exercise to measure the students' understanding about the material, (5) in communicating activity, students were asked to present the result of experimenting activity in front of the class orally by reading the discussion result and having English dialogue.

Meanwhile, it could not be denied that the teachers at SMP Muhammadiyah 2 Mlati Sleman faced the difficulties in implementing scientific approach in teaching English. The difficulties came from both the teachers themselves and the students. The researcher found the difficulties as follows, (1) there was lack of teachers' creativity in selecting appropriate media for supporting the observing activity, (2) there was lack of students' activeness in the asking activity, (3) in the experimenting activity, there was lack of students' confidence and participation to experience, (4) in the associating activity, there was lack of students' vocabulary, (5) and in the communicating activity, there was lack of students' attention.

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