



## THE USE OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AS A FOREIGN LANGUAGE IN SMPN I JAKARTA

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### ABSTRACT

*Since the first time of curriculum 2013 has been launched by the Ministry of Education and Culture for elementary and high school, it becomes newsworthy and important for education development in Indonesia. This analysis aims to describe: (1) How is application of scientific approach in language teaching, (2) The teachers' and students' role in the classroom, and (3) Students' English language improvement in their classroom. Qualitative research method is used to describe the whole phenomena in the classroom. The source of this case study comes from observing events and documents, while observation and field note supported in collecting the data. The use of video recording also helps the researcher capturing the whole detail information of the teaching process. The finding shows that: (1) the scientific approach is applied by using five principles steps: observing, questioning, experimenting, associating and networking. (2) The Teacher has role as a facilitator while students become subject of education (students' center). (3) English Students improve more communicative and expressive. In conclusion, the scientific approach is appropriate and gives impact in teaching English.*

**Keywords:** *scientific approach, language teaching, language development*

### INTRODUCTION

The changing of curriculum in Indonesia gives crucial impact to the development of education. It effects to the use of variety of approaches and methodologies in learning process. 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 a new curriculum known as the 2013 Curriculum for Elementary and High Schools

curriculum 2013. In this curriculum, learning activities applies scientific approach as main approach.

Scientific approach is the approach that applies scientist's steps in building new knowledge through scientific method. The learning model needed is the model which enables the students to thinks scientifically and creatively and also it develops the sense of inquiry.

For science, scientific approach seems familiar being applied in the classroom. This method is essential for success and productivity in science. However, it seems new and weird for English language teaching.

The popular approaches and methods previously used in English teaching are grammar translation, audio-lingual, communicative language teaching, and natural approach. (Richard and Rodger,

<< | 2001). However, in this curriculum, English teachers are expected to be able to apply the scientific approach in English language teaching (ELT). The result, ELT faces dilemma and problem. Moreover, teachers also must be able to build students' skills to communicate in English as adopted from previous approach such as genre based approach (GBA).

According to minister of National education, curriculum 2013 is the development of the previous one. This can be inferred that the use of scientific approach is the development of GBA. Agustien (2014:25) argues that the target domains of SA are science skills whereas GBA domain targets are communication skill. Mulyana (2004) claimed that scientific method has three characteristics, namely; centered on student, involves the science process skills in constructing the concept, law and principle, involves the cognitive processes of potential in stimulating the development of intellect, especially high-level thinking skills of students and be able to develop the character of students. It means that both two approaches apparently build some communication skills. In learning activity, SA is applied through five steps: *observing, questioning, experimenting, associating and networking or communicating* while GBA is conducted through *building knowledge of field, modeling of text, join construction and independent construction*.

In English language teaching (ELT), the main emphasis is how students can acquire and develop their communicative competence. It can be seen from their involvement in learning process. When

learners active and communicative in the classroom, it points out that the approach and method used is successful. So that, the most appropriate approach and method is observed and designed to facilitate them. SA, on the other hand is basically aimed at the ability to gain or develop new knowledge (knowledge building through science-based learning cycle. (Agustien: 2014:23).

The students' role priority in the classroom is one of main implementation of the SA. The role of teachers and learners in the classroom becomes very essential to be improved to gain the goal of learning. Briggs, (2014) stated that the teacher fulfills his/her role as a facilitator in language instruction by providing students with the tools necessary to communicate. Meanwhile, the students fulfill their role by using the input they are given as they interact with others in the target language. This indicates that a teacher is no more a single handler, but they act as facilitator of learning process.

Based on the description above, the is purposed to know more details about how is application of scientific approach in language teaching, The teachers' and students' role in the classroom, and Students' English language improvement in their classroom in.

## METHODOLOGY

The case study used in this research is aimed to describe and explain the occurrence of importance. This design enables a researcher to closely examine the data within a specific context. The sample of data is taken from one situation in the classroom applying SA. The sample is taken from the eighth grade students of SMP Negeri 1 Jakarta. Moreover, the role of English teacher in the classroom activity is also observed to support the data collection of the research.

The observation instrument becomes main method of collecting data of the teaching

and learning process. The data collection was taken by observing the video of English classroom activity. The process of teaching and learning was investigated by focusing the implementation of scientific approach. The documents such as a syllabus and lesson plan were also observed to support the data collection of the research. After gathering the data, the writer analyzes the data by following the grounded theory that emerges from data which are systematically gathered and analyzed through the research process. The steps of analyzing the data in this research are coding the video of classroom activity, memorizing and writing up the findings.

The first step of analyzing the data is coding. The video of teaching and learning process is analyzed. The writer uses syllabus and lesson plan to verify the way of implementation of SA in classroom activity. Then, he takes field notes related to the data collection. It is the first draft of the completed analysis. The last step is writing up the findings. In this step, the writer writes a description and explanation about the result of completed analysis.

## DISCUSSION AND FINDING

Based on the data analysis, the researcher found that there are patterns of classroom procedures used by the teacher in learning process. The patterns are *Observing, Questioning, Experimenting, Associating and Communicating*. The teacher applied all the stages when she taught about *days of the week and calendar*.

The first step is *observing* pattern. Here, the teacher facilitated the learners by presenting video about the material (*days and calendar*) to stimulate students thinking and intelligence. The implementation of observing displayed students able to respond and discern the key word of the topic and also simple grammatical pattern. It means that this

step able to stimulate students' critical thinking and find the new knowledge for themselves. The result also indicated that student happily enjoyed and involved in the *observing* step. They watched, listened,

important key words being presented in the video. This, in fact point out that through writing and reading the material being presented, students also detect new experience and is stimulated to know more and advance their curiosity.

Even though *questioning* step can be most difficult phase to be implemented in the classroom, the teachers anticipate by using some strategies. Firstly, in the classroom the teacher gave some instruction to the students to work in pair and compare their note from observation phase. This strategy is purposed to develop students' competence to respond the phenomena in their surrounding by asking and clarifying the problem they face. In fact, students show their respond by asking some questions to their group members and teacher when no one of them can answer the difficult question. The next strategy was comparing some notes. In this step, students write some notes given in the observation step in purpose they can get new words or phrase and understand the meaning of them. Moreover, they are also ordered to create some sentences using the words they knew. When they do not understand the meaning and are not able to make sentences, they ask each other about their problems. In this segment, students have much more chances to ask from simplest thing to complicated one without any anxiety.

The third step is *experimenting or exploring*. Ministry of Education and Culture (2013: 39) states that exploring or experimenting activity is the activity to internalize knowledge and the skill learned by the students. It is the activity to internalize knowledge and the skill learn by students. In

this process, the students try express the newly learned knowledge and use the language ability in the real world through the activity like simulation, role play, presentation, discussion and playing games.

<< | **4** In this step, students read, listen and repeat more text related to the topic. They learn more question and answer about the They learn more question and answer about the *days and calendar*. Through this step, they received new more sentences to be practiced with their pair. They did role play about the dialogues presented by the teacher. This gave more opportunity for them to use and practice in using language. This indicated that this step also possible can improve students' language competence.

The fourth step is *associating*. Ministry of Education and Culture (2013) states that associating is done to build students critical thinking and scientific attitude. This process can be designed by group work so that the students are asked to analyze a text, identify, categorize, conclude, compare the expression, text structure, and language feature, discuss the discourse, and also get feedback from the teacher. Istiqomah (2014). It is a step where students will do the process of developing the ability to classify and compare ideas and phenomena to be a part of memories. The students are guided to classify and compare text based on the social function, text structure, and language feature. In a group and teacher's guidance, students find out the function, expression, expression and text structure, language and writing format of the text given. Students also get feedback about their group work.

The last step is *networking or presenting*. Areni (2014). All of the teachers believe that in the step of communicating, the students should communicate their work to their friends. This is aimed to develop ability to express or present all the knowledge and

skill learned or not, spoken or written. In this activity, not only knowledge and skill will be presented but also the problems and success in the learning. In the last of the sessions, students present their works, first in group and later in front of the whole class. They got feedback from their peers and also the teacher. They also talk about the easy and difficult parts of the lesson to be overcome and find out the solution.

Those procedures finding designate that SA five steps were applied in teaching and learning process orderly. The use of SA in the learning process also fuses to the use of GBA. 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, 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. 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 list of words about days and calender, (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 6 discussed. It can be seen when the teaching learning process with the teacher, students worked in group to discuss the material about days of the week and calendar. learner as processor of information, (4) learner as processor of information, the role of students

here as processor of information means they are has 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.

For students, the use of SA also gave much impact to their curiosity and seriousness in involving the learning process. They became active and communicative in their pair and group. They are also busy with the assignments given by the teacher in their pair or their group. Moreover, they also experienced with new knowledge which they did not know before and advance their curiosity by analyzing others new language elements. This indicates that SA is also able to develop students' language competence.

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## CONCLUSION

Scientific is a new approach which proposed by the Government in implementing the 2013 curriculum. The implementation of scientific approach in ELT is new and even

application. However, in fact, the use of SA can be fused with the previous approach, GBA. The realization in the classroom SA is conducted through five steps: observing, questioning, experimenting, associating and networking or communicating. The teacher and the learner do their role as a facilitator and subject of education. The students' language development is also improved through their activeness in the learning process.

