

Scientific Approaches in the Teaching of English to Grade 7 Students

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Abstract

The purpose of this research is to know the preparation, processing and assessment of scientific approach in teaching the English language for students' grade 7 level of Islamic Junior High School. The design of this study is a case study with a qualitative approach. The subject of this research is two English teachers who teach the English language in MTsN Nganjuk. Data collection in this study by conducting observations, learning documents, and conducting semi-structured interviews. The findings: 1) Teachers already working to continuously improve the preparation methods and instruments of learning that can be assessed as an indication of success in the implementation of Curriculum 2013, especially in grades 7 MTsN Nganjuk. 2) Teachers already tried the maximum to implement the appropriate lesson plans written and well though not intensive, teachers have developed competence spiritual students, social and skills through giving some advice, interaction and learning activities are inserted when explained. 3) Teachers have been implemented the assessment process in MTsN Nganjuk. In terms of assessment, the teachers used two types of assessment, namely, authentic and non-authentic.

Keywords: preparation, process, assessment, scientific approach

Education has important meaning in life. The important meaning in education has been deal which large every stakeholder. There was no reluctant and more refuse to important meaning and significance of education to every human and society. With education, can be measured the progress and decrease of state. A state will grow up and develop in many sectors if it is supported by good quality of education. On the contrary, the chaotic and disorganized education will be implication to the condition of obscene state.

Rudy (2014) said that the first curriculum in Indonesia has a name Subject Plan 1947. At that time, our education system still influenced by Netherland and Japan. So our government designed our first curriculum to replace the Netherland

education system and emphasize on the Indonesian character. In 1952 the curriculum in Indonesia experienced improvements. In this curriculum, all subjects made more detailed and this curriculum named in 1952, characterized by outlining curriculum lesson plans. At that time, the curriculum has led to major changes in the national education system. The most prominent features of the 1952 curriculum were a lesson plan that must be considered in lesson content must be related to everyday life.

In Kemendikbud (2014) this new curriculum, curriculum 2013 explicitly claim that the scientific approach is important for the better quality of learning, the scientific approach is believed to be able to develop compassion, skill, and knowledge of students. A scientific approach is also considered relevant to the idea that learning is the scientific process in class. Thus, how learning occurs should be scientifically-based, meaning that all processes and learning measures must reflect the procedure fixed start observing, questioning, associating, experiment and network.

English, the teacher has a slightly different perspective. For teachers of interpretation competence more psychomotor domain, derived from certain competencies that derived from the many systems that consist of linguistic competence, sociolinguistic competence, discourse competence and strategic competence. The macro skills must also be owned include productive in speaking and writing, and receiving skills; listen to and read. Last is the micro skills consisting of language elements start grammar, vocabulary, pronunciation and spelling to. All that must be discussed and summarized in Integrative in all KI and KD.

As a result, Wachidah said as quoted in Hapsari (2013), there are a lot of errors of interpretation of the framework curriculum. Before there is such a policy lesson plans that include Basic Competence while the English language curriculum, Basic Competencies should include the four skills. The curriculum 2013 revised of these mistakes and in the process of teaching skills that the four will be integrated as the notion of competence refers to the notion of communicative competence. Further Hapsari (2013) deliver that Curriculum 2013 designed to revise or to fix errors "means" competences in the curriculum before. While the previous combined curriculum ideas, performance and competency-based approach to the genre subjects of language, while the English curriculum 2013 has key words of spiritual and social competence (deal with the affective domain), along with cognitive and psychomotor competence through a scientific approach and authentic assessment in all subjects.

Curriculum 2013 is a scientific approach that is essential in order to improve the quality of learning and teaching. Scientific approach according to suharyadi (2013) is the new things in the English language teaching. He states that it is a brave breakthrough in terms of applying the scientific approach into the science of language pedagogy, which has vastly different characteristics, is not

easy. This is a challenge for teachers if not equipped with adequate examples to put into practice the scientific approach in teaching the language of English. He says that Indonesia is the first country to try to apply a scientific approach in the language.

In the history of language teaching, methods and techniques are identified from a variety of approaches. Including there are approach to grammar translation method, pattern practice, direct approach, approach to reading, the natural approach, the approach of the Audio-lingual, an eclectic approach, cognitive approach, Total Physical Response, Suggestopedia, communicative approach, a method of memorizing mimicry, question-answer technique and the translation. Several learning models have also been used as the teaching language that includes a three-phase Model of teaching techniques, direct, cooperative learning model-based approaches, genres, and problem-based instruction as already stated Suharyadi (2013).

Curriculum 2013 was first applied to the school and madrasah in 2013/2014. But only limited to specific school is ready. As delivered by Setyo (2014) there are approximately 6250 schools across Indonesia. On 15 July 2013, Curriculum 2013 was officially launched by the Ministry of education and culture and in July of the year 2014 the Ministry of Religious Affairs recently began. Something new will certainly have many differences with the old curriculum. But basically the real 2013 curriculum similar to 2006, it's just that has differences with the 2006 curriculum or Curriculum unit level education (KTSP).

In the year 2016, the implementation of curriculum 2013 has been running for two years. But still there are a few obstacles of implementation. The barriers include the lack of a book the teacher and student books for all subjects who had been ready for two years of implementation. For example United Kingdom language books for class X level from high school yet. In addition, teachers also still have difficulty in carrying out the process of teaching and learning and teaching time in the face of reduced rations because of the many hours of instruction such as ICT and English languages lesson because every teacher must meet the 24 hours a week as a teacher certification requirements follow.

Referring to the background research above, the purpose of this research is to find out: To know the preparation, processing and assessment of scientific approaches in teaching English to 7th grade at MTsN Nganjuk

Method

This research uses qualitative research design. Latief (2015) says the qualitative research is a process of inquiry aimed at understanding human behavior in the form of complex, holistic picture of the social and cultural setting in which such behavior is housed. The study belonged to a Case Study Design. Latief (2015) adds that the case study is one of the methods of qualitative research

aimed at studying in depth the core unit of a person, family, social groups, social institutions, or an important part of the cycle of the unit.

Because of the complex nature of his research, holistic, attempting to analyze words, make reports detailed information display, and carry out studies in natural settings as Latief said above, then his research data is presented in the form of verbal data. The data comes from preparation, process and assessment of teaching and learning among teachers with the students. Prepare the data can be retrieved from the teacher makes the lesson plans, process data may be received from realization of lesson plans and assessments received by the test results.

The subject of this research is the English teachers. Creswell (1998) States that the selection of participants represents key points in the study of qualitative decision purposes. Researchers use the purpose of the sampling strategy. In case studies, investigators should consider one of the strategies identified as sampling for opinion miles and Huberman (1994) and Creswell (1998). They prefer to choose an unusual case to collect case studies and make "maximum variation" as a strategy to represent cases in order to fully display the variety of perspectives about the case.

To know about how scientific approach have been implemented in English teaching in MTsN Nganjuk at 7 grade from the preparation, process and also the assessment, the researcher used three data collection techniques. There were observation, interview and documentation.

The observation here, gather field notes by conducting an observation as an observer. The observer was aimed to gain the data about the process of the implementation of scientific approach from prepare, process until assessment by the teacher. The observation was done based on the schedule had been given by the teacher. The researcher could not determine the schedule by himself because the time in the end of the semester.

In this study, researcher interviewed English teachers. There are two teachers who taught grade 7. Researchers adapt opinion Creswell (1998:121) and do interviews; open and structured interviews took notes. Denzin & Lincoln in Gunawan (2015) also said that the interview is not just a regular conversation, but the art of asking questions and listening. This required a neutral tool, so that the interviewer can create the reality of the situation of the interview. In the circumstances this was the answer given. As such interviews may produce an understanding which is located based on the interaction of specific episodes. Thus, the personal characteristics of interviewers, including race, class, ethnicity, and gender of the hardness, determines the success of the interview.

To make clear understanding, the researcher used the documentation to support and complete the data. The documentation covered the official

documents, syllabus, lesson plan, teaching journal and the copy of the school report card (raport).

Here, the researcher uses Huberman & Miles analysis strategy. Miles & Huberman in Gunawan (2015) proposed three phases to analyse the qualitative data i.e.; data reduction, data display and conclusion drawing/verifying.

Results

Researcher found that teachers have their own difficulty in determining what methods of learning and what assessment instruments based curriculum 2013. Although some of the scores in the written assessment rubric 3 still remains easy teacher determines the method and the instrument in the proper lesson plans. It is ultimately a barrier for teachers to complete the learning principles in the curriculum of 2013. In the learning plan, clearly written what methods will be used. But it was only for a particular topic, and only used in learning to speak and communicate. Furthermore the method seems to be a barrier for closely related to the process of learning materials and support media sources.

Implementation of learning already got more attention from the 7th grade English teacher MTsN Nganjuk for both practice and of the composition of RPP have been made, is in conformity with the provisions of the curriculum learning device 2013. The three projects ranging from the preliminary stage, activity the core and the cover have also been implemented by the 7th grade English teacher MTsN Nganjuk. However, researchers found that although the media writing teacher who used to teach the process of learning the lesson plan, in fact, sometimes teachers do not use them. Media have much effect on learning because it will be related to the method applied. In the end, the evaluation will run better in the learning process, especially when the method is applied in accordance with the appropriate media.

The assessment process in accordance with Permendikbud No. 104, 2014 has been implemented in MTsN Nganjuk. In the case of the teacher assessment process undertaken should use two kinds of judgments, authentic and non-authentic. In the assessment of the process of learning, authentic assessment is the main approach. Authentic assessment is an assessment that assesses students ranging attitudes, knowledge and skills they get from learning the task in real situations. In fact, the English teacher had difficulty in assessing authentic. As mentioned before, the teacher has not been able to find the right instrument. Consequently, teachers make an assessment of non-authentic as the main approach to assessing student learning outcomes. So that the assessment results are no different from the previous curriculum, which always exceeded the minimum completeness criteria / KKM. This is not surprising because the domain is still focused on the cognitive assessment or knowledge that is done through non-authentic assessment.

Discussion

One of the main things in application of Curriculum 2013 is how teachers support the model by applying scientific (scientific approach) and supporting student-centered learning (student center) and encouraging active student learning by implementing discovery learning models, based learning project (project-based learning) and problem-based learning. Student-centered teaching and learning activities which have actually been known since the late 1980s are known as Active Student Learning Methods (CBSA).

And until now, CBSA-approved models are still a major concern. But to what extent does the practice achieve its ultimate goal? What kind of active students? How students want to be active, if the teacher does not have their own motivation to improve Teaching and Learning Activities that lead to learning that involves students in totality learning activities and this is a challenge for educators and education staff specifically for teachers. Thus the teacher must be committed in carrying out the main tasks and functions to truly develop the four aspects of teacher competency, pedagogic, personality and social competence. From this condition, what is currently needed is the optimization of the teacher's role, in addition to the participation and participation of all components of society.

The Learning Implementation Plan (RPP) that will be handled directly by the government on the one hand alleviates teacher performance. Teachers will be more focused in teaching without being preoccupied with the burden of making a time-consuming lesson plan. The negative side and this is probably what often happens, the teacher will only be the executor of the government and reduce the creativity of the teacher in developing lessons according to the conditions of the child in the class.

The teacher is a person who is involved and understands firsthand the condition of their students, while the government does not go directly in the field. Thus stakeholders in the implementation of the 2013 curriculum must be more careful in preparing teaching devices for schools. It would be better if the teaching devices issued by the government later provide flexibility for teachers to develop according to conditions in the field.

The teachers still have difficulty implementing the scientific approach in teaching and learning activities. This is because during the initial stages there was very little provision of 2013 curriculum socialization and the like. The use of the scientific approach is also something new in language learning.

The teachers also did not understand the assessment process which was considered complicated. Many teachers do not understand in giving an assessment in the implementation of curriculum 2013. So the logical consequence is still to use an assessment process that is almost the same as the previous curriculum.

Conclusion and Suggestion

Conclusion

The planning of learning using a scientific approach based on the principle of regulation implementation plan referred to in Permendikbud learning curriculum and syllabus of 2013 has been created by teachers. The drawback in preparation is the selection of the appropriate method and the making of authentic assessment instruments for proper include three domains of learning at the same time to support the success of the interpretation of the Core and Basic Competence in process learning. In organizing the learning process, teachers are in accordance with the lesson plan that has been prepared. The incompatibility is only in the order of using a scientific approach well. In addition, planning to make some natural characteristics of the learning process are prepared and are mentioned Permendikbud in the 2013 curriculum does not run normally. The evaluation was carried out based on teacher learning according to what is planned on the dimensions of planning including barriers that affected it. So the most part of the evaluation using a non-authentic assessment that emphasizes on the cognitive domain. Whereas in the 2013 curriculum in Permendikbud mentioned to use authentic assessment.

Suggestion

Teachers occupy the main executors because they've always battled with vital objects of education i.e. students. Therefore, their position is important in implementing the curriculum of 2013. Any curriculum, fail or succeed portions will be more determined by the teachers. Knowledge about teaching and learning strategy is very necessary for teachers to get better results. Real guide in training is very important to improve the competency of teachers. With a lot of perspective, the teacher will be more ready and able to create learning plans, implementing quality learning, assessing and evaluating learning outcomes. School through the principal or vice must always support all the preparation, implementation, and evaluation of each curriculum at each school. So that every school know exactly what difficulties or obstacles being faced by the teachers in implementing the existing curriculum. In the end, it can be used as an important cornerstone in any policy making at the school.

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