

An Analysis of the Implementation of Scientific Approach of the 2013 Curriculum in Teaching English at SMKN 2 Payakumbuh

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ABSTRACT

The aim of this research is to investigate the implementation of Scientific Approach of the 2013 curriculum by an English teacher who teaches at SMK N 2 Payakumbuh. This research employs a case study qualitative research design. The data were collected through document analysis, observation of teaching learning process and interviews with the teacher and the principal of SMK N 2 Payakumbuh. The research finding shows that although the teacher has implemented the scientific steps in teaching the subject matter such as observing, questioning, experimenting, associating and communicating, the teacher still had some problems in choosing the appropriate ways to stimulate the students' critical thinking and active participation in the classroom and in deciding appropriate tasks suitable with the students' levels of understanding.

Keywords: Scientific Approach, Teaching English, Questioning, Experimenting, Associating, Communicating

1. INTRODUCTION

The latest trade of Indonesia curriculum has brought splendid impact to the instructional strategies finished via the teachers and the cloth contents taught and studied in Primary, Junior and Senior High Schools. The curriculum change from School-Based Curriculum to 2013 Curriculum has given extra possibilities for teachers to devise and broaden the curriculum based at the set competences. This method that instructors are obliged to be innovative and revolutionary in preparing and supplying the lessons to their students.

Although the 2013 Curriculum offers widespread breakthroughs for the development of the pleasant of teaching and studying processes, the achievement of this curriculum relies upon on how the colleges apply it. Thus, the important thing words are instructors and college students. They determine whether the curriculum can run well or not. Hosnan (2014:13) states that the main idea of the 2013 Curriculum is excellent. To enhance the nation's education satisfactory, the brand new curriculum integrates technology and civic training with spiritual and moral training. The new curriculum is expected to inspire instructors to encourage their college students to think significantly and creatively.

To meet the demand of the 21th century, the 2013 Curriculum offers an method to be implemented called a Scientific Approach. This approach is aimed at growing the students' abilities, understanding, in addition to attitudes. Scientific Approach consists of gaining knowledge of phases built from looking at, wondering,

experimenting, associating, and speaking (Kemendikbud, 2013d). Through the sports conducted within the class together with collaborative sports, students are expected to do their obligations energetically, creatively, critically and display respects to others. Each of the stairs in Scientific Approach is offered as follows:

1) Observing - to broaden student's curiosity, to create meaningful getting to know procedure and assist college students acquire understanding (Brown, 2000). The trainer asks the students to study objects, activities, phenomena, concepts and approaches by using all in their senses to look, listen, read and watch, and combine it with the getting to know fabric. At the identical time, students construct their knowledge and facilitate them to satisfy their want of knowing some thing. In this activity, the context is likewise offered to make college students connect what they have discovered with what they're going to research (Suharyadi, 2013, p. three). According to Kemendikbud (2013b), the statement is going to be effective if the instructor and college students employ tape recorder (to record the verbal exchange), camera (to report visible objects), movie or video (to document audiovisual objects) and related equipment.

2) Questioning - to construct understanding as a concept. The students are required to have a critical thinking to evoke excessive degree of wondering questions. Furthermore, the students can display their active participation inside the learning procedure. In this

degree, the teachers need to facilitate the scholars with scaffolding to stimulate and encourage the scholars to ask (Government's file, 2013, pp. 34-35). Questioning may be utilized by each teachers and students within the school room with several particular purposes. Specifically, by using giving questions, the instructor leads the scholars to give their interest to begin getting to know and stimulate them to pursue knowledge on their own (Suharyadi, 2013, p. 3-4).

3) Experimenting - to collect a meaningful, real and authentic studying, college students need to do experiments, specially to the suitable materials (Suharyadi, 2013, p. 4). The college students additionally enjoy the talent method to decorate know-how and rent clinical approach to resolve the actual trouble. Experimenting is meant to expand various studying objectives, attitudes, competencies and understanding. It is an activity to internalize information and skills that have been found out. The students practice to express new matters that they have found out and try to utilize the abilities to fact outside and inside the magnificence through simulation, position play, presentation, discussion and games (Government's file, 2013, p. 35).

4) Associating - to achieve the belief of knowledge via a logical wondering manner and systematic empirical factual statement which is located. Students have to be extra lively and given greater possibilities to research. Associating refers to grouping capacity of numerous thoughts and associating diverse events to be part of memory. When the studies are stored within the brain, they may have interaction with the previous activities or reviews. In this degree, students and trainer are engaged into getting to know activities, such as text analyzing and categorizing. The records or data which have been collected from the previous pastime (observing and experimenting) need to be analyzed to attract conclusions. Students will then process the facts from the lecturers and draw the conclusions out of that records. As stated at the Policy of Indonesia Ministry of Education and Culture No. 81a/2013, associating system must be conducted through: (1) processing facts that has been accumulated from the end result of experimenting and staring at interest and, (2) processing the information amassed to find answers from form of assets that have special evaluations to the contrary. Thus, students are expected to be able to relate the end result of gaining knowledge of or experimenting to the reality.

5) Communicating - to develop students' skills to provide or exhibit all expertise and potential that has been mastered verbally or nonverbally. Suharyadi (2013, p. 4) argues that communicating is also known as collaborative getting to know. For instructors, the collaborative learning function is greater directive oriented in which the lecturers are managers in the college students' gaining knowledge of. The students gift the communicative and effective written or spoken understanding based on what they have learned.

In preliminary observation at SMK N 2 Payakumbuh, as one of the pilot colleges which implements the 2013 Curriculum, the researcher located that new curriculum didn't give enormous contribution toward their coaching and mastering procedure. Some of them nonetheless used conventional way, for instance: spoon feeding, explaining, copying, giving exercise, and asking questions. Teachers are also still confused in designing appropriate assessments through using medical approach as said in popular education of 2013 Curriculum.

Moreover, thru informal interviews with the teachers, the researcher additionally located numerous issues regarding the implementation of Scientific Approach of 2013 Curriculum itself. For instance, in designing the lesson plan, teachers found a few differences about the contents. It can be visible from the middle competence which consist of three competences particularly K1-1 for non secular attitude, K1-2 for knowledge, and K1-three for abilities. Each of them needs to be existed in teaching and studying method. While, in School-Based Curriculum, the competence became devided most effective into two : wellknown competency and fundamental competency. These abilities have been indexed as content standard by using considering the hierarchy of the discipline idea and fabric difficulty degree.

Furthermore, the lecturers also get troubles coping with the assessment. There are 3 factors that need to be assessed with the aid of the lecturers in the school room. The instructors ought to pay attention on every student's attitudes, expertise and competencies. It gives difficulty to the trainer due to the fact these techniques need to be performed for each meeting. It manner that the lecturers need to be focused inside the class. Hence, the lecturers want time to understand the Curriculum as well as the expectation.

Considering the issue said above, this studies is supposed to attention on the implementation of Scientific Approach in English language teaching at SMK N 2 Payakumbuh. It is was hoping that this study can supply a first-rate contribution within the vicinity of English teaching in new 2013 curriculum this is lately mentioned nowadays, especially, Scientific Approach as a new approach in teaching English. It can help different researchers in carrying out in addition researches on Scientific Approach.

2. METHOD

The sort of this studies changed into a descriptive qualitative research, to gain information about positive phenomena if you want to describe existed condition inside the field. In this case, this research become greater distinct of the description of the enforcing clinical approach in coaching English at SMK N 2 Payakumbuh. Then, researcher examined the troubles faced by instructors. Therefore, this research contained deep and wealthy description and it turned into concerned greater on the procedure than the final results or product.

The informants of this studies had been the academics at SMK N 2 Payakumbuh. There have been two instructors who manage the twelve grade. There had been six classes with the average wide variety of students are 32 college students in each elegance. They were XII TKJII, XII TDPIB, XII TAB, XII TBSM, XII TBO, XII TKR. Moreover, the lecturers have taken a part of the implementation of schooling and socialization of 2013 Curriculum for teaching English.

The data were taken from the direct remark to the scientific technique used within the school room and interview to the academics. In observation, the statistics had been taken from the direct remark to the school room. Then, the researcher prepared two sort of the statement sheet contained the signs of coaching and mastering process in addition to assessment. Furthermore, the researcher observed the teaching and mastering process in the classroom. After that, the researcher started out to fill statement sheet through giving checklist for every sub indicator and describe it. The statement was conducted during 4 meetings for every teacher. The observation became to find out whether the indicators of coaching and gaining knowledge of manner and assessment that are carried out via the English teachers in the study room. Furthermore, the researcher committed the interview to the English instructors who teach at XII grades. The researcher interviewed the academics one by one bearing on to the rule that had already been set up based totally on the signs of coaching and getting to know method. The researcher additionally recorded by way of the use of recorder while interviewing.

The researcher analyzed four commentary checklists from every instructor. It manner that the researcher analyzed twelve statement checklists for 3 teachers. Then the researcher put in a table. The description of every step might display the proportion of sports conducted by the teachers. After getting the rating of every step primarily based on commentary sheet of implementation in teaching and getting to know method and assessment, the researcher calculated the rating of all steps to get the percentage of implementation in teaching and learning technique and evaluation. Meanwhile, the statistics taken from interview, the researcher might make the transcription, analyzed it qualitatively.

3. RESULT AND DISCUSSION

Data from classroom observation

Observing

In the coaching practice, trainer A conducted the same material in 3 one of a kind instructions. She was innovative in the use of the contextual, actual and a few applicable media. She offered different realia to be described. Thus, it made the students engage easily in the getting to know process because she requested the students to use their sense to see. Teacher B additionally offered the equal fabric for three classes. In looking at, he requested

the scholars to maximize their sense to imagine what the instructor tells about the subject. It led the students to have fun gaining knowledge of and concerned them to create energetic and meaningful gaining knowledge of. On the other hand, instructor B in remaining class gift distinctive cloth. Here, the teacher invited the scholars to look at the video. So, the trainer requested the students to use their feel to observe and listen. According to the findings, all teachers applied the looking at level nicely. It emphasized that each one the teachers were innovative to make use of the relevant, contextual and real media to be determined.

Questioning

In this degree, trainer A involved the students to make questions verbally and invited a few representatives to write the questions in the front of the class. Uniquely, she stored stimulating the students to reply and create extra questions. The instructor applied energetic getting to know to bring right atmosphere. She explained the topic continuously, and built the statements and questions to describe the thing clearly. Thus, it made the scholars create the questions and statements easily. Teacher B, on the contrary, kept asking the related questions and behavior the organization discussion to encourage the scholars to ask and provide their arguments. In this stage, all instructors showed their effort to inspire, stimulate and motivate the scholars to provide and response the associated questions. They tried to construct the energetic gaining knowledge of and develop the students' thinking skill. Practically, the dreams were now not achieved well. So, the teachers initiated to offer a few related questions and make a dialogue to encourage the scholars to offer questions, respond to the answers, and deliver the argumentation and opinion.

Experimenting

In experimenting, the scholars get real or authentic getting to know (Zaim, 2013). Teacher A gave the possibility to the students to explore and accumulate relevant records and exercise the writing and pronunciation to offer help. Teacher B asked the scholars to collect the records from the internet and practice with their friends. In addition, in coaching the alternative cloth (inside the 2d meeting), the trainer requested the students to exercise and imitate the imparting facilitates expression. The trainer also guided the students to explore and locate the preparation from the textual content book. He also requested them to adjust, imitate and exhibit the coaching.

Associating

Associating refers to the capability of making diverse idea and making new standards or referring to the end result of studying experimenting to the fact they locate (Ministry of Education and Culture No. 81a/2013). Teacher A and B recommended the scholars to analyze and adjust the providing statements. Then, the students associated their understanding from observing and experimenting to offer some thing in one of a kind situation. In addition, trainer B told the scholars to modify

and create a verbal exchange based on what have they learnt.

Communicating

In communicating, instructor A asked the students to provide enables primarily based on the situation given inside the corporations of two. Then, she watched and gave them evaluation. Teacher B constructed collaborative and cooperative learning in organizations of 4. The college students have been asked to pick out one situation, then they discussed it in the groups. The representatives of the groups supplied the result at the same time as the trainer monitored and led their dialogue interest. To behavior effective getting to know, it's going to be better if the implementation turned into performed two times or 3 times to provide time for the scholars to explore, associate and communicate properly.

Data from Document analysis

This section presents the analysis of lesson plans. There are 4 lesson plan samples investigated within the examine. Analyzing clinical technique and learning version In this segment, the lesson plans had been analyzed in time period of its syntax to find out getting to know model that the lecturers chose of their teaching practice. Scientific Approach consists of some gaining knowledge of fashions including Discovery Learning Method, Project-Based Method and Problem-Based Method. Those fashions have different syntax depends at the traits of the fashions. The instructors' teaching practices have been then analyzed to discover their studying models. The element elaboration of studying model inside the four lesson plans of the lecturers are mentioned inside the following subsections.

Teacher A and Teacher B both lesson plans gift clinical ranges and discovery version of gaining knowledge of in the sequence sports. First, the sports assemble the active learning and displays the student-centered procedure. The proof may be seen from the beginning of the lesson while the trainer asks the students to observe the conversation given (Teacher A) and the conversation at the book (Teacher B) as the observation degree in Scientific Approach and stimulation in discovery version. This activity leads the scholars to use their feel to look and engages them to the studying. The second locating, the wondering degree is conducted nicely via giving the students numerous questions associated with the fabric and dialogue to encourage them to argue, query and reaction. The question level is in step with trouble identity in discovery studying. The third, experimenting is line with collecting records. Here, the teachers give risk to the scholars to explore greater records from various resources including getting access to the net or discussing with their groups to collect greater records and material to describe the matters and provoke the pronunciations. The fourth, the associating level or verification in discovery learning displays the teacher asking the students to analyze and complex their current information to to offers some offerings at school (instructor A) and within the workshop (trainer B). Finally, in speaking and generalizing degree,

the scholars are told to make quick dialogue primarily based on their understanding of the cloth given, then they presented the dialogues in pairs (trainer A), while trainer B requested the scholars to gift in the businesses of 4 and the representatives came forward to explain it in the front of their friends.

In the lesson plan, the trainer implements scaffolding because of this the project that college students have to do is inside the sequence sports from the easiest to the hardest. This degree makes the students get the meaningful learning whereas every character will fully apprehend the learning materials. Analyzing gaining knowledge of evaluation In 2013 curriculum (2015 version), religious and mind-set aspects are explained in step with cognitive and ability assessments. However, in 2017 revision, the English teachers simply investigate the scholars' cognitive and talent, at the same time as attitude is classed implicitly. Spiritual and mind-set aspects are assessed with the aid of religion and civic subjects (Hasanudin, 2017). Based at the locating, all teachers assess the scholars' cognitive and skill via using the verbal test evaluation.

Data from interview

The interview because the observe as much as the remark changed into conducted with the English teachers of XII grade. The Scientific Approach has been applied for the reason that school began using the 2013 curriculum and selected to be a model school. The Scientific Approach asks the teacher to analyze and study a lot. They are able to apprehend the stages by using sharing with friends, studying from numerous facts and following the country wide or local schooling of the 2013 curriculum. In addition, they constantly design the lesson plan earlier than undertaking the teaching.

4. CONCLUSION

The present look at suggests that the English teachers of XII grade at SMK N 2 Payakumbuh in carried out the Scientific Approach of their English Language Teaching. They carried out all of the stages regarding looking at, thinking, experimenting, associating and communicating. To emphasize, the teachers want to don't forget the time for implementation because the scholars need much possibilities to dig the tiers. Furthermore, the teachers conducted active and meaningful mastering however they nonetheless lack of crucial wondering (HOTS). Observing became carried out with various media and creative delivery. However, they need to spotlight the questioning levels where the students did not provoke to examine without stimulation and encouragement from the teachers. Thus, it made the teachers show their efforts to stimulate and motivate them to provide questions. Besides, the teachers hired the discussion to make them developing the active, cooperative and collaborative getting to know. In addition, the lesson plans rent all components and Scientific Approach ranges primarily based on 2013 curriculum. However, the teachers want to emphasize the step of

determining the learning signs and studying objectives, mentioning the mastering version, and choosing the technique. The findings show that teacher A and instructor B applied the teaching in keeping with their lesson plans.

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