



THE SCIENTIFIC APPROACH IN TEACHING SPEAKING FOR VARIOUS TEXTS (The Case of Three Teacher Candidates of Wiralodra University Indramayu in The Academic Year 2013/2014).

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Abstract

This study investigated the implementation of scientific approach in teaching speaking for various texts. It is aimed to describe and capture how teacher candidates implement scientific approach which consists of observing, questioning, exploring, associating and communicating in their teaching practice. What problems they faced during their teaching practice and how teacher candidates solve those problems. This study used a qualitative research design. The subjects of this study were three students of English Department of Wiralodra University who were doing teaching practice (PPL). Triangulation was used to validate the data. The findings showed that the three teacher candidates had implemented scientific approach in their teaching speaking although there still a lot of imperfectness and it can be concluded that between 1st, 2nd, and 3rd teacher candidates, the 3rd was the best to implement the scientific approach. The three teacher candidates also found problems in their teaching such as many students were hardly to speak English directly because of the vocabulary and lack of practice. However, both teacher candidates were able to solve the problem by peer error correction.

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INTRODUCTION

The curriculum 2013 in Indonesia requires all teachers to apply scientific approach as a method or a way to teach their students even though, Wachidah in Hapsari (2013) stated that curriculum 2013 still sustains the ideas of the previous curriculum (KTSP) and uses genre based approach, there are significant changes on how curriculum framework defines the notion of competence and performance. It can be defined that the use of scientific approach in curriculum 2013 is the combination between genre based and scientific approach. According to Syahmadi (2013: 35), Scientific Approach in teaching and learning process consists of "Observing, Questioning, Associating, Experimenting, and Networking". By applying this approach, teachers are expected to use multimedia, develop their intuition, create short questions, allow the students to identify the problem, and allow the students to work independently without much help from the teacher, so that the students can stand by their own. In other words, the teachers should facilitate the learning process by asking guided questions that help students to discover the content for themselves. Students are expected to become active and engage learners so that it will stir curiosity in order to build students critical thinking and communication skills.

However, the implementation of curriculum 2013 with its scientific approach considered hard to do especially for teacher candidates in Wiralodra University. There are several reasons why it is hard for them to apply. First, many students do not really understand the change of the curriculum and how to implement the new approach in curriculum 2013. Second, it considers as a new approach to be learnt and done, while in the previous semester they learnt the approaches that used in KTSP; genre based approach. The last, it is still hard to find the schools which have already implemented curriculum 2013 in Indramayu.

That is why this study tries to investigate and capture the case of scientific approach used by teacher candidates who are the students of Wiralodra university who are doing teaching practice (PPL) in several schools in Indramayu in the case of how the implementation of scientific approach in their teaching speaking for various text is. What problems the teacher candidates found when they implement the scientific approach in teaching speaking for various text and how they solve those problems in the classroom.

The skill focused in this study is speaking, but it is suggested in curriculum 2013 to integrate skills in teaching and learning process which speaking does not stand by its own, it will always be side by side with the other skill. This study only focuses on teaching speaking because in teaching other skills of English, speaking always be involved in the process of teaching. Furthermore, speaking is chosen because of three main reasons as Harmer (2007:123) stated, firstly speaking activities provide rehearsal opportunities or chances to practice real-life speaking in the safety of classroom. Secondly, speaking tasks in which students try to use any or all of the languages they know provide feedback for the teacher and students. Finally, the more students have the opportunities to activate the various elements of language they have stored in their brains, the more automatic their use of these elements become. As the result of the teaching speaking, the students will become autonomous language users. This means that the students will be able to use every word, phrase, and sentence in English fluently and accurately without any distracted and difficult though.

Speaking English fluently and accurately can not be measured by one text only because when the students face English in real life situation, they will find different kind of texts to deal with. It also supported by The scope of English in curriculum 2013 which consists of Interpersonal, transactional and functional texts as a way to develop the academic potential

communication through recount, narrative, procedure, descriptive and report . That is why many teachers used text types or genre to teach speaking in the classroom. Moreover, different school area and time of observation also consider as the problem to maintain the teacher candidates used the same text in their teaching. Because of this reason, this study will not limit the text that the teacher candidates use in their teaching.

In accordance with the above explanation, this study attempts to answer the research questions of (1) How do teacher candidates implement the scientific approach in teaching speaking for various texts?, (2) What problems do the teacher candidates found when they implement the scientific approach in teaching speaking for various texts?, and (3) How should the teacher candidates solve those problems in the implementation of scientific approach in teaching speaking for various texts?. These questions are addresses to meet the objectives of the study which are to investigate the implementation of scientific approach in teaching speaking for various texts activities by teacher candidates in their teaching practice (PPL), to discover the teacher candidates' problems in the implementation of scientific approach in teaching speaking for various texts, and to explain the strategy of teacher candidates to solve the problems in the implementation of scientific approach in teaching speaking for various texts. In the hope that this study will have some theoretical and practical contribution to the education and the people who involve in education itself.

METHOD

This study used a case study research design, Yin (1984) in Nunan (1992: 76) defined case study as a study that investigate a contemporary phenomenon within its real context. Carry out in small case, a single case (Stake, 1985 in Nunan, 1992) and use multiple data gathering (Yin, 1984 in Nunan, 1992). It chooses three students of seventh semester of

English Department of Faculty of Teacher Training and Education Science, Wiralodra University who doing teaching practice (PPL) as the participants of the research. The primary reason is that the participants in this university is appropriate with the purpose of the study to investigate or capture the implementation of scientific approach in teaching speaking where the students or in this study called as teacher candidates implemented it in their teaching and learning practice in several schools in the area of Indramayu. Students' participation is voluntary; it is to ensure that recording would not have any adverse affect on their performance. Triangulation which has proposed by Alwasilah (2011) used as the instrument to get the data; those are interview, observation, survey (questionnaire).

FINDINGS AND DISCUSSION

The data is described based on several points. The first analyses are coming from observation. The second and third analyses are coming from questionnaire and interview. The writer tries to find out the correlation between the understandings of teacher candidate toward the scientific approach with the implementation in the class as well as the problems that the teacher candidates found during the teaching practice and the way they solve the problems.

The 1st Teacher Candidate

The understanding of the 1st teacher candidate in applying scientific approach is good enough. Based on five categories in applying scientific approach, the 1st teacher candidate implements all of components on her teaching. The first is observation. In this step the 1st teacher candidate tries to observe the students knowledge about the basic information of invitation. The teacher asks the concept of invitation, the function and the expression that is usually used in inviting someone. Based on open-ended questionnaire, the 1st teacher candidate realizes that observation is needed to stimulate the students to learn English. The 1st teacher candidate agrees that the observation is

one of the important elements in scientific approach. It is supported also by Malderes (2002) who stated that observation is one common way of getting information which can help teacher makes sense of educational situations, gauge the effectiveness of educational practices, and plan attempts for improvements. So, to start the lessons, the observation is needed to create learning atmosphere in the class.

The second is questioning. The 1st teacher candidate tries to connect the real situation in giving question. But, based on the class observation also, the writer can see that the 1st teacher candidate sometimes does not use appropriate sentence in giving question. Like what about the purpose of study expression of invitation. The purpose is? For the correct sentence it should be "What is the purpose of study expression of invitation?"

The third is Experimenting. The 1st teacher candidate uses some media to help her in teaching and learning process. The fourth is associating. After giving the sample of invitation, the 1st teacher candidate tries to associate the invitation letter to the real conversation in accepting or rejecting the invitation. In this case the 1st teacher candidate give kinds of conversation to make the students more understand in applying expression in invitation. The last is networking or communication. In the end of the lesson, the 1st teacher candidate gives some assignment for students, for example the students are asked to make conversation about invitation. This way is good way for students to applying the new knowledge that already given by teacher.

Compare to teacher perspective, these are the problems in teaching and learning process. Based on the questionnaire, the 1st teacher candidate still finds the problem for example like students can't communicate well in English, students are lack of confidence and students also cannot pronounce the words correctly. But the 1st teacher candidate can solve the problem directly. For example based on the interview session, the 1st teacher candidate applies direct

feedback when students cannot pronounce the words correctly or when students cannot express the expression correctly, the 1st teacher candidate directly gives the example to the students. The 1st teacher candidate also gives motivation to students. So, the students can be more confidence to perform in front of the class.

The 2nd Teacher Candidate

Based on the research findings, the writer can conclude that the understanding of the 2nd teacher candidate is still below average. Based on five criteria of scientific approach, the 2nd teacher candidate only applies three part of scientific approach. So even though in open-ended questionnaire, the 2nd teacher candidate can explain five criteria of scientific approach in curriculum 2013. But, in application of scientific approach the 2nd teacher candidate cannot implement all of approach. The observation result shows that the 2nd teacher candidate only applies observing, questioning and experimenting. In observing, the 2nd teacher candidate observes the students by giving the picture of narrative story. The teacher gives several pictures and the students are asked to guess it. All of the stories are belong to legend story. In questioning, the 2nd teacher candidate tries to give several questions to make students become more active in the lesson. But, there are still any grammatical errors in delivering some interrogative sentence, for example: "Do you have heard about narrative text". The correct question is "Do you ever hear about narrative text?" or "Have you heard about narrative text?". In experimenting, the students are hoped to determine the data from the question; they can determine the data from the book, things, experiment or corpus. During teaching and learning process, the 2nd teacher candidate plays a video to help her in teaching narrative text. The teacher uses the video also to make the students curios and know sample of narrative text.

Okay. Then I will repeat once more the video. You must listen carefully then I will give you some questions. Okay?

Actually the video is used to make the students closer to the real life context. In the table of completion of mindset translate also writes that the use of educational multimedia can help students to learn and keep focus on target. But in this case, the 2nd teacher candidate play fable video that is the story of crocodile and mouse deer. Which is the story of animal is not authentic and not appropriate anymore with the spirit of curriculum 2013. While, in curriculum 2013 is written that the material should cover the moral education (religious, value and attitudes) by implementing scientific approach in curriculum 2013, the students are also hoped to have a good critical thinking. So, how does the teacher teach about truthful, respect, responsibility and etc, if the teacher still uses unauthentic story in the process. The last, the writer can see that the 2nd teacher candidate did not apply associating and networking. Because, first the students are given only one video to be listened based on that video the students cannot differentiate the material in different structure. The second, the students are only asked to re-tell the story without implement the material that has been given before. Actually in the networking or communicating, the students should express the concept that has been learnt to the form of spoken or written. So, if there is not application of knowledge, attempt to share understanding, assign and convey the meaning, it means that the networking are fail to be applied.

Compare to the 2ndteacher candidate perspective, these are the problems in teaching and learning process. On the questionnaire, the 2ndteacher candidate still finds the problem like students are hardly to speak English, students are lack of vocabulary and students also did not know how to pronounce of English. Based on the interview session, to solve the problem the 2ndteacher candidate applies gesture and miming, and also used dictionary when the students have difficulties in vocabulary. The 2ndteacher candidate also motivate to students, so the students will not be ashamed anymore to speak.

The 3rd Teacher Candidate

The understanding of the 3rdteacher candidate in applying scientific approach is good. Because based on five categories in applying scientific approach, the 3rdteacher candidate implements all of components on her teaching. The first is observation, in this step the observation is applied to know the capability of the students and to get information about the readiness of students in teaching and learning process. The previous material are really important for the next meeting, because the previous material can be starting point of students to absorb another material that will be given by teacher in the next meeting.

The next is questioning. In this research the writer finds that the 3rdteacher candidate uses several questioning ways to motivate students to become actively involved in the lesson. Based on the class observation the writer also can see that the 3rdteacher candidate also uses direct question to guide student to connect with the material. The other scientific approach is experimenting. The 3rdteacher candidate uses her own story and audio in learning process. The students listen the story of the teacher, and indirectly teacher insert that expression on her story. The next scientific approach that has been conducted by the teacher is associating. Associating means the students should be able to analyze and conclude the data based on its categories and differentiate it into different structures (Syahmadi, 2013). In teaching and learning process, the writer finds that the 3rdteacher candidate tries to force the students to find an alternative expression of agreement and disagreement. This concept is really useful to find out whether the students understand or not with the material that has been given before.

The last, networking , the 3rdteacher candidate gives an opportunity to the students to be freely in writing the conversation. The teacher did not limit the situation. The teacher only orders the students to make the conversation like the sample but for the story,

condition, situation or even the expression of agreement or disagreement itself are free based on the students will. This concept is really close to the one of mindset completion in curriculum 2013. In curriculum 2013 the students are asked to do something based on students need/potential.

Based on the writer perspective, the 3rd teacher candidate only has a little problem in the end of the lesson. The 3rd teacher candidate does not give conclusion toward the students' performance in front of the class. The teacher finds that many students are hardly to speak in English directly. The problem is because the students have less vocabulary and less practice to speak. But the 3rd teacher candidate can solve the problem directly by peer teaching concept.

CONCLUSION

The understanding of the 1st teacher candidate in applying scientific approach is good enough. The 1st teacher candidate implements all of components on her teaching. While the understanding of the 2nd teacher candidate is still below average, the 2nd teacher candidate only applies three approaches. So even though in open-ended questionnaire, the 2nd teacher candidate can explain five criteria of scientific approach in curriculum 2013. But, in application of scientific approach the 2nd teacher candidate cannot implement all of approach. Whereas, the understanding of the 3rd teacher candidate in applying scientific approach is good, the 3rd teacher candidate implements all of components on her teaching.

The problems that three teacher candidates found during the teaching practice were quite similar. They think that pronunciation, confidence, could not make the conversation correctly, and could not express the expression correctly, the students are hardly to speak up, and confidence and grammar are the problem in their teaching. While the ways three teacher candidates solve their problem

were vary. The 1st teacher candidate used direct correction to her students in case that she would be able to explain and clarify the material to the students and give motivation to her students as well to reduce the students' nervousness. The 2nd teacher candidate used alternative way to explain the material like using gesture, etc. The 3rd teacher candidate used peer correction rather than direct correction because she thinks that by peer correction, not only solved the students' problems of vocabulary and less practice but it also solve the problem of motivation that the students have.

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