

# Proposing the Appropriate Teaching Methods under Scientific Approach of Curriculum 2013 (K-13) for Teaching English for Junior High School in Indonesia

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## Abstract

Teaching English as foreign language is the term, which is used by teacher where English is not used in the learners' daily life. The English is only used in some places, which English as the official or instruction language, in the office and school for instance. Therefore, in teaching this language, teacher needs some strategies and methodologies, to rise up either students' motivation or willingness, so that the goal of learning can be achieved. Accordingly, the Ministry of Education and Culture of Indonesia has released a new curriculum along with its approach, three methodologies and five strategies, which those must be applied in every teaching and learning process. On the other hand, there are many strategies in language teaching offered by the experts, which can be mixed by teacher in one meeting, like summarizing and note taking, create, and memory strategies for instance. Besides, the three methodologies, which are Project-Based, Problem-Based, and Discovery learning, are hard to choose by English teacher, which is caused by the traditional teaching habit of teacher and their lack of knowledge about those three methodologies before. Therefore, this article discusses about to propose the appropriate of methodologies and strategies used under the *Scientific Approach*, so that teachers are able to know which method that is appropriate for their class activity.

**Keywords:** Teaching English as Foreign Language, Curriculum 2013 (K-13), Scientific Approach, Methodologies, and Strategies.

## 1. Introduction

Second language (SL) is a language, which is usually used in particular place or event, in the office and educational institution for instance (Brounhton et al, 1978, p. 4). Indonesia is the one of countries, in which English is used as second language. Thus, the use of English just occurs in such kind of area, such as in some educational institution, some offices where the students or employees are obligated to use English in their daily activity. In case, related to the educational institution, the used of English started officially in the Junior High School. Therefore, Education and Cultural Minister of Indonesia, Muhammad Nuh in the introduction K-13 book for Junior High School (2013) said that the communication, which is delivered in the module for Junior High School students, is English that is used for daily communication. It deals with what Lightbown and Spada (2013, p. 104) said that the second language is formed from the habit of the learners, in which to learn second language learners should make the use of target language as their habit, since that target language is not their everyday language. Therefore, the language which Indonesian students study at the first time is about the daily activity, which agrees with their real life.

In teaching and learning, there are three kinds of model, which can be used by teacher, such as teacher-centered (Doyle, 2008, p. 19), student/learner-centered (Doyle, 2008, p. 1), and learning-centered model (O'Brien et al, 2008, p. 8). Previously, Indonesia teacher used teacher center as the model of teaching, in which students' duty just receiving the material, without any further self-learning, so that it does not lead students into autonomous learning. In teacher-centered classrooms, some students get the knowledge better, while the others cannot fully catch the lesson given by teacher (Singer et al, 2003 p. 8). Recently, this teaching model is transformed into learning center model, in which the learning become a model and teacher's role here just to be a controller of every what students do related to today material.

Language teaching and learning in Indonesia, in the school especially, always have a change in its approach and method. This happens since the first curriculum appears in 1947 to 2013. Each change has its own method and approach for all subjects, language especially, which almost all of curriculum use teacher as the center of learning, but K-13. In K-13, learners are expected to have many times to learn the subject or lesson by themselves, which it is called as 'student-centered'. In this occasion, a teacher is to be the facilitator, and the students more active in learning. Therefore, there should be a good environment, which teacher and students can do two ways interaction. In fact, it is hard to do, due to the duty of teachers that should assess the students while teaching and learning process, and this takes much time.

Moreover, K-13 has its own approach, which is called as Scientific Approach, in which based on the module of K-13 written by Ministry of Education and Culture (2013) this approach has three kinds of methods, such as (1) Project-Based Learning, in which students are expected to exploration, assessment, interpretation, synthesis, and information for producing everything related to study value, (2) Problem-Based Learning, in which focus on the problem solving, which students expected to experience of how to solve the problem by themselves, (3) Discovery Learning, in which students are expected to find the theory, which is related to the given instruction by the teacher, so that they will undergo to the conclusion.

In addition, K13 has special strategies in teaching, which must be applied by teacher in the classroom. Those strategies are observing, questioning, associating, experimenting, and networking. Thus, the teacher should implement those strategies in every meeting for all subjects of study. On the other hand, there many kinds of strategy for teaching, depends on the students need and material. Therefore, teachers are having difficulty in transmitting the knowledge with students even in some cases those strategies are acceptable.

In choosing a method of teaching, Harmer (2007) suggested to look at what does it want to achieve, with whom, and in what context? So that, after that analysis, teacher can decide what kind of learning and method that he/she wants to apply in the classroom. Accordingly, since it was told above that K-13 with its scientific approach has three methodologies, and those make teachers to be not free to choose the appropriate method for the today material. Besides, from the formers curriculum, teachers apply method freely, based on what they are going transmit with the students. Besides, they teach student traditionally, which they just deliver material and give an assignment. Therefore, when K-13 comes along with a change, they feel reluctant. Thus, Ahmad (2014) from her conducted research found that this reluctance was caused by the teachers' lack of procedural knowledge and skills in designing the appropriate lesson plans, which deal with the students' need, in English lesson which is related to the K-13.

In English language teaching there are some strategies, which can be used by teachers. Oxford (1990) stated that there tow kind of strategies, such direct and indirect strategies, and these are separated in some branch strategies. Besides, there are some problems faced by teacher in choosing the appropriate method under *Scientific Approach* for teaching English at Junior High School, which are caused by some problems mentioned above. Therefore, this article tries to dig out some strategies offered by expert and show the appropriateness of teaching methodologies under *Scientific Approach*.

## **2. Discussion**

### **a. Learning center method**

Learning-centered method is the one to be used by teacher to transmit the knowledge through emphasizing the students learning process. When the contexts of learning are established and clarified, then learning are established, which is aimed to evaluate the students basic skill and progress of learning (Maier, 2013). In case, this methodology can help students to learn autonomously. In his conducting research, Petrides (2002) argued that students highly measured the group access, which they had each other's ideas and wittern assignment along the semester. In addition, Jahnke and Kumar (2014) interviewed five teachers as the samples, and found that that all of them believed that the process of learning is more important than the result of learning. In case, by concentrating on learning, school leaders can put their focus only on school community from the income and outcomes and the intentions to result (Richard, 2002). Therefore, in many countries nowadays apply this kind of methodology, in regard to the achievement that might students have. Moreover, it deals with activities which should be done by using the *Scientific Approach*, in which students focus of learning is in the learning itself.

### **b. Some appropriate strategies**

A good proficiency of language cannot be raised just by a single practice. It should be a part of habit for human life. It is aimed to make them familiar with the target language itself. Besides, second language was a part of habit, in which language learners can learn about to use the language (Norland and Pruettt-Said, 2006). In terms, teachers as role model of learning are expected to give a good example of language use, stricter, pronunciation, etc. Therefore, the sound or writing of language, which are learned and practiced by the learners, will contribute to their development of their target language. Accordingly, teachers need to know some strategies, which are appropriate for the students need in learning language.

In regard of language learning strategies, Oxford (1990) offers some strategies, which can be used by language teachers, English teachers especially, such as memory, cognitive, and compensation, which refer to direct strategies, and metacognitive, affective, and social, which refer to indirect strategies. Strategies are important to use in learning process, because it is a tool to measure the goal learning (Oxford, 1990, p. 1). By applying one of those strategies, which is based on the students need, will affect the active learning of the students. Oxford (1990, p.1) stated that learning strategies are steps for students in order to enhance their knowledge. Moreover, those strategies can be applied based on students need, culture, and habit. Therefore, before applying such kind of strategies, teachers are expected to know those criteria by need analysis.

Moreover, according to Bloom's Taxonomy (1956), which is revised by Anderson (2001) stated that the strategies of teaching are remember, understand, apply, analyze, evaluate, and create. Those strategies are used gradually, starting from "remember". In case, those strategies are created from the low level, in which students just do remembering the material and ended by creating something related to the material given by teacher. For example, teacher leads students to remember the today material, about past tense for instance, and then he/she tries to make them understand about what and how to use past tense, and it is continued to next steps up to the end that students will create the example of past tense itself. Therefore, at the end of lesson or semester, students are expected to be able to create something related to the lesson.

Besides, in creating an effective teaching and learning, Marzano et al (2000) has nine instructional strategies, which can also be applied by language teachers, such as identifying similarities and differences, summarizing and note taking, reinforcing effort and providing recognition, homework and practice, nonlinguistic representation, cooperative learning, setting objectives and providing feedback, generating and testing hypotheses, and cues, questions, and organizers. These all strategies can be combined, depends on the material that will be transmitted. These strategies offered by Marzano (2000) can dig up the students' critical thinking. It can be blended with the technology, so that teacher easily to build the active learning. One example of using "Identifying similarities and differences", teacher shows a picture on the slide, and he/she asks students to find the similarities and differences of that picture, and ensure them that they are many things which can find related to the strategies. Moreover, by applying this one example, teacher lead students into the active learning classroom.

Since there are many strategies in language teaching, which are offered by some experts, then teachers can apply one of them or combine it. Accordingly, to create good activities, in which students actively join the process of transmitting knowledge, teachers can combine some of the strategies above. Thus, it can be concluded that there is no best strategy in teaching, but teachers can still make the classroom be active. Therefore, the goal of teacher and students to transmit the knowledge can be achieved through that active teaching and learning activities. These

### **c. Three teaching methods under *Scientific Approach***

Scientific approach is the one aspect which is included in K-13. It refers to techniques of investigation on phenomena or indications to get new knowledge, or revise it and transmit it with the prior one (Ministry of Education and Culture, 2013). It is the only approach that can be applied by the teacher, related to that curriculum. Ahmad (2014) stated that for the new curriculum, K-13 is perceived by the teachers in six broad perspectives, which one of them is scientific approach. Based on the module K-13 for English teaching at Junior High school by ministry of Education and Culture (2013), this *Scientific Approach* has three kinds of methodologies, which generally, those methodologies are expected to be applied for all teaching subject in all level of students. Those methodologies are Project-Based learning, Problem-Based learning, and Discovery learning.

Project-based learning (PjBL) is the methodology, in which the process is by giving students the project in order to measure the goal of learning. This Project-based learning is created to be used in the complex problem, in which students need to investigate and understand it (Ministry of Education and Culture, 2013). It is supported by Movahedzadeh et al. (2012) that Project-Based Learning is a method in which students involve in intellectually challenging task through inquiry question by gaining content knowledge and academic skills to solve the problems and defend the solution. Related to material given in Junior High School, which focus on the daily activity language, this methodology is useless, since that the language use is the basic level of language. On the other hand Tamim and Grant (2013) summarized their finding about PjBL in their case study that this kind of learning can support, facilitate and improve the learning process, and allows for differentiation between the individual students and enrich their creativity. Besides, after collecting the data through six teachers, who are satisfied the criteria for selection, they also found that the teachers characterized PjBL as engaging and motivating, allowing the students to work collaboratively (Tamim and Grant 2013). Accordingly, teachers can apply this kind of method, based on the students need, especially for Indonesia students.

Second, Ministry of Education and Culture (2013) stated that Problem-based learning (PBL) is done by giving stimulation to students through some problems, in which students are expected to solve it, so that it can increase their competent in measuring the goal. In case, this method can be applied, since try to figure out, "Who am I?" they establish sexual, ethnic, and career identities, or are confused about what future roles play (Eccles, 1999). Besides, PBL also promotes students' confidence of their problem-solving skills and strives to make them self-directed learners (White, 2001). In addition, Othman

and Shah (2013) in his study, they found that the overall results of the tests (cloze and written) show that the PBL group of the study were able to handle learning without explicit instruction and performed just as well as those in the traditional class. Therefore, it can be applied by teacher in regard of the better understanding. In the other hand, if it relates to the English material for Junior High School in Indonesia, it cannot be applied there, except the teachers really know about the real problem face by students, so that in can be related to this kind of learning.

The last is Discovery Learning, according to Ministry of Education and Culture (2013) that the clear characteristic of this Discovery as the teaching methodology is that after pre-teaching, teachers are expected to more decrease their guidance to the students than other methods. Teachers might ask students to design their own experiment, invent their own strategy, or answer guiding questions (Marzano, 2011). It means that, the students are expected to find and understand about the topic material at that time by themselves and by their own way. For example, teacher asks the students to have their autonomous learning by giving a topic, and they should understand it with less of teachers' guidance. In addition, this kind of methodology can be just applied for those by some criteria in order to make active discovery learning. However, if a teacher is willing to put time and energy into designing lessons that ensure that students have the knowledge which is needed to understand the content and that provide a clear guidance and interaction along the way, then discovery learning can be a powerful learning experience for students (Marzano, 2011), in which of course students should have a basic knowledge before.

Thus, in can be concluded that those three methodologies are supporting the *Scientific Approach* offered by the government. Those have a criteria of scientific, in which the scientific activity, such as inquiry, is there as the one of activity. Moreover, related to the implementation of the methodologies in Junior High School, the teacher should think aloud to apply one of the methodologies. Since, the methodology is focused on the process of inquiry, which basically what students have in that level of school is about the daily language, then teachers should know first the characteristic, language level, and need of students, so that they can make a deep preparation of using one of them. Therefore, those methodologies will actively work for the teaching and learning process in where the students is just at beginner level of studying language.

### 3. Conclusion

There is no the best strategy in teaching, but teacher can still build an active learning process, depend on the material and students need. There are many strategies, which can be applied by teacher in teaching language, as mentioned above. In means that teacher first should know what kind of material and students they have at that time, so that they can choose which kind of strategy they can apply. Moreover, to build an active learning classroom, teacher cannot just apply one strategy in one meeting, neither for more than that. They can combine some strategies offered by the experts, remember, summarizing, cooperative learning for instance, and exchange it in another meeting, in which those applied strategies are appropriate with the material and the students' need. Therefore, the creativity of teachers is needed here. It is aimed to combine those strategies, and not just applying the same strategies in the meeting and the following.

Moreover, method was described as an overall plan of the selected approach (Brown, 2000, p. 14). What the teacher is going to do while lesson is based on the method they are going to use. Since the goal of teaching is transmitting knowledge of students, then the role of method is needed to build an active learning activity, and this is ended by a deepest understanding of students. Therefore, before applying one or more methodologies, teacher should understand the students' need. Accordingly, *Scientific Approach* has three methods, which are offered to be used by teacher, for all subject and grade of students. Thus, if it is agreed with the material of Junior High School Students, which focus on the daily activity, then only Project-Based and Problem-Based learning, which can be applied by the teachers. Besides, Discovery Learning still can be applied, as long as the teacher can design and ensure that students have deep background knowledge about what they are going to discover. Overall, teachers can apply all of those methodologies, as long as they have a good creativity and deep knowledge about the students, so that they can blend those aspects and build a good preparation about the lesson.

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