



TECHNOGEEK TEACHERS' COMPETENCE IN APPLYING SCIENTIFIC APPROACH THROUGH IN HOUSE TRAINING AT SMP PUSRI PALEMBANG

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Abstract

The recent study was conducted to portray the teaching competence of SMP Pusri English teachers in applying scientific approach through an In House Training. The problems posed are: (1) How was the teachers' competence in applying scientific approach before and after attending the In House Training? (2) Which process of scientific approach in teaching English did the teachers still find it difficult to conduct? (3) What aspects of teaching and learning activity still became problem for the teachers? And (4) How to solve the problem encountered by the teachers? The population of this study was six English teachers and they were all taken as the sample. The method of research used was descriptive study and the data were taken by means of an in-depth discussion (Focus Group Discussion), an observation by using the rubric of learning implementation plan, and a test. To analyze the data, qualitative and percentage analysis were used. Based on the result of the analysis, it was found that (1) Teachers' competence in teaching by using scientific approach can be categorized good (83.3%); (2) Questioning by the students was the most difficult process of scientific approach to conduct; (3) The teaching and learning aspects that still became the problem for the teachers was only 0.57% that is to connect the teaching material to other knowledge; (4) To solve the problems, FGD via group in social media Facebook named IHT PUSRI JHS 2014 is open for the teachers in order that the sustainability of the *sistempendampingan* runs well.

Keywords: techno geek, teachers' competence, scientific approach, IHT

INTRODUCTION

The importance of having competent teachers in this globalization era is a must. The teachers are claimed to have both knowledge and ability of using technology in classroom. The combination elements are necessitated in order to deliver learning material easily; consequently, students can receive the learning material enthusiastically. In learning language, the students have to acquire lessons unconsciously as well as happily. In other words, the language teachers must update themselves and be acquainted with technology since their students are extremely closed to the sophisticated device to learn and play some games provided in it.

Internet, as the so-called popular among students, becomes a closed media for two essential things. Firstly, internet is comfortable media for the students to get entertainment. It provides abundant media for the students to enjoy. For example: music, films, advertisement, and games. They sometimes spend more than 50% of their time in front of internet. Inderawati (2011) reported that 60% of students were sitting in front of their laptops to browse and surf such entertainment. They really enjoy their life surfing and doing many things in the digital world. Similarly, Buck (2012:9) illustrates:

As soon as he wakes up in the morning, Ronnie, an undergraduate student at a large, Midwestern research university, sends a tweet from his phone, which lets his roommates know he's awake. Rather than leaving a paper note for them in the kitchen, Ronnie visits their private group page on Facebook. On his walk to class in



the morning, Ronnie takes a picture of some graffiti in front of a local restaurant and sends it to Twitter. Unwinding before orchestra rehearsal on an unseasonably warm day, Ronnie and his roommates blare music from the roof of their apartment building, and Ronnie films a 12-second video of a squirt-gun fight and posts it to Facebook and Twitter.

The illustration realizes teachers how internet becomes such a very important media for students to have and do everything they want. Another essential thing internet can provide for students is that it can be used to get information and knowledge. For many years, students are facilitated by the digital media to accomplish their assignments from teachers. In fact, the students learn individually by searching and browsing kinds of material through internet. In Inderawati's other study (2011), she found, "97% insisted that facebook is important for two reasons that it can be useful for making communication and developing writing ability. " As a result, internet is necessary not only for having entertainment, but also for getting knowledge and information.

It is a matter of fact that teachers in the global era have a heavy burden to suit themselves to both the technology and students' need. This circumstance must be a challenge for the teacher, indeed. They cannot avoid facing their sophisticated students. It is advisable that they can learn the use of internet for instance from their own students since today is their world. In this global village, teachers who were born before 1985 are called immigrants and the students are the native of the global era. Therefore, the teachers must obey the rules of living in the era.

Furthermore, to respond the need of facilitating students to learn by exploring knowledge and information through technology, Indonesia government (the Ministry of Education and Culture) introduces 2013 curriculum with its scientific approach being implemented in all levels of education. This approach which emphasizes on modern pedagogic dimension in learning process consists of five stages: observing, questioning, associating, experimenting, and networking. By observing, the students are able to collect data or information directly and also collect other information from different scientific sources such as book, journal, and internet. Next, they have to ask some relevant questions and facts dealing with the observed thing. Besides, they have to see the correlation of the observed thing, try to analyze, to compare, and to hypothesize. By experimenting, the students have to do experiment and test it. The last stage of the scientific approach is networking that means they have to generalize or inform the result of the study to other students.

For science teachers, the approach seems to be very easy to conduct. However, the scientific approach is so strange to most English teachers. Nevertheless, English teachers have to see it as a good challenge to improve students' knowledge and competence of using English. At the same time, the English teachers have to learn and have experience of applying the new approach as well as being acquainted with technology.

Based on a perpetual observation, it is found that almost one hundred percent of students at SMP YP Pusri Palembang can operate laptop and explore internet and so do the English teachers. Both teachers and students can be categorized as techno geek (persons who are very keen on technology). The phenomenon is so beneficial that the English teachers can concentrate on applying the scientific approach. The application of the scientific approach was implemented through an In House Training (IHT) during the research.

This recent study focuses on (1) the teachers' competence in applying scientific approach before and after attending the In House Training; (2) the process of scientific approach in teaching



English the teachers still find it difficult to conduct; (3) the aspects of teaching and learning activity still became problem for the teachers; and (4) To solve the problem encountered by the teachers.

METHOD OF RESEARCH

The population of this study was six English teachers of SMP YP Pusri and they were all taken as the sample. The method of research used was descriptive study and the data were taken by means of an in-depth discussion (Focus Group Discussion), an observation by using the rubric of learning implementation plan, and a test. To analyze the data, qualitative and percentage analysis were used.

FINDINGS AND DISCUSSION

Before attending the training, the six English teachers conducted the teaching process by implementing the previous curriculum, *KTSP (Kurikulum Tingkat Satuan Pendidikan)*. They have also got information and attended some workshops about curriculum 2013. Nevertheless, they still found it so difficult to apply into the teaching procedure. In fact, they have not implemented the new curriculum yet.

Professional competence has something to do with the ability to plan and implement the learning process. First, Teacher A (class IX) planned to teach procedure text. Learning aspects contained in the lesson plan in the form of clarity formulation of objectives, selection of materials, organization of material, the clarity and detail of the learning scenario, the suitability and completeness of assessment techniques, as well as the completeness of the assessment instrument could be described very well. In carrying out the process of learning, Teacher A had also been implementing learning very well in terms of how to open and close the lesson and implement core activities very well. In the aspect of material observation, Teacher A has been very adept at connecting procedure text material with knowledge of text material such as biology, health, and economy. So is the application of scientific approaches, Teacher A has been very good to do it.

Secondly, Teacher B (class IX) was planning to teach narrative text. Similar to Teacher A, Teacher B was also very good at elaborating the learning plan. Likewise, the learning process of opening and closing the learning and implementing core activities, Teacher B could conduct it very well. The material taught was narrative text associated with other knowledge in the form of character development. However, despite Teacher B tried to anticipate students to ask questions, the learners could not do it.

Thirdly, Teacher C (class VIII) taught descriptive text. In planning the lesson on the text genre, the teacher had conceived very well in accordance with the value obtained scores for each indicator observed. The implementation of learning has also done very well. Teacher C's effort to associate descriptive text material with other relevant knowledge already apparent that is the knowledge and exemplary citizenship. The application of scientific approach had also been apparent though based on the observation of instructor and the IHT teacher participants the second stage of the approach that is to facilitate learners to ask was not clearly shown that the students did not ask.

Furthermore, Teacher D (class VII) planned to teach short functional text that is announcement. The teacher had constructed good lesson plan but the aspects of completeness of the instrument did not appear. In the learning process, the teacher was trying to link the text material with all announcements around the students' environment. The application of the scientific approach was good enough. Unlike the first three teachers, the teacher was able to facilitate learners to ask and they can ask some questions related to teaching materials. However, the text structure and linguistic

elements were not taught. When the previous three teachers in nearly 100 % use English, the teacher was only able to speak English by 20 %.

Fifthly, Teacher E (class VIII) described the topics taught. Teacher D had prepared with good lesson plan about how to describe people but the aspects of completeness did not appear all. In the learning process, the teacher had not seemed to associate the learning material about describing people to other knowledge; however, it could distinguish the behavior or properties of the good and bad of the character described by learners. Meanwhile, facilitating learners to analyze the text has not been sufficiently well-implemented as one step in the application of the scientific approach. Because too many teaching materials, examples, and illustrations, the planned allocation of time did not match to the time of the study.

The last teacher, Teacher F (class VII) planned to teach text instructions. In short functional text lesson plan, the teacher was very well in elaborating 1-6 observed indicators and the indicator assessment techniques and instruments with good completeness. Implementation of learning had also been done very well. Her efforts to link the text material with other relevant knowledge were already apparent. She connected to the real life. The application of scientific approach had also been looked though based on observations of instructor and IHT teacher participants, second stage of the approach that is to ask learners had not been good enough.

To make it clear, the following table and figure indicate the improvement of teacher's professional competence.

Teachers	Professional Competence	
	Before	After
A	91.3	92.3
B	67.2	82
C	82.6	90
D	60	66.4
E	47.2	89.9
F	71.8	85.4

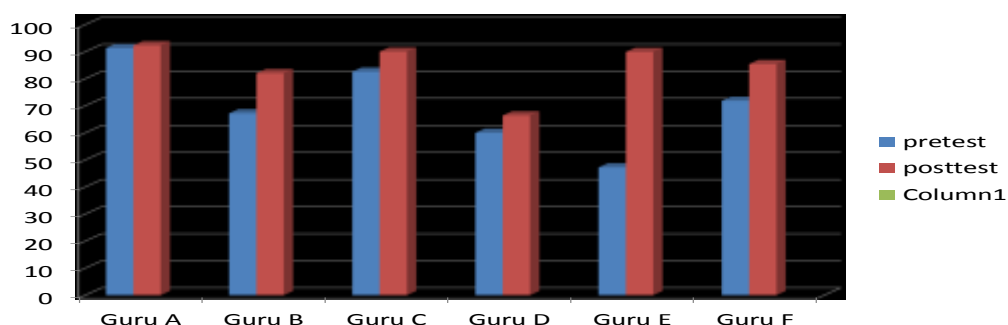


Figure 2: Teachers' Professional Competence

The figure obviously indicates that all teachers have significantly improved in terms of their professional competence after attending the training.



Data obtained through observation proved that questioning to teacher after conducting an observation, the first stage of scientific approach, was the most difficult part to conduct. The teachers did not know how to arouse the students' interest to ask questions after observing a picture or a video or other learning material. However, one teacher with good enough category could make the students ask related questions when she taught one of short functional text, announcement. After the teacher showed an example of announcement through LCD, the students observed it and asked such questions: *Is it an example of good announcement? Where can we find it? How to make a simple announcement?* It was normal since she often asked and consulted many things during the training. Therefore, no wonder she could do the second stage of the new approach.

Furthermore, the teaching and learning aspects that still became the problem for the teachers was only 0.57% that is to connect the teaching material to other knowledge. Teacher A connected procedure text material with knowledge of text material such as biology, health, and economy. Teacher B taught narrative text and she associated with other knowledge in the form of character development. Teacher C associated descriptive text material with the knowledge and exemplary citizenship. Teacher D linked the text material with all announcements around the students' environment. Teacher E as discussed above did not associate the learning material about describing people to other knowledge but she could ask the students to describe the behavior or properties of the good and bad of the character describe. Teacher F connected to the real life.

To solve the problems, FGD via group in social media Facebook named IHT PUSRI JHS 2014 is open for the teachers in order that the sustainability of the *sistempendampingan* runs well. It is open for the teachers to discuss how to teach English by applying the scientific approach and how to teach English in general to junior high school students.

CONCLUSION

Based on the result of the data analysis, some findings are drawn. Firstly, teachers' have good competence in teaching by using scientific approach and it can be categorized good (83.3%). Next, questioning posed by the students was the only difficult process of scientific approach to conduct, Thirdly, to connect the teaching material to other knowledge is the teaching and learning aspects that still became the problem for the teachers was only 0.57%. And the fourth, to solve the problems, FGD via group in social media Facebook named IHT PUSRI JHS 2014 is open for the teachers in order that the sustainability of the *sistempendampingan* runs well.

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