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SCIENTIFIC VIEW TO TEACHING B2 LEVEL LINGUISTICS STUDENTS

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ABSTRACT

Trainers often orientate themselves on the aims students set for themselves or on the educational objective students attending the course should achieve. What every student attending a language course wants is to become more fluent and better when expressing him-/herself. He/She wants to reach a higher level. Needless to say, students who currently have B2-level should reach the next level, C1 and in a C1 course a teacher should train them so that they pass the corresponding exam.

Keywords: level, competence, vocabulary, enlarge

The current study is a descriptive qualitative research aiming to describe the procedure of teaching English using Scientific Approach applied by teachers; to describe the teachers' perception of Scientific Approach and to describe the difficulties and the solutions used by teacher to overcome the problem in applying Scientific Approach. The findings shown that (1) the procedures of teaching English using Scientific Approach conducted by teachers consisted of: observing, questioning, experimenting, associating, and communicating; (2) the teachers shared similar perception in which the Scientific Approach is regarded as an approach that integrate students' attitude, skills, and knowledge by implementing observing, questioning, experimenting, associating, and communicating in the teaching learning process; (3) the difficulties faced by the teachers in applying Scientific Approach were: the students' lack of critical thinking, the students' difficulty in finding the answer of the problem, the students' inability of analyzing the material, and the students' lack of vocabulary mastery; (4) the strategies employed by the teachers to overcome the problem in applying Scientific Approach were: motivate the students to be more active in learning, give some stimulating questions related to the material, give comparisons of the recent material with the previous materials, and translate the difficult words found by the students. The steps for conducting Scientific Approach in the learning process includes digging through observation, questioning, trial, and then process the data or information, presenting data or information, followed by analyzing, reasoning, then concluded, and creates (Daryanto, 2014:

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59). There are five steps on Scientific Approach, namely: observing, questioning, collecting information or experimenting, associating or information processing, and communicating (Fauziati, 2014: 157). Sani (2015: 50) explained that Scientific Approach involves observation activities which are needed to formulate a hypothesis or collect data.

The scientific method is generally based on the exposure data obtained through observation or experiment. Therefore, activity experiments can be replaced with an activity to obtain information from various sources. Fauziati (2014: 157) explained that scientific teaching approach is an approach of teaching which is designed with the same rigor as science at its best; learners make observations, develop hypotheses about phenomena, devise tests to investigate their hypotheses, and communicate their findings to others. With this nature, scholars believe that Scientific Approach as a teaching method could encourage learners to be curious toward science, to improve their oral communication and critical thinking.

In conducting Scientific Approach, the teaching procedures hold the big role. Fauziati (2014: 14) defined the procedure as classroom techniques, practices, and behaviors observed when method is used: resources in terms of time, space and equipment; interactional patterns observed in lessons; tactics and strategies used by teachers and learners when the method is being used. In a learning process, teachers should select and determine appropriate teaching procedures, such as approach, strategies and methods of teaching in order that the learning objectives will be achieved successfully. Teacher's perception of Scientific Approach also has the big role to attach the successful on teaching learning process. Rao and Narayan (1998: 329-330) stated that perception is the process whereby people select, organize, and interpret sensory stimulations into meaningful information about their work environment. They argued that perception is the single most important determinant of human behavior, stating further that there can be no behavior without perception. Rosyida (2015: 11) described the importance of teachers' perception. She stated that teachers are one of the most important personnel in educational system who are in the front line of education, heavily involved in various teaching and learning process, and also the final practitioners of educational principles and theories. Factors influencing teachers' perceptions can be from personal experience, experience with schooling and instruction, experience with formal knowledge both school subjects and pedagogical knowledge that influence practices of teaching and learning, students' ability and situation. Grammar- Translate method is used in this article. Computers were

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invented to ‘‘compute’’: to solve ‘‘complex mathematical problems,’’ as the dictionary still defines that word.1 They still do that, but that is not why we are living in an ‘‘Information Age.’’ That reflects other things that computers do: store and retrieve data, manage networks of communications, process text, generate and manipulate images and sounds, fly air and space craft, and so on. Deep inside a computer are circuits that do those things by transforming them into a mathematical language. But most of us never see the equations, and few of us would understand them if we did. Most of us, nevertheless, participate in this digital culture, whether by using an ATM card, composing and printing an office newsletter, calling a mail-order house on a toll-free number and ordering some clothes for next-day delivery, or shopping at a mega-mall where the inventory is replenished ‘‘just-in-time.’’ For these and many other applications, we can use all the power of this invention without ever seeing an equation. As far as the public face is concerned, ‘‘computing’’ is the least important thing that computers do. But it was to solve equations that the electronic digital computer was invented. The word ‘‘computer’’ originally meant a person who solved equations; it was only around 1945 that the name was carried over to machinery [2]. That an invention should find a place in society unforeseen by its inventors is not surprising.3 The story of the computer illustrates that. It is not that the computer ended up not being used for calculation—it is used for calculation by most practicing scientists and engineers today.

That much, at least, the computer’s inventors predicted. But people found ways to get the invention to do a lot more. How they did that, transforming the mathematical engines of the 1940s to the networked information appliance of the 1990s, is the subject of this article. Yet who would deny that computing technology has been anything short of revolutionary? A simple measure of the computing abilities of modern machines reveals a rate of advance not matched by other

technologies, ancient or modern. The number of computers installed in homes and offices in the United States shows a similar rate of growth, and it is not slowing down. Modern commercial air travel, tax collection, medical administration and research, military planning and operations— these and a host of other activities bear the stamp of computer support, without which they would either look quite different or not be performed at all. The history of computing commands—as it probably should—more attention from the public than the history of the washing machine. The colleague who in 1981 dismissed the study of computing no longer prepares his papers on a manual typewriter, I suspect. Historians are among the most fanatic in

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embracing the latest advances in computer-based aids to scholarship [7]. Is the electronic computer only one of many large-scale, high-technology systems that have shaped the twentieth century? To what extent is it unique as an information-processing machine? To what extent is computing after 1945 different from the information-handling activities of an earlier age? The popular literature tends to stress computing's uniqueness, hand in hand with breathless accounts of its revolutionary impacts. Some writers cast this revolution as a takeover by a ''clean'' technology, with none of the pollution or other side effects of the technologies of the Iron Age.8 If the computer is revolutionizing our lives, who is on the losing side; who are the loyalists that computing must banish from this new world? Or is computing like the ruling party of Mexico: a permanent, benign, institutionalized ''revolution''?

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