

CHAPTER I

INTRODUCTION

A. Background of the Study

All people in the world use language, both in written and spoken form to express their ideas and feelings. Language is something that is used for communicating in spoken and written. According to Ramelan (2003: 1), “Man speaks a language as a means of communication with other people, as tool to express his ideas and wishes. Without language it is hard to imagine how people can cooperate and get along with another”. One of the languages in the world is English. English is one of the most important languages. In this modern era, people demand to have more than one language and English is the first foreign language that has to be mastered by everyone.

Nowadays, English has become more and more important. Cahyono (2009: 91) states that English has become a tool for international communication in transportation, commerce, banking, tourism, process of technology, and scientific research. Moreover, Crystal (2003: 3) states that English has achieved a genuinely global status since it develops a special role that recognized in every country. Therefore English is considered as a global language which is spoken by many people all over the world either as the first, the second language or as the foreign language.

Realizing the importance of English nowadays, our government states that English as a foreign language should become a compulsory subject at school. It is

taught from Elementary School to University and it becomes one of the subjects in National Test (UN). Students need to understand spoken and written English to communicate their ideas effectively. In Indonesian education curriculum or content based on curriculum, students have to master the four language skills: listening, speaking, reading, and writing. In this case, teaching English must be conducted in every education field in Indonesia from elementary to university.

Nowadays, Indonesian education is using Curriculum 2013 and School-based Curriculum (KTSP). The government of Indonesian Education has announced new regulation from Ministry of Education No. 32 Year 2013 showing the changing from the previous regulation (Ministry of Education No. 19 Year 2005) about the National Education Standards. The 2013 Curriculum quickly was implemented to all school in Indonesia after the new regulation has announced. The changing influences the process of teaching-learning all subjects in classroom. But in December 2014 Indonesian Government had changed the curriculum back to School Based Curriculum (KTSP) by published Regulation of the Minister No. 159 Year 2014 concerning the evaluation of the 2013 Curriculum. However, some schools in Indonesia still use the 2013 Curriculum because they have permit and are requested by the Region Government of Education.

All schools in Indonesia which use the 2013 Curriculum including Senior High School must use Scientific Approach for teaching and learning process in the classroom. Handelsman (2004) in Fauziati (2014: 154) states that scientific approach is pedagogical approach used in classroom whereby teaching is approached with the same rigor as science at its best and it involves active learning strategies to engage

students in the process of science and teaching methods that have been systematically tested and shown to reach diverse students. In scientific approach the teachers must develop and increase the student ability that is relevant with students' need, condition of the school, and link it to the environment.

The 2013 Curriculum has changed the classroom procedures. Fauziati (2014: 156) states that scientific approach consists of five main steps in the learning cycle, namely: (1) *observing*, (2) *questioning*, (3) *gathering of information or experimenting*, (4) *associating or information processing*, and (5) *communicating*. The aim of the classroom procedure is to develop the students' attitudes, to express their idea briefly but succinctly, and develop their language skills.

Brown (1997: 7) states "Teaching is guiding and facilitating learning, enable the learner to learn, and setting the condition for learning". Teaching English is different from teaching Indonesian language. English has different characteristics. English is more complicated than Indonesian language, it is why students have to pay more attention to study English at school.

Teaching English has its own ways to make students engaged especially in Senior High School. It's necessary to conduct an interesting technique in teaching English activity. The implementation of technique actually takes place in a classroom. It is a particularly trick, strategy, or contrivance used to accomplish the problem when teaching English is running. Technique used in teaching English based on Scientific Approach at Senior High School must be consistent with a method and therefore in harmony with an approach as well. Technique encompasses the actual moment to moment practices and behaviours that operate in teaching

English according to a particular method. Then, the students can enjoy their learning process if the technique and method are appropriate with the situation and condition.

SMA Negeri 1 Baturetno has been using Curriculum 2013 from 2013 until now, but the implementation is just for tenth and eleventh grade, because the twelfth grade still uses School-based Curriculum (KTSP). SMA Negeri 1 Baturetno has four languages to learn, they are Indonesian, Java, Arabic, and English. The writer is interested in teaching English at the school because the writer wants to know the implementation of Scientific Approach for teaching English by the teachers. In SMA Negeri 1 Baturetno, English becomes a favourite subject. The students like learning reading, speaking, writing, and listening. Then, teaching speaking in SMA Negeri 1 Baturetno has various techniques in order to make the students more interested in the classroom. The process of teaching English is created to be effective and efficient. The various learning theories and concepts are used to make the students familiar and enjoy learning English language. The teaching learning process becomes effective because the students like studying English and want to maximize their English skill ability.

The variety or content of teaching English has its own purpose in teaching learning program. However the implementation of Scientific Approach of teaching English in every school has a different way to deliver. Teaching English in SMA Negeri 1 Baturetno also has a different way in applying Scientific Approach in their teaching learning process. The teacher uses various techniques to make students enjoy English class. There the researcher needs to conduct a research in order to

know deeper the implementation of Scientific Approach in teaching of English activities at SMA Negeri 1 Baturetno.

Based on the phenomena above, the researcher tries to conduct research which is related to the implementation of Scientific Approach in teaching English at eleventh grade students in SMA Negeri 1 Baturetno entitled “IMPLEMENTATION OF SCIENTIFIC APPROACH FOR TEACHING ENGLISH AT SMA NEGERI 1 BATURETNO IN 2014/2015 ACADEMIC YEAR”.

B. Problem Statement

Based on the background of the study, the general question is: How is the implementation of Scientific Approach for the teaching of English at eleventh grade of SMA Negeri 1 Baturetno in 2014/2015 Academic Year?

The specific questions are specified into the following subsidiary research questions as follows:

1. What are the learning objectives of teaching English?
2. What are the classroom procedures of teaching English used by teacher?
3. What are the classroom techniques used by teacher in teaching English?
4. What are the roles instructional materials used by teacher in teaching English?
5. What are the teacher roles in teaching English?
6. What are the student roles in teaching English?
7. What are the medias used by teacher in teaching English?
8. What are the assessments used by teacher in teaching English?

C. Objective of the Study

This research is intended to describe of implementation of Scientific Approach for teaching of English process based on at SMA Negeeri 1 Baturetno which includes learning objectives, classroom procedures, classroom techniques, roles of instructional material, teacher roles, student roles, medias, and assessments.

D. Limitation of the Study

This research has broader scope and it is impossible for the researcher to handle all problems. Therefore, the researcher limits the scope of the research as follows:

1. Object

The object of this research is only focused on implementation of Scientific Approach for the teaching of English at eleventh grade students of SMA N 1 Baturetno in 2014/2015 academic year. The implementation of Scientific Approach for teaching of English includes learning objectives, classroom procedures, classroom techniques, roles of instructional material, teacher roles, student roles, medias, and assessments.

2. Subject

The subject of the research is limited to English teachers and the eleventh grade students of SMA Negeri 1 Baturetno in 2014/2015 academic year. The subjects of this research are English teachers and 124 students of eleventh B, C of science, eleventh B, and E of social.

E. Significance of the Study

There are two benefits of the study from theoretical and practical advantages, as follows:

1. Theoretical Significance

This research will help the readers to understand the implementation of Scientific Approach for teaching of English especially at eleventh grade of Senior High School. The finding of this research also will enrich the teaching of English.

2. Practical Significance

a. Teacher

This study could give contribution to the development of teaching English. This result of the study can be additional information for the other teacher who wants to use the same technique.

b. Students

This study could give advantages to understand the notion of implementation of Scientific Approach of learning English. The result of the study can be additional information for the other learners who study Scientific Approach.

F. Research Paper Organization

The researcher organizes this research in order to make it easier to understand the research paper. This research paper is divided into five chapters. The following shows the content of this research paper.

Chapter I is introduction. It consists of background of the study, problem statement, limitation of the study, objective of the study, benefit of the study and research paper organization.

Chapter II is review of related literature, consisting of previous study, the notion of Scientific Approach, characteristic of Scientific Approach, the 2013 Curriculum, and components of teaching and learning process (learning objectives, classroom procedures, classroom techniques, the roles of instructional material, teacher roles, student roles, the use of medias, and the assessments).

Chapter III is research method. It consists of type of the research, subject of the research, object of the research, data and data source, method of collecting data, technique for analyzing data, and data credibility and validation.

Chapter IV is finding and discussion. It consists of the learning objectives of teaching English, classroom procedure of teaching English, classroom technique used by teacher for teaching English, roles of instructional material, teacher roles, student roles, the media used in teaching of English, and the assessments.

Chapter V is the last chapter that presents of conclusion, pedagogical implication, and suggestion that is followed by bibliography and appendix at the end of research paper.