

# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of the Study**

In Indonesia, education starts from the kindergarten school up to the university. One of education level is the junior high school. The English teaching in this grade includes important skills such as: listening, speaking, reading and writing. The students must be able to learn all the skills to get the knowledge in English language well.

The factors that may influence the teacher and the students in the teaching and learning process, especially in teaching English are method and approach. It influences teaching and learning process in the school. Method and approach are related each other in teaching and learning process. From method and approach, the teacher can develop teaching materials and media to teach the students. Then, method and approach determine the teaching and learning is conducted properly or not. This can influence the ways of the students to get the knowledge. In other sides, the curriculum also gives influences of teaching and learning process. In Indonesia, the use of curriculum is determined by Indonesian Government through Ministry of Education and Culture of Indonesia.

In the year of 2006, Indonesia used Curriculum Education Unit (KTSP) or called the 2006 Curriculum. This curriculum based on National Constitution of Indonesia no 20 year 2003 about System of National Education and Indonesian Government Regulation no 19 year 2005 about Standart of National Education. The implementation of Curriculum Education Unit is based on National Education Regulation no 24 year 2006 about the implementation of Standart of Content (Standar Isi), and Competency Standard (Standar Kompetensi Lulusan).

However, Ministry of Education and Culture of Indonesia has recently published the new curriculum, called the 2013 curriculum. This reforms is based on Ministry of Education Regulation No. 32 Year 2013 about the National Education Standards (Fauziati, 2014: 155).

The orientation of curriculum of 2013 is the development of the balancing between attitude, skill and knowledge. This is appropriate with Competency-Based Curriculum which also cover all competencies, there are: attitude, knowledge, and skill. One of the aspects must be included in the teaching and learning using Curriculum of 2013 is the change of paradigm of the teacher in teaching and learning activity. In previous time, the centre in the teaching and learning activity is the teacher, but now the centre is the students. The teacher only becomes a facilitator or moderator to facilitate the students in get learning activity.

In Curriculum of 2013 English teaching and learning process uses scientific approach. Scientific approach has five activities in teaching and learning activity, there are: observing, asking, collecting data, associating and communicating. Five activities in this approach can develop the student's activity in the classroom when teaching and learning. Scientific approach is asking the students to respond to the stimulus from the teacher using the media of teaching and learning. It is different from previous teaching and learning activity that the teacher directly gives all the materials for teaching and learning activity without asking the student's response about the lessons. Scientific Approach can use several methods among others such as Discovey Learning and Inquiry-based Learning.

But, in Desember 5<sup>th</sup> 2014 the new national education ministry decided to cancel the use of the 2013 Curriculum. Therefore, most of school in Indonesia use school level based Competency-Based Curriculum in the years of 2004. However some school use 2013 Curriculum. One of

them is SMP N 1 Purwodadi. This is one of favorite schools. In 2007 this school decided to become a school of International Level (RSBI) based on (Decree of the Director General of the Directorate of Element and Junior Education Ministry of National Education No. 543 / C3 / KEP / 2007). Then this school was got certificate from ISO 9001:2008 from UKAS (<http://goo.gl/0loCDj>). This school uses some methods including Inquiry-based Learning. So, this school is considered to be ready use Curriculum of 2013 from The National Education Department.

Therefore the researcher is interested to know the implementation of Scientific Approach through Inquiry-based Learning. The researcher conducts research entitled “The implementation of Scientific Approach in English teaching through Inquiry Based Learning in the first year of SMP N 1 Purwodadi in 2014/2015 academic year”.

## **B. Problem Statement**

Based on the background above, the research formulates the problem statement from the research as follows:

1. How is the implementation of scientific approach in English teaching through Inquiry Based Learning at SMP N 1 Purwodadi?

This general question is specified into several subsidiary questions as follows:

- a. What are the objectives of scientific approach in English teaching through Inquiry Based Learning at SMP N 1 Purwodadi?
- b. What are the materials and media of scientific approach in English teaching through Inquiry Based Learning at SMP N 1 Purwodadi?

- c. What are the classroom activities of scientific approach in English teaching through Inquiry Based Learning at SMP N 1 Purwodadi?
  - d. What are the syllabus and lesson plan of scientific approach in English teaching through Inquiry Based Learning at SMP N 1 Purwodadi?
  - e. What are the teacher's roles and student's roles of scientific approach in English teaching through Inquiry Based Learning at SMP N 1 Purwodadi?
2. What are the problems faced by the teacher of English teaching using scientific approach through Inquiry Based Learning at SMP N 1 Purwodadi?

### **C. Objective of the Study**

Based on the problems mentioned above, the objectives of the study are:

1. To describe the implementation of scientific approach through Inquiry Based learning to the first year of SMP N 1 Purwodadi.
2. To describe the objective of English teaching using scientific approach through Inquiry Based Learning at SMP N 1 Purwodadi.
3. To describe the materials of English teaching using scientific approach through Inquiry based Learning at SMP N 1 Purwodadi.
4. To describe the classroom activities of scientific approach through Inquiry based Learning at SMP N 1 Purwodadi.
5. To describe the syllabus and lesson plans of scientific approach through Inquiry Based Learning at SMP N 1 Purwodadi.
6. To clarify the problems face by the teacher of English teaching using scientific approach through Inquiry Based Learning at SMP N 1 Purwodadi.

#### **D. Limitation of the Study**

In this study, the researcher only focuses on the implementation of scientific approach through Inquiry Based Learning in the first year of SMP N 1 Purwodadi.

#### **E. Significance of the Study**

The significance of the study are:

1. For the teacher

The teacher can choose the right way in teaching and learning activity approach and method in English teaching.

2. For the students

The students will understand how to learn English better.

3. For the school

The teacher will learn the appropriate approach and method in teaching and learning English language. Hopefully is this can increase the quality of the students at SMP N 1 Purwodadi.

4. For the researcher

The researcher can use this result to study to be reference. And the researcher can search the same variable.

#### **F. Research Paper Organization**

The organization of this research paper aims to make the readers understanding the contents and they are as follows:

Chapter I is introduction. The contents are background of the study, problems statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature which consists with previous study, scientific approach, method procedures, teaching and learning English, Inquiry Based Learning.

Chapter III is research method consisting of type of research, place and the of the research, data and data source, method of collecting data and method for analyzing the data.

Chapter IV presents research finding and discussion. The finding are the implementation of scientific approach in English teaching through Inquiry Based Learning in the first year of SMP N 3 Purwodadi.

Chapter V is conclusion and suggestion. After presenting chapter V, the writer presents bibliography, virtual reference, and appendix.