CHAPTER I
INTRODUCTION

A. Background of the Study

Since 1947, government has been implementing curriculum as a base of education in Indonesia. According to Hidayat (2013: iii) curriculum is as means to attain national education goals which are able to accompany students to be faithful and god-fearing man. Curriculum includes syllabus, lesson plan, assessment, materials, etc.

Syllabus, lesson plan, assessment and materials are planned and structured in curriculum. Now, schools in Indonesia are implementing new curriculum named the 2013 Curriculum. In the 2013 Curriculum, syllabus, lesson plan and assessment are done based on the curriculum. Steps in the teaching-learning process are structured and done in line with curriculum especially with the approach.

According to Hidayat (2013: 65) approach is the point of departure or point of view to learning process. There are some approaches which were implemented in education system based on its curriculum in Indonesia, namely education principles settled by Pancasila in the 1947 Curriculum, pancawardhana program in the 1964 Curriculum, learning’s way of active student or in Indonesian it is called Cara Belajar Siswa Aktif (CBSA) in the 1984 Curriculum, content oriented in the 1994 and 1999 Curriculum, and the last one which is still going on is scientific approach in the 2013 Curriculum.
The first one is education principles settled by Pancasila in the 1947 Curriculum. It focuses on human development based on Pancasila to be freemen. The second one is pancawardhana program in the 1964 Curriculum. Pancawardhana here means creation, feeling, will, work, and moral. The government focuses on how to give provisions to Indonesians which get education in elementary school. The third one is learning’s way of active student in the 1984 Curriculum. It is learning approach which gives a chance to students to be active and mixed up with learning process physically, mentally, intellectually, and emotionally. The fourth one is content oriented in the 1994 and 1999 Curriculum. In this approach, students are focused on receiving more materials which are not appropriate to their level. The last one and the newest which is still going on is scientific approach. Scientific approach is an approach which focuses on making students practice scientific procedures in their learning process. In scientific approach, students should be critical, sensitive to others, and faithful to God. The teachers function as the facilitators who make their students more active in and out of classroom.

Government hopes that the characteristics of scientific approach could make difference to Indonesian students. Indonesian students should not only be nationalist but also be convinced which in accordance with science. There are some characteristics of scientific approach. The learning goals are arranged specifically, clearly and unpretentiously. Its materials are based on the facts and phenomena which can be explained either deductively or inductively. Its process should not be based on prejudice, fallacy and
intuition. Students during teaching-learning process should be able to find problems in the materials, discuss for the problems, make hypothesis, distinguish between facts and abstract things, find the difference, similarity and link between the materials and apply knowledge they get in and out of the classroom.

SMP Muhammadiyah 4 Surakarta is one of schools in Surakarta which has been applying scientific approach in its teaching-learning process especially in teaching English. There are some reasons which make this school so interesting for the researcher. Most of the students come from borguise society which makes the teachers do more effort to make them understand the materials especially English. The researcher has experienced teaching English in this school when she was at Field Experience Program or in Indonesian, it is called *Program Pengalaman Lapangan (PPL)*. The researcher asked to the English teacher what method should be implemented in teaching English, and the teacher said that either inquiry-based learning or problem-based learning is all the same. It means that the English teachers in this school have implemented scientific approach although they do not wholly implementing scientific approach yet. It makes the researcher wants to know what method is actually implemented and the procedures applied in this school. So it is interesting for her in doing a research of implementation of scientific approach in teaching English in this school.

From the explanation above, the researcher would like to conduct a research especially on the implementation of scientific approach in teaching
English at SMP Muhammadiyah 4 Surakarta to enrich the research of scientific approach with different aspects. Thus, the researcher decides to conduct a research entitled THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN TEACHING ENGLISH AT SMP MUHAMMADIYAH 4 SURAKARTA.

B. Limitation of the Study

This study focuses on the implementation of scientific approach especially in the teaching method and teaching procedures in SMP Muhammadiyah 4 Surakarta. The subjects of this research are eighth grade students at SMP Muhammadiyah 4 Surakarta, in 2014/2015 academic year.

C. Problem Statement

The problems that are studied in this research can be stated as follows:

1. How is the implementation of scientific approach in SMP Muhammadiyah 4 Surakarta? This general question is specified into more specific questions as follows:
   a. What method is implemented by the English teacher?
   b. What teaching techniques are used by the English teacher?
   c. How is the procedure of the method applied?
   d. What is the evaluation applied?

2. What problems are faced by the teacher in implementing scientific approach in teaching English at SMP Muhammadiyah 4 Surakarta?
D. Objective of the Study

This research aims at finding out:

1. The implementation of scientific approach in SMP Muhammadiyah 4 Surakarta, specifically it is to describe i.e.
   a. method implemented by the English teacher,
   b. teaching techniques used by the English teacher,
   c. the procedure of the method applied,
   d. the evaluation applied.

2. Problems faced by the teacher in implementing scientific approach in teaching English at SMP Muhammadiyah 4 Surakarta, in 2014/2015 academic year.

E. Significance of the Study

The finding of this study is expected to give valuable contribution theoretically and practically.

1. Theoretical Significance

Theoretically, this study will deepen our understanding and knowledge about scientific approach.

2. Practical Significance

Practically, this study will be useful for next researchers who conduct the same research with different aspects in addition to the implementation of the teaching method and teaching procedures of scientific approach.
F. Research Paper Organization

This research paper has five chapters. Chapter I is introduction. It consists of background of the study, limitation of the study, problem statement, objective of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. It includes previous study, notion of scientific approach, teaching method, teaching procedure, teaching techniques, authentic assessment, and scientific approach in Indonesia.

Chapter III is research method. This chapter is dealing with type of the study, subject of the study, object of the study, data and data source, method of collecting data, and technique for analyzing data.

Chapter IV is research finding and discussion. The research finding consists of method used by English teacher in teaching English at SMP Muhammadiyah 4 Surakarta, procedures implemented by English teacher in teaching English at SMP Muhammadiyah 4 Surakarta, and problems faced by the teacher in implementing scientific approach in teaching English at SMP Muhammadiyah 4 Surakarta and discussion of research finding.

Chapter V is conclusion, implication, and suggestion.