

## **CHAPTER I**

### **INTRODUCTION**

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

The opening of the Constitution of Indonesia (*Undang-undang Dasar*) 1945 mandates that the formation of the Government of Indonesia, among others, to educate the nation. To realize these efforts; the 1945 Constitution of Indonesia Section 31, Paragraph (3) orders that the Government shall manage and organize a national education system, which increases the faith and piety and noble character in the framework of the intellectual life of the nation, which is regulated by law.

The Embodiments of the mandate of The 1945 Constitution of Indonesia are the Law No. 20/2003 about National Education System, which is a product of first education legislation in the early 21st century. This legislation forms the legal basis for building National education by applying the principles of democracy, decentralization and autonomy of higher education that respects human rights. Since the Proclamation of Independence of Indonesia on 17 August 1945, the law on the national education system has undergone several changes. As mandated by the Law No.20/2003, National Education System is expected to development personal qualities of learners as the next generation in the future, which is believed to be a factor determinant for the growth of the nation and state of Indonesia along era.

Among many elements of educational resources, the curriculum is one element that can make a significant contribution to realizing the development of learners' quality. Curriculum is a fundamental part of educational program. Edward S (in [www.education.com](http://www.education.com)) stated that curriculum refers to the means and materials with which students will interact for the purpose of achieving identified educational outcomes. As stated in the Law No.20/2003 about National Education System, the curriculum is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods used as guidelines for implementation learning activities to achieve specific educational goals (author translation).

In 2013, the Indonesian Government released the Curriculum 2013. The Curriculum 2013 is the development of the 2006 Curriculum or well known as Curriculum-based Competence. In the Regulation issued by the Minister of Education and Culture (*Permendikbud*) No. 81a/2013, it is stated that the process learning according to the curriculum 2013 is a process of education provide opportunities for students to be able to develop any pattern learning that occurs inside the two-way interaction between teachers and student, meaning that teachers do not have to always be the more dominant (author translation). The curriculum determines the process of educational outcomes. The strategy of effective and efficient curriculum implementation in learning is very necessary to achieve educational goals.

In the past, teaching learning process just develop the cognitive aspects, however, the affective aspects (attitude and opinion) just have a little portion in teaching learning process. The students rarely do the activities that require divergent thinking or creative thinking so that students do not stimulated to think, act, and behave creatively. Therefore, the students just act as a passive learner, and the teacher has been the center of teaching learning process.

In 2013, the paradigm of teaching learning process must be developed. It frames the teaching learning process by focusing on students as the subject who is actively involved in the teaching learning process, so it also known as student-centered curriculum. The curriculum is implemented to adjust the development of science and technology, to develop educational program, and to improve the quality of human resource. As stated in [litbang.kemdikbud.go.id](http://litbang.kemdikbud.go.id), Curriculum 2013 is a concept of education and culture that develop the students' probity characteristic. The teacher must stimulate students to observe, question, associate, experiment, and then communicate. All those steps are called as scientific approach.

Teaching – learning process in Curriculum 2013 must use a scientific approach or a science-based approach, including teaching English. The scientific approach can use several strategies like contextual learning. This approach is a form learning that has a name, characteristics, syntax, settings, and culture, for example: discovery learning, project-based learning, problem-based learning, and inquiry learning.

Scientific Approach is believed to be the golden bridge and the development of attitudes, skills and knowledge of students. In the approach or process that meets the criteria of scientific work, scientists put forward the inductive reasoning compared with deductive reasoning. Deductive reasoning look at general phenomenon then draw the specific conclusions. In the contrary, inductive reasoning look at the phenomena or specific situation then draw conclusions overall.

Scientific Approach steps 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: 59). There are five steps on scientific approach: observing, questioning, associating, experimenting, and communicating (Fauziati, 2014: 157).

SMK Negeri 2 Sragen, as the biggest vocational school in Sragen, has been implementing Curriculum 2013 since 2013. It has 6 programs. As a vocational school that is certified by ISO 9001:2008, the knowledge of English is required for all students of SMK Negeri 2 Sragen. Therefore the teacher has the big role in implementing scientific approach in English teaching learning process.

SMK Negeri 2 Sragen, as the biggest vocational school in Sragen, has been implementing Curriculum 2013 since 2013. It has 6 programs, they are: Mixed Concrete Program; Carpentry Program; Electronic Power Installation Program; Machinery Program; Automotive Program; Computer and Network Program. As a vocational school that is certified by ISO 9001:2008, the knowledge of English is required for all students. According to *Permendikbud 70/2013*, all vocational schools should implement Curriculum 2013. One of the

approaches in Curriculum 2013 is Scientific Approach. Therefore, it is interesting to investigate how the Scientific Approach is implemented in SMK Negeri 2 Sragen.

### **B. Limitation of the Study**

This study is limited on the procedures, perceptions of teachers, the difficulties on applying scientific approach, and the way to solve the difficulties in applying Scientific Approach used in English teaching based on the Curriculum 2013 in SMK Negeri 2 Sragen in the academic year of 2015/2016.

### **C. Research Question**

There are four questions formulated in the current study:

1. What are the procedures used by the teachers in applying Scientific Approach in English teaching based on the Curriculum 2013?
2. What are the perceptions of teachers in applying Scientific Approach in English teaching based on the Curriculum 2013?
3. What are the difficulties faced by the teachers in applying Scientific Approach in English teaching based on the Curriculum 2013? and
4. How do the teachers solve the difficulties in applying Scientific Approach in English teaching based on the Curriculum 2013?

### **D. Objective of the Study**

Based on the research questions above, the objectives of the research are as follows:

1. Identifying the procedures used by the teachers in applying Scientific Approach in English teaching based on the Curriculum 2013;
2. Describing the perceptions of teachers in applying Scientific Approach used in English teaching based on the Curriculum 2013;
3. Describing the difficulties faced by the teachers in applying Scientific Approach in English teaching based on the Curriculum 2013; and

4. Describing the strategies used by teachers to solve the difficulties in applying Scientific Approach in English teaching based on the Curriculum 2013.

#### **E. Benefit of the Study**

The results of the current study will hopefully bring several benefits:

1. It can add the body of knowledge, particularly in TEFL areas.
2. It can be used as a reference for the future research
3. It can add the reader's knowledge concerning the implementation of Scientific Approach
4. It can be an input for the School concerning the policy related to learning process, curriculum, media, and etcetera.
5. It can be used as an additional information for the teachers regarding the implementation of the Scientific Approach in the class.

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

This research is divided into 5 chapters, and the organization is as follows:

Chapter I is Introduction. It consists of background of the study; limitation of the study; research question; objective of the study; benefit of the study; and research paper organization.

Chapter II provides Underlying Theory used in the current study. It consists of previous study; theoretical review: curriculum, curriculum 2013, scientific approach, teaching procedure, and teachers' perception; theoretical framework.

Chapter III outlines the Research Method. It describes the research type; research object; research subject; data and data source; technique of collecting data; triangulation; and technique of analyzing data.

Chapter IV reports the Research Findings and Discussion. It consists of description of research location; research findings; and discussion,

Chapter V presents Conclusion, Implication and Suggestion.