

CHAPTER I

INTRODUCTION

In this chapter, the researcher discusses Background of the Study, Limitation of the Study, Problem Statement, Objective of the Study, Significance of the Study, and Research Paper Organization.

A. Background of the Study

Curriculum is a set of subjects and educational programs provided by an educational provider that contains lesson plans that will be given to participants in one period of education. Curriculum is a basis of teaching and learning process. It is also one of the educational resources that give positive contribution to the students' development. Curriculum is defined as a plan for learning containing many kinds of learning instructions and outcomes (Taba, 1962; Ruhimat, *et al.*, 2009 : 4). It includes the sequence activities that give something for the students to learn and experience through developing abilities to achieve specific educational goals and evaluation in the form of a written document. Thus every teaching and learning process has to follow the curriculum. Every teacher must understand and follow the current curriculum before making planning and developing a kind of teaching and learning process and providing the materials.

Recently Indonesia has a big shift of curriculum. Herliyati (2008 : 67) in *Suplemen Bahan Ajar*, explains that after the independence day of Indonesia in 1945, there are 5 phases of curriculum. The first was Ordinary Curriculum (1947-1964), Renewal Curriculum (1968 and 1975), Skill Process-based Curriculum (1984 and 1994), Competency-based Curriculum (2004), School-based Curriculum (2006) and the current curriculum being implemented is 2013 Curriculum. The shift from School-based Curriculum into 2013 Curriculum brings some speculations in society. Some of them support this new policy but some of them fully reject the new coming of curriculum. Some say that many schools and stakeholders are not ready enough to move from the former curriculum into the newest one.

Former Minister of Education and Culture, Muhammad Nuh, said the Government needs to replace the old curriculum because education

curriculum that was created in 2006 was no longer in accordance with the era. It is appropriate time the curriculum change was done because the former education curriculum is not emphasized on the development of human resources (HR) character. More students were given a rote, not actual science competency and is indispensable in everyday life. According to Nuh (2013), the curriculum emphasizes on improving 2013 competencies balanced attitude, skill, and knowledge. These competencies will be supported by four pillars namely: productive, creative, innovative, and affective

In Indonesia's curriculum, English becomes a compulsory subject with a very important existence. The curriculum of English has experienced changes to acquire better student results in learning English (Emilia, 2005 : 10). Curriculum changes done to answer the challenges of the constantly changing so that the learners are able to compete in the future. Another reason, the Ministry of Education did change the curriculum is the former curriculum previously considered made the learners get difficulties. Changes to the curriculum are also looking at the conditions existed for several years. School-based Curriculum which gives freedom to the teacher makes curriculum independently for each school was not running smoothly.

In Indonesia, the 2013 curriculum is the newest curriculum focusing on achieving students' competencies and character building .There are four aspects of competences expected to be achieved; spiritual, attitude, knowledge and skills which are then stated in the Core Competences (*Kompetensi Inti/KI*). This new curriculum aims to prepare Indonesian people that have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able to contribute to society, nation, state, and world civilization (Permendikbud 2013: 68). The policy of new curriculum has different rule from the previous one, where each lesson should implement Scientific Approach and authentic assessment. It can be seen clearly on their standard process wherein School-based Curriculum, the standard process to be implemented was known as

Three-Phase Technique with its Elaboration, Exploration, and Collaboration in which usually called as EEC Technique (Peraturan Kementrian Pendidikan Nasional 2007:41). While in the 2013 Curriculum, learning is done by emphasizing the Scientific Approach in which popular with its steps of Observing, Questioning, Associating, Experimenting, and Networking (Permendikbud 2013:68).

The 2013 curriculum puts affection, knowledge, and skill as the core of the learning, because characters have important values to run and form the ethical and individual principles. Curriculum puts affection, knowledge and skill as the core of learning. In addition, it tries to balance between students' hard skill and soft skill and has curved to be integratively implemented. The students attain academic benchmarks to construct and employ their knowledge and skills and need the same time and opportunity to develop and conduct good characters (Stein, *et al.*, 2000:35). This policy is something new in Indonesian education since the prior implementation of the Scientific Approach is only done on certain subjects especially on science. While in this new curriculum, the implementation of Scientific Approach is also intended for non-science lessons including English. Suharyadi (2013:8) stated on his journal, the way students learn and teachers teach Science and English are different. He asserts that Scientific Approach in English Language Teaching is still confusing on how to implement.

According to Kemendikbud (2014:4) the development of the 2013 Curriculum is the next step of developing of curriculum based on the competency that is started since 2004 and KTSP 2006 that arrange the competency of attitude, knowledge, and skill in integration. The first implementation in 2013, the 2013 Curriculum is only for first grade of Junior and Senior High school and some of schools that implemented it. But in 2014, all of schools in Indonesia have implemented the 2013 Curriculum. The 2013 curriculum is implemented as one of government's efforts to answer the challenges of the advancing technology and rapid globalization. It is also related to the 21th century characteristics. Morocco, *et al.* (2008 :

5, see Abidin, 2014:55) argue that the 21st century characteristics cover the ability of the highest understanding, critical thinking, collaboration, and communication. Thrilling and Fadel (2009:47) add that 21st century learning and innovation skills and (3) information, media, and technology skills. They underline that learning and innovation skills which connect to creative thinking, problem solving, communication, collaboration, creativity and innovation are the main skill to be improved. The 2013 curriculum is hoped to realize the development of students' potential to create Indonesian citizens who are productive, creative, innovative, skillful, competitive, collaborative, and independent through the integrated attitudes (students know "why"), skills (students know "how"), and knowledge (students know "what") (Education and Culture Ministry policy, No. 68:2013).

The Ministry of Education and Culture (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach. This policy is something new in Indonesian education since the prior application of the Scientific Approach is only done on certain subjects and the term "scientific" is more familiar and focuses especially on natural science, social science and management (Suharyadi, 2013 : 01). The learning process used Scientific Approach in classroom adopts the scientist stages in building understanding the knowledge through the methods and characteristics of sains. While in this new curriculum, the application of Scientific Approach is also intended for non-science lessons including English. Thus, it is a challenge in the world of education for teachers to comprehend the stages and basic knowledge about Scientific Approach (SA) in 2013 curriculum to implement the English Language Teaching in the classrooms properly. Scientific Approach does not only emphasize learning out comes as the end result, but also the learning process as the important consideration. Therefore, this approach highlights the quest of knowledge rather than the knowledge itself. The students need to be actively involved in the learning process to present the information which is acquired not only from the teachers but also from various resources.

Scientific Approach is also considered to be more effective in

increasing students' learning outcomes than the traditional one. This kind of approach is carried out in order to gain students' critical thinking and activity since Indonesian students tend to be passive in some subjects, including English. This is in line with one of the purposes of the application of Scientific Approach (SA) to enable students to become more active in learning especially on English language learning.

This approach has several stages for creating activities run scientifically in accordance with its objectives. It consists of learning stages constructed from observing, questioning, collecting, associating, and communicating (Permendikbud 81A/2013). In the very first beginning, teachers meet lots of difficulties dealing with the implementation of this approach on English learning. Most of them are confused with the certain steps should be conducted during their teaching process. The ability to conduct Scientific Approach in English teaching become formidable task for teachers. Moreover, students are expected to have good manner or attitude, skills, and also knowledge. Attitude is obtained through several activities for example receiving certain lesson in a good attitude, doing task energetically and respecting other students in the group study. Knowledge is acquired through activities of remembering the material lesson, understanding the material, and applying what is understood, analyzing, evaluating and creating. While the skills are obtained through activities of observing the material that relates to the lesson, questioning something to know deeper, implementing what have been understood, associating, and communicating what have been learnt by other students (Permendikbud 65/2013).

Thus, the specific issue that will be a topic on this research is the implementation of Scientific Approach in English Language Teaching since there has not been much research on Scientific Approach in English. Especially, the implementation of 2013 curriculum has been held in some school as an attempt whether this kind of curriculum suitable to be implemented or not. The government required all of schools to implement this new curriculum but after the induction of new government, the new education policy has raised. The Ministry of Education and Culture has

made new rule towards former curriculum where only certain schools that seem able to implement this curriculum decided to continue as the sequential school before they decide the arrangement of the curriculum. Thus, it is a proper time to review the application of this approach in English in order to draw conclusions whether this Scientific Approach is able to improve the students' learning participation and interest or not and to know what are the difficulties that being faced by the teachers and what should they do to solve it.

The writer conducted this research in SMP N 1 Surakarta because it is a favorite school which was selected as one of the pilot schools to implement 2013 curriculum earlier than most other schools and it is one of the schools that implements this new curriculum for the semester in SMP N 1 Surakarta. It has lots of students' achievement start from regional, national, up to international championship. That's why it is chosen as the pilot school to implement 2013 curriculum up till this time. Since this approach brings specific difference on its phase and element, both the teacher and students often meet difficulties on implementing this approach, especially on English. The government required all of schools to implement this new curriculum but after the induction of new government, the new education policy has raised. Thus, the specific issue that will be a topic on this research is the implementation of Scientific Approach in English Language Teaching since there has not been many researches on Scientific Approach in English. Especially, the implementation of the 2013 curriculum has been held in some schools as an attempt whether this kind of curriculum is appropriate to be implemented or not.

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being faced by the teachers and what should they do to solve it. Based on the previous explanation, the researcher is interested in conducting a research on the implementation of Scientific Approach in English Language Teaching. Therefore, this research is entitled: "THE IMPLEMENTATION OF SCIENTIFIC APPROACH IN ENGLISH TEACHING IN SMP N 1 SURAKARTA IN 2018/2019 ACADEMIC YEAR"

B. Limitation of the Study

In this research, the writer has limited the study on the following account:

1. The description of this study is limited to explain the process of English teaching and learning in the 7th grade of SMP N 1 Surakarta with the implementation of Scientific Approach.
2. The description of the difficulties being faced by the teacher on teaching English by using Scientific Approach.
3. The subject of this study is the English teacher and the students in the 7th grade of SMP N 1 Surakarta

C. Problem Statement

Based on the background of the study which is depicted in the previous passage, the main problems to study in this term are stated as follows:

1. How is the implementation of Scientific Approach in English teaching in SMP N 1 Surakarta?
2. What difficulties being faced by the teacher in implementing Scientific Approach in English teaching in SMP N 1 Surakarta?

D. Objective of the Study

The objectives of this study are stated as follows:

1. To describe the implementation of Scientific Approach in the English

teaching and learning activity in classroom

2. To describe the difficulties being faced by the teacher on teaching English by adopting Scientific Approach.

E. Significance of the Study

This study has two major significance, namely: theoretical and practical.

1. Theoretical Significance

a. Government

The finding will give references to the curriculum and evaluation of the implementation of that scientific approach had better in English teaching and learning. Moreover, the government can take the next step or policy based on the result of this study in order to support better process of English teaching and learning

b. Other researchers

The writer expects the result of this study can give additional information to the other researcher and can be used by the other researcher to conduct the other study related to the English teaching and learning process with Scientific Approach.

2. Practical Significance

a. Teacher

The findings will contribute to the teachers with useful views to the teaching practices. After conducting this research, the writer expects to be able to give additional information that deals with the approach used in the English teaching and learning process.

b. Students

It is hoped that the result of this study can improve the students' activeness in English teaching and learning process

through their teacher's action after knowing proper technique to be implemented

F. Research Paper Organization

This research paper is organized into several chapters in order to make it easier to understand the contents of this research. The content of the research is divided into five chapters as follows

Chapter I is introduction. It concerns on background of the study, problem statement, objective of the study, limitation of the study, significance of the study, and research paper organization.

Chapter II is review of related literature. This chapter discusses literature review and previous study. Literature review explains theories related to this study such notion of the 2013 Curriculum, Purpose of the 2013 Curriculum, Characteristics of the 2013 Curriculum, notion of Scientific Approach, Aim of Learning Adopting Scientific Approach, Criteria of Scientific Approach, Step of Scientific Approach, Scientific Approach in English Language Teaching (ELT), notion of Active Learning, Characteristic of Active Learning, Role of Teacher and Student in Active Learning, notion of English Language Teaching, and Role of Teacher in Language Teaching. Meanwhile, previous study consists of previous similar studies.

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

Chapter IV is research finding and discussion. The researcher describes the implementation of Scientific Approach in English Teaching in SMP N 1 Surakarta in 2018/2019 Academic Year.

Chapter V is conclusion and suggestion. This chapter presents the conclusion of this study and explains the suggestion for future studies.