

# CHAPTER 1

## INTRODUCTION

This chapter provides a brief description of the whole content of the study. In detail, this chapter elaborates background of the study, research questions, purposes of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.

### 1.1. Background

Indonesia's Educational Curriculum has changed for several times as an attempt to improve its education quality. Since 1975, Indonesia's curriculum has been changed from *Kurikulum Gaya Lama*, *Kurikulum Gaya Baru*, *Kurikulum 1994*, *Kurikulum 2004* (KBK), *Kurikulum 2006* (KTSP) (Emilia et al., 2010, p. 7), and the current curriculum, the 2013 Curriculum.

KTSP (*Kurikulum Tingkat Satuan Pendidikan*), Indonesia's curriculum which had been applied since 2006, is replaced by the 2013 Curriculum. The 2013 Curriculum was administered nationally in the first two grades in each level of high school and elementary school in 2014. Some of the highlighted aspects in this new curriculum are in the process of learning and in the aspects assessed which cover integrated attitudes (affective), skills (psychomotor), and knowledge (cognitive) (Mulyasa, 2014, pp. 68-69).

Learning process in the 2013 Curriculum is mainly concerned on constructive and contextual learning in which learners are used to constructing their own knowledge based on the meaningful context for them (Kemendikbud, 2013b). Practically, this learning process will lead learners to do 'research' activity such as observing, experimenting, and associating. Those learning activities are then included into a scientific-based process (Abidin, 2014; Hosnan, 2014). Thus, learning methods promoted in this new curriculum are learning process which uses scientific principles, or the methods that are included into scientific approach.

In the 2013 curriculum, scientific approach in learning process means that learning process is organized to make learners actively construct concepts, laws, or principles through activities of observing, hypothesizing, collecting data, analyzing data, drawing conclusion, and communicating the concepts, laws, and principles found (Hosnan, 2014, p. 39). Unfortunately, on one hand, in some particular subjects, material, or situations, this scientific approach might not be implemented procedurally. On the other hand, scientific approach is promoted as the main

learning approach for all subjects, including English, in the 2013 Curriculum (Abidin, 2014). It is claimed that scientific approach is “A more effective learning approach to reinforce students’ learning outcomes; learner is an active subject of learning or learner is subject of learning process” (Permendikbud No.68, 2013).

Basically, scientific approach has been familiar in academic areas, especially in conducting studies, carrying out experiments in laboratory, and observing social phenomena to find something new, or develop something different, or create something unique and beneficial for human life. However, it is merely found the implementation of scientific approach in language teaching, specifically in English language-teaching (ELT) (Suharyadi, 2013). In fact, knowing how to apply scientific approach in English language-teaching is a need and becomes significant to fulfill the requirement of implementing the 2013 Curriculum. Since scientific approach has not been familiar in English language-teaching, it maintains a question on “how is scientific approach applied in English language-teaching” especially to meet demands of the new curriculum.

Derived from the preceding elaboration of issues, this research is designed to investigate the practice of scientific approach of the 2013 Curriculum in English language-teaching in junior high school. The research also tends to find out the difficulties faced by teachers in implementing scientific approach.

## **1.2. Statement of Problems**

Derived from the issues explored in the introductory part, this research is highlighting two questions as follows:

1. How does the teacher of junior high school implement scientific approach of the 2013 Curriculum in English language-teaching?
2. What are the difficulties faced by the English teacher of junior high school in Bandung in implementing scientific approach?

## **1.3. Purposes of the Study**

The purposes of the research focus on two objectives. Firstly, the research aims to investigate the practice of scientific approach of the 2013 Curriculum in English language-teaching by the teacher of one junior high school in Bandung. The tool used to investigate the teaching process is Pedagogic Microscope (Suherdi, 2009). Secondly, the research also intends

to reveal the difficulties faced by the teacher in implementing scientific approach in English language-teaching.

#### **1.4. Scope of the Study**

As limitation, this study is only focused on describing and analyzing the practice of scientific approach in English language-teaching by a teacher in one junior high school in Bandung, and to find out the difficulties faced by the teacher during implementing scientific approach in the teaching-learning process. Since analysis of teaching-learning process can be defined as analyzing quality of teaching and learning process (Nugraha, 2015, p. 35), this study aims to reveal the quality of the practice from the elements of teaching-learning process: 1) the quality of teacher-students interaction; 2) the quality of students' contributions through classroom discourse analysis. The practice of implementing scientific approach in teaching English by the teacher is analyzed not only on how and what activities conducted in every stage but also on the quality of teaching-learning elements. The analysis of those elements potentially give a comprehensive and clear account about what actually happens in classroom. The quality of teaching-learning elements was analyzed through a systemiotic approach of classroom discourse analysis' tool named Pedagogical Microscope developed by Suherdi (2009).

#### **1.5. Significance of the Study**

This research contributes significantly to three different perspectives. First, theoretically, this research is expected to give a contribution into a variety of language learning approach, especially into English language-teaching (ELT) approach. The process of implementing scientific approach in English language-teaching is elaborated to enrich information about scientific approach promoted by the 2013 Curriculum. Since this study involves Pedagogical microscope as the tool of analysis, therefore it may add to the richness of theoretical accounts of classroom discourse analysis, specifically systemiotic approach of classroom discourse. Practically, this research is expected to make a contribution to the areas of English language-teaching in Indonesia context due to the 2013 Curriculum. This research also provides information on the difficulties faced by teacher in implementing scientific approach in the 2013 Curriculum in ELT. Professionally, this research is conducted to help teachers in conducting language-teaching based on the 2013 Curriculum demand, which needs to apply scientific approach in every subject including English and evaluate their teaching practice for the better teaching-learning process.

## 1.6. Clarification of Terms

To avoid misunderstanding, the definition of the terms used in this study will be provided below:

1. Scientific approach: Scientific approach is an approach is promoted by the 2013 Curriculum in Indonesia that has five stages of learning: observing, questioning, experimenting, associating and communicating (Abidin, 2014, p. 122; Hosnan, 2014, p. 39; Kemendikbud 2013a , Mulyasa, 2014, p. 65)
2. The 2013 Curriculum: Curriculum is set of planning and organizing of purpose, content, material, procedure in conducting teaching-learning activity to achieve particular national education goal (Kemendikbud, 2013a).
3. Pedagogical Microscope: Pedagogical microscope is an instrument of classroom discourse analysis developed by Suherdi (2009) adapted from Berry (1981, as cited in Suherdi, 2009, p. 12, p. 59; 2010, p. 123, p. 177, p. 216) to analyze teaching-learning process through elements of teaching-learning process such as teacher-students' interactions, and students' contribution from students' language characteristics and students' learning behaviours.

## 1.7. Organization of Paper

The paper of this study will be organized into five chapters as elaborated below:

**CHAPTER I** is Introduction. It elaborates background of the study, statement of the problems, purpose of the study, scope of the study, significance of the study, research method, clarification of terms, and organization of the paper.

**CHAPTER II** is Theoretical Foundation. It consists of theoretical foundation of the research which serves as a basis for investigating the research problem such as curriculum, curriculum in Indonesia, notion of the 2013 Curriculum, scientific approach which is proposed by the new curriculum including its learning models, scientific approach in language learning-teaching and its stages, and the previous studies which build a framework of this research.

**CHAPTER III** is Methodology. It deals with some aspects related to research methodology that was used in the study. It covers research procedures such as research design, sample of the research, data collection techniques, and data analysis and the tool of analysis.

**CHAPTER IV** is Findings and Discussions. It presents the findings and discussion of the data collected. The result of observation, analysis of the documents, and interpretation of the interview are discussed and elaborated.

**CHAPTER V** is Conclusion and Suggestion. It covers the conclusion and suggestion based on research question, and purposes of the study elaborated in the previous chapter. It also provides the suggestion for future research.

### **1.8. Concluding Remark**

This chapter has presented a brief introduction which covers background of the study, research questions, purposes of the study, scope of the study, significance of the study, clarification of terms, and organization of the paper.