

CHAPTER I

INTRODUCTION

This research is aimed at analyzing the teachers' implementation of Scientific Approach in 2013 curriculum. This chapter introduces the brief explanation of the research. It covers background, statement of the problems, purposes, scopes of the study, significances of the study, clarification of terms and the organization of the paper.

1.1 Background

Government regulation number 20, 2003 about National Educational system states that National education should be functioning optimally as main vehicle in developing nation and state. This regulation also claims that conscious efforts and plans are required to get clear picture of learning condition and learning process in order to make students actively develop their potential to have spirituality, self-control, personality, intelligence, good attitude and skill that are needed for themselves, society, nation and state (cited in Alwasilah, 2015, p.59-60). Thus, education has an important part in creating good quality of student who has knowledge, attitude and skill competence.

In achieving educational goal, curriculum gives the direction for teachers to run the education through teaching-learning process and guide them to make a lesson plan and teach in the classroom to achieve the national goals. Curriculum is a plan for achieving intended learning outcomes; a plan concerned with purposes, with what is to be learned and with the result of instruction (Unruh and Unruh, 1984). Taba (1962, cited in Ruhimat et.all, 2009, p.4) argues that curriculum is a plan for learning; therefore, what is known about the learning process has bearing on the shaping of a curriculum. It states that the pupils are expected to learn (Orlosky and Smith, 1978) and designs learning experience for the students when the curriculum is implemented by the interaction between the students and the learning environment.

Ministry of Education and Culture of Indonesia has demanded schools to employ the new 2013 curriculum. The education curriculum of Indonesia has

changed from KTSP to 2013 curriculum (Widiasih, 2013, p.1). The new Ministry of Education and Culture of Indonesia in 2015 has mandated some schools which have employed 2013 curriculum for more than two semesters to keep using 2013 curriculum. The chosen schools run as models to prepare for the widespread implementation of 2013 curriculum in all schools (KURNAS 2019-2020).

The 2013 curriculum is implemented as one of government's efforts to answer the challenges of the advancing technology and rapid globalization. It is related to the 21st century characteristics where the individual asks to have the multiliteracy skills. Morocco et al. (2008, p.5 cited in Abidin, 2014) argue that the 21st century characteristics cover the ability of the highest understanding, critical thinking, collaboration and communication. Thrilling and Fadel (2009, p.47) add that 21st century skills include: (1) life and career skills, (2) 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.

Kemdikbud (2013) states that the 2013 curriculum can be implemented successfully by using scientific approach. Scientific Approach is paramount to improve the quality of teaching and learning. The learning process of scientific approach fulfills objective, factual, systematic method, accurate, logic, actual, and verified due to implementing of science stages. The approach can encourage students to be capable of observing, questioning, experimenting, associating, and networking (Government's file, 2013, p.7). It directs the students to develop and to integrate their attitudes, skills and knowledge (Suharyadi, 2013, p.1).

Scientific approach is a new approach in language teaching because the term "scientific" is more familiar with the science field only. Suharyadi (2013, p.1) states that Scientific Approach is not yet prominent in the area of language, particularly English Language Teaching because Scientific Approach has only been employed in natural science, social science, and management. Thus, it is a challenge for teachers, especially they who are not supplemented with adequate examples of implementing Scientific Approach in English teaching. In addition, the teachers need to understand the stages and basic knowledge about Scientific Approach in

2013 curriculum to implement the language teaching in the classroom properly (Ayuni, 2015).

Considering the issue stated above, this final paper is intended to focus on the implementation of scientific approach in English language teaching in 2013 curriculum and its conformation with the lesson plan. The research involved three English teachers of seventh grade junior high school of a chosen school.

The research is new in this field because there are not many studies were done by other researchers. Therefore, it is hoped that this research can enhance teachers' understanding in English teaching and learning process and the data gained can be fruitful in the education field.

1.2 Statement of problems

Based on the the background aformationed, the research questions of this study are:

1. How do the teachers of seventh grade of junior high school implement the Scientific Approach in English Language Teaching in the classroom?
2. How is the conformation between the lesson plans and the implementation of Scientific Approach in 2013 curriculum?

1.3 Purposes of the study

Related to the statement of the problems, the research is aimed at investigating:

1. The teachers' practice of implementing scientific approach in English Language Teaching in the classroom.
2. The conformation between the teachers' lesson plans and the teachers' practice of implementing of Scientific Approach in 2013 curriculum.

1.4 Scope of the study

The scope of this study is limited to investigate the three seventh grade teachers who implement Scientific Approach in 2013 curriculum in teaching English. In this research, the teachers were free to choose the topic based on KD at

VII grade level of 2013 curriculum as long as it employed scientific approach. Their lesson plan and teaching observation were analyzed.

1.5 Significance of the study

Since the researcher decided to choose the scientific implementation of 2013 curriculum by English teachers, this research is expected that:

1. This study will be fruitful for the researcher in developing her knowledge about the implementation of scientific approach in the 2013 curriculum, especially in enhancing and enriching her English teaching.
2. The school will have description in implementing scientific approach in English class and can evaluate the strengths and weaknesses for the school's advantages. In addition, it can give contribution to other schools which use or will use the same approach in the teaching and learning.
3. The English teachers are able to evaluate, apply and analyze the scientific approach implementation of the 2013 curriculum in teaching English.
4. The students can achieve the materials based on the objectives of 2013 curriculum.
5. By reading this final paper, it is hoped that the readers will get more information about the implementation of scientific approach of 2013 curriculum and its effectiveness in teaching and learning English.
6. Giving a major contribution in the area of English teaching in new 2013 curriculum that is recently discussed nowadays, especially, Scientific Approach as a new approach in teaching English. It can help other researchers in conducting further researches on scientific approach.

1.6 Clarification of terms

There are several terms that should be clarified to avoid misconception. Those terms are as follows:

1. **2013 Curriculum** is a new curriculum which is demanded to education field and utilizes the Scientific Approach to gain the better quality of teaching and learning because the approach can reinforce students' attitudes, skills and knowledge. (Government's file, 2013).

2. **Scientific Approach in 2013 curriculum** is the approach claimed to be more effective in increasing students' learning outcomes than the traditional ones. This approach is also considered relevant with the idea in which learning is a scientific process in the classroom. Therefore, Scientific Approach in Curriculum 2013 must be applicable in all subjects including English (Suharyadi, 2013, p.3). There are some models, including discovery learning, inquiry learning, problem-based learning and project based learning that must be implemented in the right syntaxes and have Scientific Approach's stages. The stages of Scientific Approach are:
- a. **Observing** is the activity which provides the students to maximize their sense to see, listen, read and watch where the students are required to observe the real objects, situation, phenomena, concepts or procedures based on the context (Government's file, 2013, p.37). These activities also lead their curiosity to construct their knowledge and facilitate them to fulfill their need of knowing something, it can connect what they have learned with what they are going to learn (Suharyadi, 2013, p.3).
 - b. **Questioning** is a process of constructing knowledge as a concept, procedure or theory. The students are required to have a critical thinking so that they can develop high order thinking questions. (Government's file, 2013, p.34-35).
 - c. **Experimenting or exploring** is the activity to reinforce students' understanding through data collecting, creativity and skill development to get more information and answer for their curious questions.
 - d. **Associating** is the process of thinking logically and systematically over the empirical facts that can be observed in the form of knowledge to obtain conclusions (Government's file, 2013; cited in Suharyadi, 2013, p.4).
 - e. **Networking** is meant to develop students' skills to verbally or nonverbally offer or present all knowledge and ability that have been mastered.

1.7 Organization of the paper

This research was organized into five chapters. Each chapter is provided with some subtopics to give an insight into the topic under investigation.

CHAPTER I is introduction. This chapter gives a brief introduction of the research including background, statement of problems, purposes of the research, scope of the research, significances of the research, clarification of key terms, and the organization of the paper.

CHAPTER II is theoretical background. This chapter elaborates some theories related to the research of scientific approach in 2013 curriculum and previous research dealing with the investigation of the implementation of Scientific Approach in teaching English to the seventh grade teachers.

CHAPTER III is research methodology. This chapter focuses on the research method used in this study covering research design, research site and participant, data collection, and data analysis.

CHAPTER IV is findings and discussion. This chapter presents and discusses the findings of the research. This section also presents the analysis of the findings of the research.

CHAPTER V is conclusion and recommendation. This chapter explains the conclusion and recommendation based on the analysis of the findings discussed in the previous chapter. This section will be divided into two parts: conclusion and recommendation. The conclusion part states the answers of the research questions mentioned in Chapter 1. Meanwhile, the recommendation part provides the suggestion for further research related to teachers' implementation of scientific approach in 2013 curriculum.

1.8 Concluding Remark

This chapter has presented a brief introduction which covers background, statement of the problems, purposes of the study, scope of the study, significances, clarification of terms, and organization of the paper. In next chapter, this paper will discuss the literature review of the study.

