

CHAPTER I

INTRODUCTION

This part introduces seven themes which become the starting points in conducting this study. The first thing covered is the background of the study which briefly elaborates the issue being taken as well as the previous studies reported. It also covers the research questions which become the guideline of the research objectives. Furthermore, it provides brief elaboration of the scope of the study. The reasoning of the practical and theoretical contribution of this study will also be elaborated along with the brief clarification of the key terms used in this study. At last, the brief overview of the thesis outline is also included.

1.1 Background of the Study

Scientific Approach is one of the main features of 2013 curriculum. The approach is basically adopted from the process of conducting an experiment of science to find a new discovery. It encourages students to seek information in the process, which includes some stages: observing, questioning, experimenting, associating and communicating (Peraturan Menteri Pendidikan dan Kebudayaan No. 81A: 2013). It is the process of finding out information, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Zaim, 2017). The approach is developed by the government as they believe it could prepare students to face the globalization era when English is valued as a communication tools which should be mastered by the students to make them able stand in the era. Thus, the approach should be relevant with the needs of life, developing abilities and interest, and responsive to the development of science and technology (Albana, 2016). Zaim (2017) adds that the 2013 Curriculum should be implemented by doing student-centered learning, forming the students' self-concept, increasing students' thinking skills, providing opportunities for students to associate and accommodate the concept, laws, and principles, and providing opportunities for students to practice the skills of communication in real life. Along with Genre-based Approach and Task-based Approach, Scientific Approach

becomes a recommended alternative to be used in all of the subjects, including English.

The term ‘Scientific Approach’ does not actually seem unfamiliar in the educational field. It has been used to teach science subject since long time (Wieman, 2006). However, for the use of teaching language, Scientific Approach seems to get some contraries from many educational practitioners. The approach is believed to suit the science subjects the best, but not for language subjects. This is especially true in the context of teaching English as foreign language. In Indonesia itself, ever since there was an attempt to adapt the Scientific Approach to teach English, many experts and practitioners in English language teaching were against the decision of the government to integrate the approach in language teaching. They questioned the effectiveness and the practicality of the approach (Chodijah, 2013; Prathivi, 2013; Natahdibrata, 2013; Richards, 2014; Wahyudin & Sukyadi, 2015). They also claimed that the use of the approach in language teaching was not supported by any literature in the history of TEFL. Moreover, Albana (2016) found out and claimed that Scientific Approach needed complicated adjustment to be used in language teaching. The approach is considered to be an unfamiliar concept for the teachers and teaching practitioners (Nur & Madkur, 2014). Some of the teachers confessed to face confusion in integrating Scientific Approach in English teaching (Agustien, 2014). Zaim (2017) also found out that teachers had hard times and failed to integrate the stages of Scientific Approach optimally although they have received some training. In line with him, Ratnaningsih (2017) found out that although English teachers have enough understanding about the approach and could implement the all of the stages quite well, they seem to struggle so much to implement the questioning stage.

In spite of some problems shared above, Scientific Approach has been recommended to be used by teachers, including English teachers, for more than four years now. Even though in the revised version of 2013 Curriculum, the teachers have the options to choose two other recommended approaches such as Genre-Based Approach and Task-Based Approach, based on the pre-research done, they are still some schools who require all of the teachers to only use Scientific Approach. Many practitioners are trained to promote the use of Scientific Approach

in teaching English. The condition has led English teachers to view the use of Scientific Approach in their teaching differently. It was confirmed that teachers have different perspectives toward the use of Scientific Approach to teach English. Ahmad (2014) believes that the different perceptions which are emerged among teachers as the main stakeholders of curriculum development and its implementation are because of the 2013 Curriculum is considered to be newly regulated. He adds that the teachers may view the approach positively, negatively or simply differently.

Since teachers play important roles to achieve success in the implementation of what is written in curriculum to the practice, their beliefs are crucial to be counted as well. Their beliefs directly or indirectly affect their judgment and perception which are reflected through their practices (Johnson, 1994). Teachers' beliefs are shown in the way teachers conduct the lesson in the practice. Beliefs become the foundation of the approach preferences which later influence the instruction conducted (Richards & Rodgers, 2011). They provide interpretative framework for teachers to guide them in deciding what to do in practice (Larenas, et. al., 2015). Even, teachers' beliefs affect the practices in the classroom greater than their knowledge (Pajares, 1992). Specified into this issue, studies have shown how the teachers implemented Scientific Approach were affected by their beliefs. The teachers tend to be unconfident in implementing the approach and had difficulties to design lesson plan when they have poor knowledge and negative attitude towards the approach (Jasmi, 2016). It shows how the beliefs would be reflected in the practices.

Many studies on the related issues to the 2013 curriculum, including the Scientific Approach, have been carried out since the curriculum was introduced. However, the studies about the teachers' beliefs and practices are still limited. Ariyati (2015) stated that this kind of study could be rarely found in Indonesia. Most of the studies related to Scientific Approach focused on how teachers perceived the Scientific Approach alone. One of the studies was written by Hapsari and Kusumawardani (2017). It was aimed at exploring the teachers' beliefs in English learning. Some of the studies related to Scientific Approach explored more on the Scientific Approach implementation by itself. The example of the study was written

by Mulyono, et.al. (2017). The purpose of the study was to know the contribution of documents to the implementation of learning reflected from the students' learning outcomes. Therefore, there is only one most relatable study that could be presented. It was written by Ariyati (2015). The study was aimed at exploring the beliefs of English teachers about Scientific Approach and portraying how the beliefs are reflected through the practices.

Despite of how important the relation between beliefs and practices in educational context, the numbers of studies which show how the beliefs and practices of Scientific Approach to in English teaching are related are still far from satisfying. Further studies are indeed needed to explore how the teachers view Scientific Approach in ELT context and how the beliefs are reflected in their teaching. Therefore, a case study in a school which required the teachers to implement the Scientific Approach to teach English was believed to serve the need.

1.2 Research Questions

In conducting this study, there were two research questions formulated as the guidance of the research process. The research questions are presented as follows.

1. What are the teachers' beliefs in Scientific Approach in English teaching?
2. How are the teachers' beliefs in Scientific Approach reflected in their classroom teaching?

1.3 Research Objectives

In accordance with the research questions, this study explored the beliefs of the teachers who were required to use Scientific Approach to teach English in one senior high school which had been piloting the approach since it was firstly introduced by 2013 Curriculum. Furthermore, this study also portrayed how their beliefs were reflected in their teaching in the classroom.

1.4 Significance

This study is expected to contribute both theoretically and practically. Theoretically, the report of this study may contribute to the literatures related to the

English teachers' beliefs on the Scientific Approach and how the beliefs are reflected in the practices which are expected to be beneficial for those who are interested in doing research related to the same issue. It might also contribute to give new perspectives to practitioners in English Language Teaching fields in regards with the use of Scientific Approach in English teaching. Practically, the results of the study could be useful for the writer herself and English teachers who are interested as references to improve their practices.

1.5 Scope of the Study

This study was focused on the exploration of the teachers' beliefs on Scientific Approach in ELT context and how the beliefs were reflected in the teaching. The beliefs itself were focused on the beliefs based on Chan and Leung theories, which divided beliefs into cognitive, affective, identification, comparative and conative beliefs. Furthermore, the implementation of the Scientific Approach was focused on the activities conducted in each stage, roles of the teachers in conducting the Scientific Approach and basic principles of Scientific Approach implemented by the teachers. In terms of the beliefs which were reflected in the implementation, this study was not only focused on the consistent statement admitted by the teachers which were shown in the implementation, but also found out that there were some of the admitted beliefs which did not match the implementation.

The study was conducted in one of the referral high schools for the implementation of Scientific Approach in Sumedang. The school became a pilot school to implement Scientific Approach since it was introduced by 2013 curriculum. The school required all of the teachers including English teachers to implement Scientific Approach in their teaching for more than five years now.

The participants chosen were two English teachers who had taught for more than 30 years. Those teaching experiences made them have experienced enough curriculum changes in Indonesia. The data was collected using interviews to the participants, classrooms observations and documents analysis toward the lesson plans. The class observed were two classes for each participant which covered two categories of classes, active classes and passive classes.

1.6 Clarification of Terms

In this research, there are three key terms which have to be made clear to avoid multiple perceptions. The terms are Scientific Approach, Teachers' beliefs, teaching practices.

The first term is Scientific Approach. In this study, the term Scientific Approach refers to *Pendekatan Saintifik* or the Scientific Approach which was suggested by 2013 Curriculum and stated in Peraturan Menteri Pendidikan dan Kebudayaan No. 81A: 2013. There is also another similar term as Scientific Approach which might be more familiar for the educational practitioners like Scientific Method. However specifically in this study, as stated in in Peraturan Menteri Pendidikan dan Kebudayaan No. 81A: 2013, Scientific Approach is the approach recommended by 2013 Curriculum which includes five stages: observing, questioning, experimenting, associating and communicating stage. The Scientific Approach in this study also has some principles to follow in the implementation like student-centered learning, motivating students and providing authentic materials (Musfiqon & Nurdyansah, 2015). In conducting the approach, the teachers might have to act as Nur and Makdur (2014) designing the lesson, prompter, controller, observer, guide, learning sources, assessor and facilitator

The second term is teachers' beliefs. In this study, the term beliefs cover a very large range, such as feelings, thought, attitudes, perspectives, conceptions, judgments, opinions, perceptions, values, ideologies, principles, preconceptions, implicit or explicit theories, disposition, internal mental processes, personal theories, strategies, rules of practice and understanding. To be briefer, the terms of beliefs here adapted the concepts of beliefs by Chan and Leung (1999) which categorize beliefs into cognitive beliefs, affective beliefs, identification beliefs, evaluative beliefs and conative beliefs.

The last key term is EFL teaching practices. It refers to the practices in teaching English as foreign language in the classroom by the teachers. Formally, teaching English as foreign language is shown in junior high school and senior high school level in Indonesia.

1.7 Organization of the Paper

This part will give a brief preview of the points which are elaborated in each chapter, as follows:

- 1) Chapter I Introduction covers background of the study, research questions, research objectives, significance, scope of the study, clarification of terms and organization of the paper.
- 2) Chapter II Literature Review covers elaboration about the notion of approach and its development in Indonesia, Scientific Approach, the teachers' beliefs, components of beliefs, how beliefs affect practices, previous studies, and concluding remarks.
- 3) Chapter III Methodology covers research design, data collection, data collection procedures, data analysis and trustworthiness.
- 4) Chapter IV Results and Discussion covers the result of the study, the discussion, limitation of the research and the concluding remarks.
- 5) Chapter V Conclusion, Implications and Recommendations covers the conclusion of the study, the implications and also recommendation.