

## **CHAPTER I**

### **INTRODUCTION**

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

At the beginning of 2013, the Ministry of Education and Culture designed a new curriculum known as Curriculum 2013 for elementary and high schools level. It affects the use of a variety of approaches and methodologies in a learning process. In this curriculum, learning activities apply the scientific approach as the main approach. A scientific approach is basically aimed at the ability to gain or develop new knowledge through science-based learning cycles. It has five steps of its implementation. They are: observing, questioning, experimenting, associating, and networking. This curriculum is expected to generate productive, creative, innovative, and effective human resources through the competence strengthening in the domain of attitude (spiritual and social) knowledge, and skills (Mulyasa, 2014:99).

However, the implementation of the scientific approach in curriculum 2013 continues to reap controversy, especially in English teaching and learning. According to the Minister of National Education and Culture, curriculum 2013 is the development of the previous one, the school-based curriculum. This can be inferred that the use of the scientific approach is the development of a genre-based approach. Agustien (2014:25) stated that the target domains of the scientific approach are science skills whereas the genre-based approach domain targets are communication skills.

Fathurrohman (2014: 115) claimed that the scientific approach has some characteristics, namely: student-centered involves the science process skills in constructing the concept, law, and principle, involves the cognitive processes of potential in stimulating the development of intellect, especially high-level thinking skills of students and be able to develop the character of students. It means that both two approaches apparently build some communication skills. In a learning activity, the scientific approach is applied through five steps: observing, questioning, experimenting, associating and networking, or

communicating while the genre-based approach is conducted through building knowledge of the field, modeling of text, joining construction, and independent construction.

However, many practitioners and experts in teaching English as a foreign language (TEFL) skeptically responded to the government's decision in integrating a scientific approach in language teaching (Natahdibrata, 2013:2). One of the critiques has been delivered in the forum of Teaching English as a Foreign Language in Indonesia (TEFLIN) International Conference held in Solo on October 7th -9th, 2014. Since teaching English through a scientific approach is an unfamiliar concept as well as the literature regarding the use of the scientific method in language teaching, most practitioners question the practicality and the effectiveness of the approach. Furthermore, it can be seen from the stages of the scientific approach that the learning process is indeed regarded as serious and difficult as the scientists who want to reveal something new. The stages are not truly with the teaching English objectives in high schools which are to encourage students to communicate in English according to the context of language being used and to facilitate students with the aspects of interpretation, convention, collaboration, cultural knowledge, problem-solving, and reflection Doddy et al (2008:3). Consequently, this condition has led teachers to own different beliefs and perceptions regarding the scientific approach.

The teachers also considered it is difficult in applying a scientific approach to the language classroom because they may not get enough training and professional development Mulyasa (2010: 41). Based on that statement, it can be concluded that the teacher is one of the educational components who also plays an important role in achieving educational goals. Teachers are the most decisive component of the overall education system, which should receive central, first, and foremost attention. They are the most influential component in the creation of quality education processes and results. Therefore, any improvement efforts undertaken to improve the quality of education will not make a significant contribution without the support of

qualified and professional teachers. in other words, the improvement of the quality of education should stem from the teacher and lead to the teacher as well. (Mulyasa, 2009: 6). in fact, teachers still face some problems. It became the concern of the researcher to conduct this research, especially in facing the new curriculum followed by the implementation of the scientific approach to learning English.

Based on the facts, The researcher took a pre-research interview and pre-observation to English teachers in SMP Nurul Islam Sungai Kakap which uses curriculum 2013 in the academic year 2020/2021 for the eighth-grade students only. The researcher assumes that some teachers have problems and one of the problems is in the implementation of five stages in the scientific approach itself. Based on the reason above, the researcher intended to conduct research about the problems being faced by English teachers in SMP Nurul Islam Sungai Kakap in the implementation of the scientific approach in curriculum 2013. The problem might occur in some states such as observing, questioning, experimenting, associating, or networking stage. Furthermore, some aspects such as human resource knowledge, task difficulty, students' level, or the facilities might become the trigger of the problem itself.

## **B. Research Questions**

The researcher intends to observe and make a conclusion about the English teachers' problem in the implementation of the scientific approach in curriculum 2013. From the English teachers of SMP Nurul Islam Sungai Kakap who use curriculum 2013 in the academic year 2020/2021, the research question was formulated as follows:

1. What problems are being faced by the teachers in teaching English to the implementation of scientific approach in curriculum 2013?
2. How do the teachers solve the difficulties in applying the scientific approach based on curriculum?

## C. Research Purpose

This study tried to find out:

1. To know the problems that faced by the teachers in teaching English to the implementation of the scientific approach in curriculum 2013.
2. To find out how the teachers solve the difficulties in implementation of scientific approach in curriculum.

## D. Significance of the Research

A good research should provide important benefits and impacts for the subject which is researcher, environment, information, and further research. In this research two significances were obtained from the point theory and practice.

### 1. The Theoretical Benefit

The research of this study was the potential to help inform the teacher who is implementing the changes needed of the new curriculum particularly in the learning and teaching process using the scientific approach. Besides, this study will have a contribution to having an overview of the understanding of curriculum change implementation, especially in the teaching and learning process. So, the result of this research is to give significant input to the theories of teaching and learning English as a foreign language for the students, especially in the process of teaching and learning activities.

### 2. The Practical Benefits

The result of this research is expected to able to give the following benefits:

#### a. To the English Teachers

This research was encouraged the teachers to share their feeling about the difficulties they faced in implementing the scientific approach. After knowing the problems, they will be able to do the right follow-up for applying this method to make the teaching-learning process successful.

b. To Students

Students can achieve the goals of the materials which are taught in the teaching and learning process based on the objectives of curriculum 2013.

c. To Other Researcher

This research serves as a preliminary idea for any interested researcher in this area. Then, other researchers may use the result of this research as a descriptive study.

### 3. Scope of the Research

#### Research Variable

In this research, to avoid the study being too large in scope, the researcher focus on the teachers' problem in the implementation of the scientific approach in curriculum 2013. The researcher focuses observe the students' assessment to measure the understanding of the material because this study only focuses on observing the problem faced by English teachers in the implementation of five stages in the scientific approach, are: observing, questioning, experimenting, associating, and networking as the procedure of teaching.

### 4. Terminology

To avoid misunderstanding toward several unfamiliar terms existed in this research, specific terms are presented:

a. Teachers' Problems in Teaching English

In this research mean some problems that faced by the English teacher in SMP Nurul Islam Sungai Kakap in the implementation of scientific approach in each stage from observing, questioning, experimenting, associating, and networking.

b. A Scientific Approach

A scientific approach is an approach defined as the process of finding out information in science, which involves testing the ideas by

performing experiments and making decisions based on the result of an analysis.

c. Curriculum 2013

Curriculum 2013 is competency and character-based curriculum implemented in SMP Nurul Islam Sungai Kakap by using the scientific approach.

d. SMP Nurul Islam Sungai Kakap

SMP Nurul Islam Sungai Kakap stands for State Junior High School which is located at Jl. Raya Sungai Kakap, Pal VII. Sungai Kakap Kabupaten Kubu Raya, Kalimantan Barat.