

## **CHAPTER 1**

### **INTRODUCTION**

This chapter presents background of the study, problem of the study, objective of the study, significance of the study, and definition of key terms.

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

Educational institutions have an important role for a nation as forming a new generation of educated and intelligent people. In order to produce human resources that are able to face the development of the times, the education obtained through school should really be able to have a good and beneficial impact on their students such as forming a strong mentality, being able to explore their potential skills and gain broad insight. School as a means of education must have a plan and a directed system, so that in the management of educational institutions can produce superior students.

The goal of education in schools is inseparable from the usefulness of the curriculum, since the curriculum is a learning design that is expected to be able to change the education system towards a better direction. The curriculum itself has an understanding of potential activities and experiences that have been scientifically prepared by schools both outside and inside the classroom for the responsibility of the school to achieve educational goals (Arifin. 2012: 4). The concept of curriculum is dynamic which always follows the development of the times, the interests and needs of students, the demands of society and science and technology.

Reflecting on the portrait of education in Indonesia which is sometimes quite concerned, because Indonesian education compared to other countries is still relatively underdeveloped. The shortage of schools in Indonesia is seen in the weak mastery of insight and material, mentality that has not been trained properly, causing students not to be confident in exploring their potential. This condition clearly showed the level of education in Indonesia was quite low compared to other countries with recognized the output that is not clear in its orientation, not creative and independent, unemployment and lagging behind in global competence (Andang, 2014: 184). Facing the deterioration of education the curriculum is a means of supporting schools to create a better education system. After a long period of curriculum changes from year to year, now the 2013 Curriculum rolled out by the government has become a relief in answering educational problems.

The rolling of the 2013 Curriculum by the government is in response to the lagging national education, which focuses on combining several subjects, simplifying, and using thematic-integrative approaches at certain levels. The 2013 curriculum that is being implemented is a new educational innovation by arranging a curriculum that provides insight into the ongoing education system. In implementing the 2013 Curriculum policy, the government must conduct a more in-depth study. Estimating the future of policy must be done, not only on the level of success to be achieved and the impact that can be given, but more on mature readiness in its implementation.

The 2013 curriculum will be implemented if all the components and support are also well considered. Such as principals, teachers, administrators and infrastructure will be important capital in the implementation of the 2013 Curriculum. The success of the 2013 curriculum implementation will be seen in indicators such as the presence of qualified, productive, creative and independent graduates and an increase in the quality of learning. The 2013 curriculum is a further step in developing the Competency-Based Curriculum which was initiated in 2004 and the 2006 Education Unit Level Curriculum (KTSP) which includes attitude competencies, science and skills in an integrated manner to respond to internal and external challenges.

Competency-based 2013 curriculum focuses on the acquisition of certain competencies by students. Therefore, the 2013 curriculum includes a number of competencies and a set of learning objectives that are expressed in such a way that achievement can be observed in the form of behavior or skills as a success criterion (Mulyasa, 2013: 68). The 2013 curriculum provides a new approach in teaching process as a demand in 21<sup>st</sup> century. It provides scientific approach to develop the students' skill, knowledge and attitude. Moreover, the scientific approach in 2013 curriculum focuses on the productive, creative, innovative and effective students through integrated skills, attitudes, and knowledge. This goal can be achieved by designing the effective and meaningful instruction to the students. Hence, the teacher was supposed to use scientific approach in teaching and learning process.

In curriculum 2013, the approach used in teaching and learning process is Scientific Approach, in which the students become the subject of the learning process and the teachers play roles as a facilitator (Pemendikbud 81 A, 2013). In process of learning the learners are facilitated to be actively involved in developing their potentials to be learning competencies. Based on the phenomena above, it was needed the potential and creativity teacher to create the successful of curriculum implementation in teaching and learning process using scientific approach whereas in 2013 Curriculum, the teacher was the main figure in curriculum implementation. In line with it, Mulyasa (2013: 41) stated that the main factor to decide the successful of curriculum implementation is teacher's creativity. Good quality of teacher depended on how well she could teach in the classroom. Moreover, in the teaching of acceleration class where the students have the ability, intelligence above the average and have learning speeds above the students in general. The teacher should have competence and higher responsibility to do the planned program. In this case, the teacher was demanded to create the students to be productive, creative, innovative in realizing the aim of national education. In addition, the teacher should be more proficient in teaching acceleration class especially in applying these five aspects of scientific approach to students namely observing, questioning, experimenting, associating, and communicating.

Scientific Approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science

principles. Since the students become the subject of learning, the learning method promoted is learning by doing. From these, the students should be able to find or construct knowledge by themselves through finding other sources, such as reading book. It means that Scientific Approach belongs to learning activity which focuses on students' active participation.

In recent years, there have been studies focused on the Curriculum 2013. Some of them are from (Niuvike, 2014) who described English teacher's opinion on the implementation of 2013 English teaching curriculum of state Junior High School in Malang. The research design for this study is employed a survey in which a set of questionnaire was used. The respondents of the study were 50 Junior High School English teachers in Malang. The returned questionnaires from the respondents were analyzed by computing the percentage of the Teachers response to summarize their opinion the implementation of the 2013 curriculum item by item.

The research findings showed that most respondents had a positive opinion about their readiness in teaching English in the 2013 Curriculum, they had also a positive opinion about the teaching strategy in the 2013 English teaching curriculum, they had positive opinion about the assessment in the 2013 English teaching curriculum, and they had positive opinion about curriculum changes.

Reviewing (Niuvike, 2014) her studies still have some weakness: Niuvike, just describes on the teacher's opinion on the implementation of Curriculum 2013. Its less complete, the reader or observer of curriculum will just know the opinion how is curriculum 2013 implemented. Therefore, this current study was different

from the previous one, in term of the focus. This research is designed to investigate the practice of scientific approach in Teaching English in senior high school at MAN 1 Tulungagung to reveal how activities faced by the teacher in Implementing Scientific Approach in English language teaching of Acceleration class.

MAN 1 Tulungagung is one of school in Tulungagung which has been applying scientific approach in its teaching-learning process especially in teaching English. These are some reasons which make this school so interesting for the researcher. This school has acceleration class program and this school was chosen by the government as one of senior high school which has been given mandate to implement the 2013 curriculum for more than 2 years. In acceleration class is as an advance obtained in a teaching program, at a faster time or a younger age than a conventional one. In the accelerated learning program for elementary, junior high and high school launched by the government in 2000, acceleration is defined as one form of educational services provided for students with extraordinary intelligence and ability to be able to complete education earlier than a predetermined time (Dediknas, 2003).

By considering the background of acceleration students can pass in a faster period of time that can be taken 2 years for the junior high school level, so students need more struggle to complete their learning for 2 years which normally must be completed for 3 years. In this 2013 Curriculum students are required to be independent and active while the number of subjects must be competed in large numbers 20 subjects. Referring to the background of the study above, it makes the

researcher wants to know how is the teaching learning process in implementing a Scientific Approach to acceleration students to complete their learning in 2 years including the teachers' strategies, material, media, and evaluation. So, it is interesting for the researcher in doing a research of implementation of scientific approach in teaching English in this school.

From the explanation above, the researcher would like to conduct a research especially on the implementation of scientific approach in teaching English in acceleration class. Thus, the researcher decides to conduct a research entitled "The Implementation of Scientific Approach in Teaching English for Tenth Acceleration Class at MAN 1 Tulungagung".

### **B. Formulation of the Research Question**

Related to the background of the study above, the researcher would like to make questions of the research. The problem which is discussed in this research can be stated as follows:

1. How is observing phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung?
2. How is questioning phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung?
3. How is experimenting phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung?
4. How is associating phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung?

5. How is communicating phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung?

### **C. Objective of the Study**

Based on the formulation of the research question above, the purposes of this study are:

1. To describe how is observing phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung
2. To describe how is questioning phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung
3. To describe how is experimenting phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung
4. To describe how is associating phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung
5. To describe how is communicating phase implemented by the English teacher for Tenth acceleration class at MAN 1 Tulungagung

### **D. Significance of the Study**

The writer hopes that the result of the study will give contribution for:

1. English Teacher

The finding of the study is expected to give contribution for English Education, especially for teachers that can be used in implementation of teaching and learning process.



## 2. Readers

Readers can get understanding of how scientific approach is implemented in the teaching of English.

## 3. Future researchers

The research can be used as a reference for other researchers who want to conduct similar research. So, that can provide information about implementation of Scientific Approach and they can conduct a further study later.

### **E. Scope and Delimitation**

As many qualitative studies, this research has the limitation. This research focuses on the implementation of Scientific Approach by English teacher on teaching learning process for Tenth acceleration class at MAN 1 Tulungagung. The implementation of scientific approach by English teacher which is discussed in this research is broken to describe the implementation of observing, questioning, experimenting, associating, and communicating phase in teaching English instruction.

### **F. Definition of Key Terms**

This study used some technical terms that need to be defined to avoid misunderstanding for the readers. To avoid misunderstanding, they need to be defined as follows:

- 1) Scientific Approach implementation: it is a student centered approach in which the teachers only become facilitator or moderator to facilitate the students in get learning activity. This approach consists of five aspects,

they are observing, questioning, exploring, associating, and communicating.

- 2) Acceleration: it is an acceleration class program where students have the ability, intelligence above the average and have learning speeds above the students in general. This class has applied a scientific approach in the learning process.