

CHAPTER I

INTRODUCTION

This chapter discusses about Background of the Study, Statement of the Problems, Purposes of the Study, Significance of the Study, Scope and Limitation, and The Definition of the Key Terms.

A. Background

The 2013 curriculum for education system in Indonesia has been gradually implemented since the beginning of 2013/2014 academic year. As an effort to improve the national education quality, the new curriculum placed science and civic education integrated with religious and moral education. The government develops 2013 Curriculum for some reasons, (1) the need to increase the competency, (2) to improve communication skills, (3) to enhance the ability to think critically, and (4) to consider the moral aspects of the students (Atmarizon & Zaim, 2016).

In Indonesia, the 2013 curriculum is the most current curriculum focusing on accomplishing students' competencies and character building (Kementrian pendidikan dan Kebudayaan, 2013). There are four perspectives of competences anticipated to be achieved; spiritual, attitude, knowledge and skills which are then stated in the Core Competences. Those aspects are expressed in the reason of national education (article 3 Law Number 20 Year 2003 concerning the Education System National) expressing that "To create students' potential to become reliable and pious man, respectable, solid, knowledgeable, skilled, creative, independent,

and also to become democratic and responsible citizen (Permendikbud No. 54 Tahun 2013).

In Curriculum 2013, introducing the saintifical approach as a compulsory approach the teacher must perform in the learning process in class for all subjects. This raises the question of possible application of a saintifical approach to language teaching especially English, However English is categorized as social science rather than an exact science course. While the word "scientific science" is identical to a subject of science. This is where sometimes in the English learning process a problem arises.

According to Hosnan (2014),The following are advantages the benefits of a scientific approach: 1. evaluate the data more objectively; they should not be influenced by the researchers' or others' values or beliefs (to be value free). 2. Secondary data that is readily available can be used to reduce the difficulty of obtaining the data. 3. External validity is higher because it can involve a larger problem over a longer period of time and with a greater number of observations as an object of research because it is available in secondary data. Furthermore, disadvantages of the scientific approach, namely, 1. unnatural (artificial) setting, can reduce the validity of the study. 2. Research lacks focus but is more broad, making it less deep. 3. Research typically explains and predicts the appearance of phenomena, which leads to theory validation. This scientific approach was implemented by teachers and students. In class, scientific approaches used during the learning process are being implemented. Scientific approaches are included in the 2013 Curriculum, which is a new curriculum provided by the Indonesian

government to students in Indonesia. The application of a scientific approach in order to improve the quality of education in Indonesia. Furthermore, the Indonesian government is developing a new curriculum that will encourage students to be more active, creative, imaginative, and willing to collaborate.

The scientific method includes five steps of activity: observing, questioning, exploring, associating, and communicating (kemendikhub, 2013) The first step is to observe; the goal of this activity is to make learning observe closely related to the context of real-life situations encountered in everyday life. Exposure listening activities, reading text, pay attention to the social function, the structure of the text, linguistic elements, and delivery format or writing are all part of the process of observing with objects, real objects, and phenomena. The second activity is questioning, which is carried out as part of the process of developing learners' knowledge in the form of concepts, principles, procedures, laws, and theories, to think metacognitively. Its goal is to teach students to think critically, logically, and systematically. This discussion, as well as group work and class discussions, served as a forum for questioning. The third activity is exploring, which involves gathering information through experiments, reading sources other than textbooks, observing objects, events, activities, interviews with resource persons, and so on. As expected, competencies, developing a thorough attitude, honesty, politeness, respect for others' opinions, the ability to communicate, implement the ability to gather information through a variety of ways to learn, develop the habit of learning, and lifelong learning are all expected.

The fourth activity is associating, which aims to develop the ability to think and act scientifically. Students can design activities through situations that are engineered in group activities so that students do activities such as analysing the text, grouping, creating categories, inferring, comparing various expressions, text structure, language elements, discussing the content of the discourse, and receiving feedback from the teacher. This activity is also known as reasoning, which is a process of thinking logically and systematically over empirical facts that can be observed in order to arrive at a conclusion in the form of knowledge.

The final step is to communicate. Students present the results of observations, conclusions based on the analysis of oral, written, or other media - present a report in the form of charts, diagrams, or graphs, prepare a written report, and present a report covering the process, results, and conclusions orally - in this section.

As a result, teachers must be more creative when teaching English in the classroom. It is particularly important for Indonesian students. They must be able to communicate in English and have receptive and productive skills. Listening and reading are examples of receptive skills, while speaking and writing are examples of productive skills.

The information above is based on theoretical considerations. Whereas, empirical considerations, this study is about implementation of scientific approach for English subject have been carried by some researches such as: (Haq, 2014) and Arfianti (2014). According to (Yulaiha, 2014) the implementation of scientific

approach in teaching reading used by the teacher at SMAN 3 Malang was not maximally yet because the time that given by the government for English skill class 2 hours (2x45) minutes in 1 meeting. Meanwhile, the implementation of scientific approach in teaching writing used by the English teacher at SMAN 4 Malang was maximally although it was not implemented in every meeting (Haq 2014).

Furthermore, Arfianti (2014) also states that there are many different activities at each stage of Scientific Approaches that rely on instructional objectives. In this lesson, students are expected to produce their own products and to apply what they have learned in their daily activities. Activities undertaken stage is observed, among others observe pictures, watch videos, and observe the illustrations of teachers. Activities undertaken in stages to question, among others, students or teachers provide questions related to the topics covered. Activities undertaken stage is collecting information / experiment among others exploring from a book or a slide presentation, working on the problems of teachers or books. Activities undertaken in tages associate those perform activities of books or products. Activities undertaken in stages to communicate are students' presentations of their work.

SMKN 1 Bandung in Tulungagung district has implemented English learning with the 2013 curriculum and has implemented scientific learning. In the learning process it consists of 5 stages consisting of (1) Observation which usually begins by stimulating questions to trigger students so they think about what they will learn, not infrequently they also use games in the learning process. This stage

will make students happy to follow the learning process. (2) Asking which usually consists of an initial explanation of the material to be studied, and continued with the process (3) Experimenting such as looking for vocabulary in the reading to increase student vocabulary mastery, (4) Associating which is usually used for further discussion about the material being discussed. The last process is (5) Forming a Network which is usually used to conclude today's learning and not infrequently students also do practical learning such as dialogue. This activity proved to be successful, based on observations made by English learning researchers who had done it to increase student scores and make learning English not boring as well as fun. As it is explained above that the researcher chose to study in SMKN 1 Bandung because the school is implementing Scientific Approach In the implementation of the Scientific Approach at SMKN Bandung, based on the observations of the researchers, it was seen that the students at this school were always happy and enthusiastic in learning English. teachers are always creative in implementing this curriculum in various ways so that students become interested such as learning with games. Hereinafter, the researcher has reason to carry out the thorough with the **title The Implementation of Scientific Approach in Teaching English at SMKN 1 Bandung**. This study is intended to analyze and investigate how the process of learning English uses Scientific Approach the in addition, this study also analyzes the problems faced by teachers in implementing Scientific Approach in English subjects, as well as the supporting and inhibiting factors for implementing Scientific Approach in English learning.

B. Research Problems

Based on that background of the study, the researcher found a research problem:

1. How is the process of learning English with Scientific Approach at SMKN 1 Bandung?
2. What are the problems faced by English teachers in implementing Scientific Approach in SMKN 1 Bandung?
3. What are the supporting factors and inhibiting factors for the implementation of English language learning in SMK 1 Bandung?

C. Objective of the Study

In line the main research problems written above, the purposes of this study are:

1. To describe the process of learning English with Scientific Approach at SMKN 1 Bandung.
2. To describe the problems faced by English teachers in implementing Scientific Approach in SMKN 1 Bandung.
3. To describe the supporting factors and inhibiting factors for the implementation of English language learning in SMK 1 Bandung.

D. Significance of the Study

Theoretically, the purpose of this study is to explain how the Scientific Approach is implemented, the problems faced by teachers, and the inhibiting and

supporting factors. It is hoped that it will be useful for students, English teachers, and future researchers. For students, it can have a positive impact on their ability to improve their English language skills in the future by using a scientific approach in the 2013 curriculum and by being more creative in the learning process while applying a scientific approach. Information about the application of the scientific approach in the 2013 curriculum is expected to be useful for English teachers in increasing creativity, enthusiasm, and motivation when teaching in class. The author hopes that this research will be useful for future researchers by providing some information on certain topics.

In practice, the purpose of this study is to find out what is known about the application of the 2013 curriculum scientific approach in English subjects. This is also to motivate other students, especially those in the English Department at the State Islamic University of Tulungagung, to examine the application of the scientific approach in English subjects. If we study in depth, it is something interesting. As a result, learning about the application of a scientific approach in English subjects allows us to increase creativity, understanding, ability, and so on.

E. Scope and Limitation of the Study

1. Scope of the study

Investigating the implementation of t Scientific Approach by English Teachers in Vocational High School.

2. Limitation of the Study

Investigating the implementation of the Scientific Approach by the English teachers in SMKN 1 Bandung Tulungagung, with the characteristic that the school is a school where the average student is male.

F. Definition of Key Terms

1. Curriculum

Curriculum is a set of plans and arrangements covering education goals, contents, learning materials, and learning methods intended to serve as the guidelines in implementing the teaching and learning process to achieve the goals that have been set (Kemendikbud, 2013)

2. 2013 Curriculum

Curriculum 2013 development is the next step of competency-based curriculum that has been initiated in 2004 and Unit Level of Education Curriculum in 2006, which integrates attitude, knowledge, and skills competence (Mulyasa, 2014)

3. Scientific approach

Scientific Approach is basic concepts that facilitate, inspire, strengthen, and the underlying idea of how learning methods implemented by a particular theory (Kemendikbud, 2013).