

CHAPTER I

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.

1.1 Background of the Study

In Indonesia, the formal education starts from kindergarten school up to the university. One of education level is junior high school. The English teaching in this grade covers important skills, such as: Listening, Speaking, Reading and Writing. The students must be able to master skills and knowledge in English language well.

There are some factors that may influence the teacher and the students in the teaching and learning process, especially in method and approach. It influences teaching and learning process in this school. According to Sadiman (1986) the media is a mediator or delivers the materials. Media as supplies the material to increase stimulate, attention, and interest in teaching and learning process. It means that the teacher can develop teaching material and media to teach the students. The result is using material and media can improve the student's knowledge easily. Besides that curriculum also gives influence of teaching and learning process. In Indonesia, the use of curriculum is determined by Indonesia government through the Ministry of Education and Culture of Indonesia.

Curriculum is a basis of teaching and learning process. It is also one of the educational resources that give positive contribution to the students' development. Thus every teaching and learning process has to follow the curriculum. Every teacher must understand and follow the current curriculum before making planning and developing a kind of teaching and learning process and providing the materials.

Practically, the curriculum in Indonesia has been changed for several times since in 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004 is Competency-Based Curriculum (CBC) and 2006 School-Based Curriculum (SBC) (Kurniasih and Sani, 2014). Every developing curriculum has different point and issue. Around 1968, English classroom teaching – learning practices dominate by grammar translation method. Curriculum 1975 focuses on learning English with audio-lingual method and drilling. Structural syllabus took to be the syllabus of learning English. Curriculum 1984 and 1994 has similar opinion about learning English. Both of those curriculums say that learning English means learning English for communication.

In the early 2000s, the government introduced Competency-Based Curriculum (*Known as KBK*) for revising the 1994 Curriculum. KBK was adapted communicative approach in which classroom practices adopted the Genre-Based Approach. The KBK was also known as 2004 Curriculum and it was further modified into 2006 School-Based Curriculum (known as *KTSP*) (Hamied, 2014). KBK and KTSP have same formulation of competencies which are based

on the concept of communicative competence developed by Celce-Murcia, Dornyei and Thurrel (1995).

Since three years ago, the government has declared of the implementation of the Curriculum 2013 which is later it has been known as Curriculum 2013. Indonesian schools have been implementing the Curriculum 2013 as the orientation for the teachers and school in standardizing the educational system. Nowadays, not all school in Indonesia have been implemented the Curriculum 2013. Mulyasa (2013) states that the existence of the Curriculum 2013 becomes a great attention and leads to controversy for most people, because some people consider that the Curriculum 2013 is not ready to implement. As Indonesian Ministry of Education and Culture has declared that all of schools in Indonesia must implement the Curriculum 2013 in 2020, the government needs to prepare these schools by trying out the program to be implemented (Kemendiknas, 2015 a).

The Curriculum 2013 is the competency and character based curriculum to produce human being who are active, productive, creative, innovative, and having character. The Curriculum 2013 also insists teachers to think creatively in gathering new ideas for the teaching and learning activity in the classroom. Therefore, the Curriculum 2013 has characteristics that are different from other curricula. Those differences consist of competences, subject matter, assessment and learning approach (*Badan Pengembangan Sumber Daya Manusia Pendidikan dan Kebudayaan dan Penjamin Mutu Pendidikan, 2013*). Previously, a certain subject matters support all competencies (attitude, knowledge and skill). That is

also difference of learning assessment from assessment by using test to authentic assessment. Meanwhile in learning approach, the previous process standards focused on exploration, elaboration and confirmation (*known as EEC*). Anyhow, the new curriculum emphasizes on Scientific Approach (*SA*). This approach covers five aspects; Observing, Questioning, Experimenting, Associating, and Communicating (Kemendikbud, No. 81A: 2013).

The implementation of Curriculum 2013 changes the teachers from a becoming source of information to be a facilitator during the teaching and learning process. Ministry of Education and Culture (2013) argues Scientific Approach asked the students to do the process of finding new knowledge and in indicate the student to be more active than before in the learning process. Practically, Scientific Approach in the Curriculum 2013 must be applicable in all subjects, including in English instruction (Mulyasa, 2013). Whereas, English instruction for junior high school students need real and concrete stimulus to increase the understanding of the concept of English instruction (Suyanto, 2011).

According to Mulyasa (2013) by using Scientific Approach in the teaching and learning activity, 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. Actually, Scientific Approach (*SA*) is a new approach in Indonesian ELT and it sounds so familiar to particular subject such as science. The learning steps provided by *SA* are compatible with those in science. In language context, *SA* is still debatable. According to Suharyadi (2013) science and English are

different in the way the students learn and the teachers teach. It is proven that between science and English subject are different.

While, according to the Minister of National Education Decree No. 65 in 2013 Scientific Approach should be implemented in the teaching and learning activity. It means that scientific approach should be applied in all subjects. The change of the approach in teaching and learning automatically affects the English subject. It is widely known that English subject plays important role to face the global era. It is stated in the National Educational System Decree No. 20 in 2013 that English is a compulsory subject for secondary and higher level. Besides, English is also tested in the National Examination in Indonesia for junior and senior high school.

Consequently, English becomes one of the important subjects in school. Teacher still had problem when they try to implement Scientific Approach. Thus, in implementing the Curriculum 2013 the English teachers also have obligation to conduct teaching and learning activity by employing the five steps of the Scientific Approach such as; Observing, Questioning, Experimenting, Associating, and Communicating accurately and properly as it is proposed by government has proposed in the document of the Curriculum 2013.

Yet the implementation of the Curriculum 2013 still not distributed enough. The teaching of English using Scientific Approach is a new thing for English teacher. Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar is one of two schools that has been implementing the Curriculum 2013 especially the Scientific Approach in English instruction. In this school, the Curriculum has

been implemented since 2013 after the government declared the changing of the Curriculum. Since then the teaching and learning process the teachers have conducted planning, realization until the evaluation.

By considering the Scientific Approach is a new approach, they must be great efforts done by teacher to equip themselves to be able to implement it successfully. Referring to the background of the study above, studying how Scientific Approach is implemented by the English teacher in English instruction at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar is interesting.

1.2 Formulation of the Research Questions

Related to the background of the study above, the study is directed to answer the mayor research question “ How is Scientific Approach Implemented in English Instruction at Madrasah Tsanawiyah Negeri Kunir Wonodadi Blitar ”. This mayor research question is elaborated into the following sub-research question as follows:

1. How is observing implemented in English instruction at MTs N Kunir Wonodadi Blitar?
2. How is questioning implemented in English instruction at MTs N Kunir Wonodadi Blitar?
3. How is experimenting implemented in English instruction at MTs N Kunir Wonodadi Blitar?
4. How is associating implemented in English instruction at MTs N Kunir Wonodadi Blitar?

5. How is communicating implemented in English instruction at MTs N Kunir Wonodadi Blitar?

1.3 Objective of the Study

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

1. To describe the implementation of observing in English instruction at MTs N Kunir Wonodadi Blitar.
2. To elaborate the implementation of questioning in English instruction at MTs N Kunir Wonodadi Blitar.
3. To investigate the implementation of experimenting in English instruction at MTs N Kunir Wonodadi Blitar.
4. To explain the implementation of associating in English instruction at MTs N Kunir Wonodadi Blitar.
5. To elaborate the implementation of communicating in English instruction at MTs N Kunir Wondadi Blitar.

1.4 Significance of the Study

The findings of the study are expected to give contribution for the English teachers, school administrator and also future researches. For the English teachers, the result of the study can be used as a reference in implementing the Curriculum 2013. Meanwhile, for school administrators, the result can be used to evaluate the implementation of the Curriculum 2013 in English Instruction. Finally, for future researchers, the result of this study can provide information about implementation

of Curriculum 2013 and they can conduct a further study related to the Curriculum 2013.

1.5 Scope and Delimitation

The study is conducted at MTs N Kunir Wonodadi, Blitar. The subject of the study is the teachers of English at MTs N Kunir Wonodadi Blitar, that focuses the implemented of the Curriculum 2013. In the Curriculum 2013 including the implementation of Scientific Approach, English material and assessment based on Curriculum 2013. The researcher decides to limit the implementation of Scientific Approach in English instruction at MTs N Kunir Wonodadi Blitar that covered by describe the implementation of observing, questioning, experimenting, associating in English instruction. Moreover the elaborate the implementation of communicating in English instruction at MTs N Kunir Wonodadi Blitar.

1.6 Definition of Key Terms

This study uses 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. Implementation:** It is the action that must follow any preliminary thinking order for something which actually happens. In this research, implementation is a set of activities to plan and perform the Curriculum 2013 into the learning and teaching activity in the school.
- 2. Scientific approach:** 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 aspect, they are observing, questioning, experimenting, associating and communicating.

3. **English instruction:** It is an activity how teacher conduct as English teaching and learning.
4. **Curriculum 2013:** Curriculum 2013 is a set of a teaching program and instructions, which is designed by the Ministry of educational and culture in 2013, to develop the educational system, and implemented by the all of the national school in Indonesia.