

Chapter One

Introduction

This chapter explains why this research is conducted. The information consists of background of the study, identification of the problems, and delimitation of the problems. It also states, research questions, research objectives, and the significances of the study.

Background of the Study

The curriculum is created as a tool used to achieve good learning outcomes through the teaching process. The curriculum reflects a set of desirable goals or principles, which are triggered through development processes and contribute to positive learning experiences for students (Astria, 2017). The government is always making changes to the curriculum and replacing it with a better one. The changing era has also been a factor in changing the curriculum. The government adjusts the curriculum based on the era, so the world of education increases because the curriculum itself is dynamic (Sukmadinata, 2012).

In Indonesia, there have been eleven curriculum changes, starting with the curriculum 1947, 1952, 1964, 1968, 1975, 1984, 1994, 1999, 2004, 2006 and the last and still exists today is the 2013 curriculum (Suparlan, 2017). The Curriculum of 2013 is a learning plan in which there are various instructions for learning itself (Ratnaningsih, 2017). In the application of the 2013 curriculum, the scientific approach to learning models is used. According to Rusman (2015), a scientific approach is a learning approach that allows the students to explore material that

has been designed by the teacher. Karar and Yenice (2012) argued that a scientific approach is a learning approach that designs the learning process in such a way that requires students to actively seek information, collect, discuss data with friends or teachers and then express it in the learning process. The scientific approach requires students to be more active than teachers.

There are some steps when implementing the scientific approach; observing, questioning, experimenting, associating, and communicating (Indonesian Ministry of Education and Culture, 2013). In observing, students will learn from their curiosity and then use the objects around them to learn to observe. Then students will learn to question; students will learn to do critical thinking where the teacher only serves as a facilitator. After that students will learn experimenting; students will learn to experiment or practice from new things that they have learned before. The next step is associating, where students exchange ideas with the teacher and discuss what has been observed. The last is communicating, where students present what they have learned. The scientific approach also does not only focus on results but also on the process itself.

The 2013 curriculum has promoted that the scientific approach is the main learning method for all subjects including English (Abidin, 2014). Based on the researcher experience when doing the teaching practice, most of the pre-service teachers have the same difficulty when implementing this approach in teaching English. The pre-service teachers have the challenges in using the all steps of scientific approach. Azizah et al. (2015) stated that students' motivation in learning English are low and the students mostly tend to be passive while

learning; it makes the teacher difficult to implement the scientific approach.

Febriana (2015) also stated that the most problem that mostly happened in implementing scientific approach is the lack of teachers' knowledge about the scientific approach so they sometimes did not understand how to implement the approach in teaching.

From the two studies above it showed the challenges that the teacher face when implementing the scientific approach. The first study explained about the problem from students' side and the second study explained from teachers' side. In addition the previous research focus on the teacher challenges in implementing the scientific approach while this research will be focus on the pre-service teacher challenges of the scientific approach steps and the subject of this research will be the pre-service teachers that have been doing the English teaching practice. The focus of this research is in line with this research which is about the pre-service teacher perception on the use of scientific approach in English teaching practice.

Identification of the Problem

Based on the researcher experience in English teaching practice, there were challenges in implementing the steps of scientific approach. For example, the first step is observing. The students mostly did not have an interest and activeness in doing the observation toward the lesson. Referring this problem, it leads the researcher to investigate the other pre-service teachers' perception about the challenges that they face when implementing the steps of scientific approach and the strategies to overcome it in teaching English.

Delimitation of the Problems

Based on the problems outlined above, this research focuses on ELED students in internship program batch 2017. This study takes the case of internship at the third and fourth levels because the teaching practice is carried out at that level. This study only focuses to explore the pre-service EFL teacher's perception of the challenges in implementing the stages of the scientific approach. After knowing the student's perception of the challenges then the researcher will identify the strategies that the pre-service teachers used to overcome the challenges.

Research Question

In this study, the researcher explores students' perception toward the scientific approach that has been implemented in making RPP, which will be outlined in the research question as follows:

1. What are the challenges in implementing the scientific approach as perceived by the pre-service teachers?
2. What do the EFL pre-service teachers do to overcome the challenges?

Research Objective

In line with the research questions, the current research aims to:

1. Explore the challenges in implementing the scientific approach as perceived by the EFL pre-service teachers experience.
2. Investigate the strategies that the EFL pre-service teachers do to overcome the challenges.

Significance of the research

This study raises the issue of perception of English Education students towards the use of the scientific approach in English teaching practice. This research is especially useful for students, researcher, the lecturer and the institution (LED).

The EFL pre-service teachers

It is expected that the EFL pre-service teachers can anticipate the challenges found in this research, so that they will not face the same challenges. However, if they faced the challenges, the strategies to solve the challenges found in this research might help them.

The lecturers

This research is very useful for the lecturer to know about their students' perception toward the scientific approach. The lecturer can also help their student after knowing the attitudes that they have. Most of lecturer is the (Dosen Pembimbing Lapangan) DPL, so after they read this research hopefully it can help them to guide or monitor the next pre-service teacher in facing the challenges in applying the scientific approach.

The institution (LED)

The existence of this research can support the department to increase the competence of their students after knowing what the problems of the students are itself.

Future Researchers

This research is expected to be beneficial for other researchers who want to study

the student's perception toward the scientific approach. They can use this research as their reference.