

Chapter One

Introduction

This chapter presents the introduction of the research. There are several important points mentioned in this chapter. In this chapter, provides background of study, statement of the problem, limitation of the study, research question, objective of study, and the significance of study. In the background of the study, it includes the reasons why the researcher is interested in investigating the case based on the title of the research. In the statement of the problem, the researcher tries to identify the problem to be investigated. The limitation of the study contains the explanation related to the research topic. Besides, the research questions explain the objectives of the research. At last, the significance of the research covers the benefits of this research.

Background

A curriculum is one of policies made by Ministry of National Education including the program of teaching and learning process which should be conducted by the teachers to gain the purpose of education. Based on Government Ordinance number 19 (2005), Curriculum is a set of arrangements towards the content, purpose and material learning which includes how to utilize as a guide in learning activities to reach the specific educational goals. Besides, 2013 curriculum is one of the methods to develop the previous curriculum called as *Kurikulum Tingkat Satuan Pendidikan (KTSP) 2006* which mainly focus more on the cognitive skill. In 2013 curriculum several aspects have been improved. The

first aspect is the implementation of the curriculum. As stated by Sinambela (2017), 2013 curriculum has been already used to start from elementary school, junior high school, and senior high school level. As the second improvement of 2013 curriculum, the students do not only focus on developing the cognitive skill but also the affective and psychomotor skill.

In addition, 2013 curriculum focuses on cognitive, affective and psychomotor skills. Ministry of National Education has suggested several approaches to be used in order to improve those skills such as “Project Based Learning, Discovery Learning, Problem Based Learning and Scientific Approach” (Nurdyansyah & Fahyuni, 2016, p. 31). One of the approaches is called as a Scientific Approach. The Scientific approach is one of the methods which ask the students to focus on investigating techniques on phenomena, getting new knowledge, or correlating and relating the previous knowledge (Azizah, Ariwidodo, & Adiana, 2015, p. 1). Another explanation comes from McCurry and Fay (2008) stated that the scientific approach is one of a process which the students ask a question and try for some experiments to get the answer. Following this, this method has covered some activities for gathering information. That way, the students can do an observation or experimental activity to gain as much as information which they need. There are several steps in applying scientific approach such as observing, questioning, associating, experimenting, communicating, and creating.

The word of “*Scientific*” is not new for both teachers and students. As the reason, both of them have already heard the word of science in *chemistry*, *physics*,

and *biology* subject in school. However, the scientific approach is unusual method in Foreign Language Teaching, especially in English teaching. This kind of approach is just implemented in 2013 curriculum, and almost all of the educational institutions in Indonesia have already used this kind of approach or method in their teaching and learning process. Likewise, the majority of English teachers especially in Indonesia may not be accustomed to use this kind of approach even though they have already used it for a couple of times in their teaching. Regarding the statement mentioned, based on the researcher experience while following the internship program at Islamic private senior high schools in Yogyakarta, researcher found that it also happens at that school as an educational institution which has applied 2013 curriculum. In this school, most of the teachers have already used the scientific approach while teaching in a classroom including the English teachers.

Furthermore, there are several studies related to the implementation of scientific approach in 2013 curriculum. However, there are still a few studies which have discussed the implementation of scientific approaches in the 2013 curriculum especially in senior high school level (Zaim, 2017), especially in the region of Yogyakarta. Therefore, the researcher is interested in investigating the implementation of a scientific approach in 2013 curriculum especially at an Islamic private senior high school in Yogyakarta regarding the phenomena mentioned.

Statement of the Problem

Based on the background of the problem, a scientific approach is still new in the English teaching and learning process. Almost, all of the English teachers try to implement this kind of approach in their classroom. Besides, they present their way in teaching especially for English teachers in order to implement the scientific approach in a classroom. Hence, if the teachers use a scientific approach, it might include the obstacles faced in teaching and learning process.

Some teachers may feel confused about what they should do at first if they want to teach with a scientific approach. For the reason, they rarely use it before especially for the pre-service teachers. Planning to use a scientific approach when teaching is not only the matter. Some of the teachers may feel hesitant because the scientific approach is not common to use in Foreign Language teaching. Besides, the plan which the teachers should be prepared before teaching the media as a teaching support upon the approaches may also become one of the problems. Thus, this research tries to find out the implementation of the scientific approach at one of the Islamic private high schools based on the teachers' perspective.

Limitations of the Study

This study focuses on the implementation of the scientific approach in teaching English at the senior high school level. The researcher tries to find out how scientific approach is implemented in a school especially in teaching English of senior high school by the teachers. As the research progress, it is possible to find out what obstacles faced by the teacher when implementing a scientific approach in the classroom.

In addition, the researcher uses an observation and interview in gathering the data, and two English teachers come as the objects of this research because the school only has two English teachers that teach in three grades [tenth, eleventh, and twelve] and divided in to two sub classes, science and social class. In addition, the number of students at the school is also not much, there are 93 students which are divided in to three grades. The interview takes a place at one of Islamic private senior high schools in Yogyakarta which has used 2013 curriculum and implemented the scientific approach in teaching and learning process since academic year 2016/2017. The role of the teachers is really important as the participants of this research. From the statement mentioned, the teacher is someone who leads the classroom and comes as the user of a scientific approach in the classroom. Therefore, the researcher believes that teachers are the best informants to know more about the implementation of a scientific approach in a classroom.

Research Question

The research is intended to answer these two questions:

1. How is the implementation of the scientific approach in English language teaching?
2. What are the obstacles that faced by the English teachers when applying a scientific approach?

The objective of the Study

The objective of the study aims to answer the problems in the research questions. Firstly, based on the first research question this research tries to find out how English teachers implement a scientific approach in their classroom, including the steps of the scientific approach that they use in the teaching and learning process. Secondly, regarding on the second research question, this study aimed to find out the obstacles faced by the English teachers when implementing this approach in a classroom.

The significance of the Study

This research is aimed to give positive advantages for some parties such as the researcher, the teachers, pre-service teachers, and other researchers.

Researcher

This study would help researcher to get more information about the implementation of the scientific approach in 2013 curriculum in a senior high school context. As a pre-service teacher, the researcher will be able to learn and try to implement the scientific approach in the classroom someday. By doing this study, the researcher expects to increase the knowledge when doing some researches in the future especially in using the qualitative method.

Teacher and Pre-service Teacher

This study is aimed to explore the implementation of a scientific approach in 2013 curriculum at a senior high school level. This study is expected to answer the teachers' concerns on the use or implementation of the scientific approach in teaching and learning process, especially in English language teaching. This

research also can be additional information for the pre-service teachers who want to apply a scientific approach in the classroom later if they want to teach in the future. Additionally, this research can be useful for the teachers as a reflection to their teaching.

Institution

The result of this study would be really helpful for the institution to improve the implementation of the scientific approach in the teaching and learning process. By knowing how the teachers implement the scientific approach and teachers' obstacles when teaching using the scientific approach, it is expected that the institution can improve the quality of the use and development of teaching and learning process with the scientific approach.

Other Researcher

By conducting this research, other researchers can know the implementation of scientific approaches of the 2013 curriculum in English language teaching. Besides, the other researchers can use the findings of this research as the theoretical overview of further research on the same topic and might become recommendation of further research. Therefore, by conducting this research, it can also encourage the researchers to conduct the researches towards the strengths and weaknesses of implementing 2013 curriculum in senior high school in-depth related to the same area of this research.