CHAPTER I
INTRODUCTION

A. Background

Education in Indonesia has been stipulated in the law that consists of the goals of education itself. The law No. 20 year 2003 about National Education System is the basis in implementing education that aimed to help the students in their process of developing their personal qualities. From the law, it is known that many elements of education resources, and one of the elements that give significant contribution to make the expectation of developing students’ quality is reached is curriculum.

Curriculum is the orientation in education that consists of everything about how to run the education. According to the law No. 20 year 2003 about National Education system, curriculum is a set of plans and arrangements regarding to the goal, content, and teaching materials and methods used to guide the organization of learning activities to achieve a particular goal. In relation to the curriculum, on July 2013, Indonesia started to implement the 2013 Curriculum that is deemed to be a form of improvement from previous curriculum. Indonesia has changed the curriculum for many times. In the last ten years, the curriculum has changed three times. First, in the early 2001, government through the Ministry of Education and Culture began to prepare and develop the new curriculum. In 2004 the government applied Competence-Based-Curriculum (KBK). It was implemented in just two years because in
2006, KBK was replaced by KTSP. Then, in the middle of 2013, KTSP was replaced by the 2013 curriculum.

The 2013 curriculum emphasizes on the modern pedagogical dimension in learning activities using scientific approach. The steps of scientific approach begin with observing, questioning, collecting information/experimenting, associating, and the last is communicating (Kemendikbud: 2013d). The 2013 curriculum uses scientific approach. The teacher should understand scientific approach and know how to apply it so that they can play their roles during teaching learning process (Radjab:2013). Teachers’ role here is as facilitator, monitor, and resource. Because of the 2013 curriculum is based on the process oriented instead of product oriented, the students are required to actively engage in classroom activity to achieve the maximum result of teaching.

In teaching learning process, teachers use methods, techniques and approaches to help them conduct the teaching learning process. There are many kinds of methods, techniques and approaches that can be used to teach. Method was described as an overall plan for systematic presentation of language based upon a selected approach, then approach was a set of assumption dealing with their nature of language, learning and teaching and while techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well (Douglas, 2000: 14). It can be concluded that approach, technique and method are the combination used in teaching learning process in order to make the teaching
learning process run effectively. While, in the implementation of the 2013 curriculum, the government has announced that only one approach is used in it, so in the teaching learning process, teachers will use scientific approach in the steps of teaching for all subjects. There is a conviction that by using scientific approach, the students are expected to have good attitude, skills and knowledge. Good attitude can be achieved through activities, such as, doing the tasks energetically, and respecting other students in a group study. Through activities, teachers can observe students’ attitude, how they play their roles, and how active or passive they are. The cognitive aspects can be seen through their ability in remembering, understanding, and applying what is understood, analyzed, evaluated and created, and the skills can be known from their way in implementing the material that they have learned (Pahlevi : 2013). In other words, the teacher has to know the students’ needs in their real life. It is aimed to help them face the global era that takes the ability in the international communication.

English is a subject that is included in national examination in both junior and senior high school. English in school requires students not only to be able to speak but also to write. This condition requires teacher to make students interested and want to learn English. For this reason, teachers can use appropriate media and techniques. But then, appropriate media or effective techniques are meaningless if teachers are not able to use it. Appropriate media and technique should be supported by teachers’ ways in teaching their students. Now, Indonesia uses the 2013 curriculum so that the steps of teaching should
be in line with scientific approach. Here, teachers can use media and technique for supporting the implementation of scientific approach but does not put aside the scientific approach itself.

From the explanation stated previously, the implementation of scientific approach in teaching English is an interesting subject to discuss. Not all teachers understand well how to implement this approach. In this study, we will know how scientific approach is implemented in the Junior High Schools and we will know whether Junior High Schools of Purwokerto have implemented this approach well or not. Besides, we will also know the problems in implementing it especially in English teaching.

By conducting this study, there will be some benefits can be taken by the teachers. It will give more information for teacher about the scientific approach. It means, for teachers who are still confused that often left one or more steps of scientific approach can improve their ability or ways in implementing it. Then, teachers know what the problems in implementing this approach so that they can find the solution to solve the problems. Finally, it can be such an important knowledge to readers about the information how scientific approach should be implemented exactly.

B. Reasons for Choosing the Topic

The implementation of the 2013 curriculum is still debatable. Many experts gave explanation about that, partly support the curriculum but others reject it strongly. The experts that support it gave their ideas in supporting the 2013 curriculum, especially about scientific approach. They gave the
explanation about the steps of scientific approach though the government has explained it. The steps begin from observing, questioning, collecting information/associating, experimenting, and communicating. \textit{(Kemendikbud, 2013d)}.

In the realization of scientific approach, especially in teaching English still, it needs more attention because every teacher has own ideas in implementing this approach. However, the teachers sometimes miss some steps of scientific approach. One of the reasons is the teachers have difficulties in matching the steps and the time planned in the lesson plan. Other reason is misconception in understanding the approach. So, this study will be done to help teachers in implementing scientific approach in teaching English.

C. Research Problems

Based on the background that explained earlier, this study would answer the questions that focus on the title, that is “The Descriptive Study of Implementation of Scientific Approach in English Teaching in State Junior High Schools of Purwokerto”. The problem of the research can be formulated as follows:

1. Is the scientific approach implemented in teaching English in Junior High Schools of piloting schools?
2. How does the teacher implement this approach?
3. What is the problem in implementing this approach especially in teaching English?
D. Aims of the Research

The aims of this study are as follows:

1. To know whether scientific approach is implemented in teaching English in Junior High Schools of main schools in Purwokerto region or not.

2. To know how teachers implement this approach in teaching English.

3. To know what problems in implementing this approach are.