

# CHAPTER I

## INTRODUCTION

### 1.1 Background of the Study

Curriculum is the main part of education system. It becomes the guidelines for teachers to understand what they should achieve on teaching and learning process, while for students, curriculum becomes their guidance to know what they should reach in the learning process. The curriculum is also important because it is the education's success key in every country where every curriculum maps the needs and the possible outcomes of the education process.

Curriculum always develops. The development of the curriculum is followed by certain factors, such as economics, politics, and the demands of the society. The curriculum develops to fulfill the demands in the ongoing era and the likely demands in the future so that its development creates the good curriculum system in order to prepare the students and learners to be able to harvest fruitful result.

Indonesian curriculum develops as well. The government always takes effort to fix and adjust the current curriculum especially to follow the latest demands and society. Because of the previous stated condition, the minister of education never stops refining Indonesian curriculum. Some curriculums have already been developed and used in Indonesia, such as *Kurikulum Sekolah Dasar*, *Kurikulum Proyek Perintis Sekolah Pembangunan* (PPSP), Curriculum 1984, Curriculum 1994, Competency Based Curriculum (*Kurikulum Berbasis Kompetensi*/KBK), School Based Curriculum

(*Kurikulum Tingkat Satuan Pendidikan/KTSP*), and the latest is Curriculum 2013.

Curriculum 2013 is relatively new in Indonesia since the implementation of this curriculum for some schools in Indonesia was started in the academic year of 2014-2015. This curriculum was developed from the former curriculum, School Based Curriculum (KTSP), which was applied from 2007 to 2013 (Permendikbud 81A, 2013). It was designed to match the recent world condition that becomes both internal and external challenges for Indonesia.

In Curriculum 2013, the approach used in teaching and learning process is Scientific Approach, in which the students become the subject of the learning process and the teachers play roles as a facilitator (Permendikbud 81A, 2013). In the process of learning, the learners are facilitated to be actively involved in developing their potentials to be learning competencies. Teachers provide learning experience for the learners to do various activities which enable them to develop their potentials to be competencies as demanded in the curriculum (Permendikbud 81A, 2013). With this approach, the government expects that the learners will be able to develop their critical thinking and apply the scientific method in solving any problems of life. With such critical thinking and problem solving skills the students are expected to be able to respond today's life challenges.

In order that the students can actively develop their potentials, teachers are demanded to be able to apply Scientific Approach properly. However, in reality there are still some teachers who still get confused of how to apply the scientific approach to their

teaching learning process. That is why there are still some teachers who cannot apply Scientific Approach properly. As a result, it is quite possible that some students cannot actively develop their own potentials.

Indonesian minister of education today, Mr. Anies Baswedan runs both School Based Curriculum (KTSP) and Curriculum 2013. Based on Permendikbud No 160/2014, the schools that have been implementing Curriculum 2013 for one semester in the 2014/2015 academic year are suggested to reuse the previous curriculum, School Based Curriculum (KTSP) in the following semester. On the other hand, the schools that have been implementing Curriculum 2013 for three semesters are recommended to continue implementing Curriculum 2013, yet they can also choose to reuse School Based Curriculum (KTSP) if they want.

In brief, Curriculum 2013 is still hard to be understood and utilized well in Indonesia. Many schools are in struggle for adapting this curriculum in their school. Both teachers and students meet obstacles conjuring stiff and less comfortable atmosphere in the teaching and learning process. The ministry of education prepares the implementation of this curriculum by giving training to school principals and teachers to increase their competence to implement Curriculum 2013 (Permendikbud No. 160/2014).

It is essential to know the effectiveness as well as the difficulties of the implementation of Scientific Approach in the teaching of English. Regarding the pros and cons happening in society, this research intends to contribute some enlightments for both

the academic side (teachers and students) and the parents of the students who are in doubts.

## **1.2 Statement of the Problem**

In line with the background of the study, two research questions are formulated as follow:

- How is the process of the implementation of Scientific Approach in the teaching of English to junior high school students?
- What problems are found in the implementation of Scientific Approach in the teaching of English to junior high school students?

## **1.3 Objective of the Study**

Based on the statements of the problems above, this study is intended to:

1. describe the process of implementing Scientific Approach in the teaching of English to junior high school students, and
2. find out the problems of the implementation of Scientific Approach in the teaching of English to junior high school students.

## **1.4 Significance of the Study**

This study is expected to give contribution both to the implementation of Scientific Approach in teaching of English to junior high school students and to the readers as reference.

The writer hopes that the result of the study becomes useful inputs in English teaching learning process, so that the teachers and

teachers-to-be can improve their knowledge of preparing the teaching and learning process in teaching of English using Scientific Approach. Aside from that, the writer hopes that this study can help teachers and future teachers to face the problems and offer some helpful solutions in applying Scientific Approach in teaching English, that they can be more professional in teaching English using Scientific Approach.

Lastly, the writer hopes this study can be a reference to improve and implement the Curriculum 2013 for all schools in Indonesia.

### **1.5 Scope and Limitation of the Study**

In line with its title, this study focuses on understanding deeply the process of the implementation of Scientific Approach in the teaching of English to junior high school students. Such kind of study may cover the preparation, process and the evaluation stage. However, due to the time availability this study focuses only on looking at closely the preparation and the process stage. Besides, this study will focus on observing the implementation of Scientific Approach in junior education level English teaching for private junior high school as well as to identify the problems of Scientific Approach implementation. The subject of the study is limited to the seventh and eighth grade students of junior high school studying in 2014-2015 academic year and their English teachers.

## **1.6 Theoretical Framework**

To support this study some related theoretical concepts are reviewed. The first is the concept of curriculum theory, which is needed to help the researcher to understand better what curriculum is. Since this study focuses on the implementation of Scientific Approach which is under the umbrella of curriculum 2013, the nature of curriculum 2013 also need to be reviewed. The review Curriculum 2013 also helps the researcher to understand better about Scientific Approach.

## **1.7 Definition of Key terms**

In order to avoid misinterpretation and misunderstanding, the writer finds it necessary to define the following key terms:

### **a. Curriculum**

According to J.L. Brien & R. Brant, 1997 (cited in Glatthorn, Boscchee, and Whitehead, 2006: 5), Curriculum may refer to all the courses offered at a given school, or all courses offered at a school in a particular area of study.

### **b. Curriculum 2013**

Curriculum 2013 is the curriculum which is constructed with the purpose to prepare Indonesia people to have life skill as a faithful, productive, creative, inovative, and affective individual and citizen, and to contribute to social life, nation life, and world civilization life.

c. Scientific Approach

Scientific Approach is a learning process with a scientific way which uses five components/steps, namely observing, questioning, experimenting, associating, and communicating (networking) (Kemendikbud , 2013).

d. Implementation

Implementation is a process to apply idea, concept, policy, or innovation in a practical action so that it gives impact as changes on knowledge, skill, value and attitude (Kunandar, 2007).

e. Problem

Problem refers to all problems encountered by teachers or students in the process of implementing Scientific Approach in the teaching and learning of English to junior high school students.