

CHAPTER I

INTRODUCTION

A. The Background of Study

Nowadays, English is the most commonly spoken language among individuals of many nationalities and languages. As a result, English serves not just as a means of communication, but also as a global unifier. People can speak more easily in English with people from diverse cultures and languages, because communication is good, and it is feasible for one country to have a good relationship with another. The 2013 curriculum is a development of the KTSP program that preceded it. Based on the actual conditions in the classroom and the need to connect it to the environment, the 2013 curriculum strives to empower instructors to generate competency in learning activities that are relevant to the needs of students. In a number of ways, this curriculum is said to differ from the prior KTSP program. The 2013 curriculum claims to adopt a Scientific Approach as one of the distinctions.

The theme of the 2013 curriculum, according to Mulyasa (2014, p. 78), is to develop young Indonesians who are productive, creative, inventive, and affective by improving their attitudes and abilities and integrating their knowledge. The implementation of the 2013 curriculum is expected to develop productive, creative, and inventive young people based on that concept. While the 2013 Curriculum's concepts strive to strike a balance between hard and soft skills, starting with graduation competency criteria, content standards, process standards, and assessment standards (jainuri, p. 2014). The Ministry of Education states that new materials have been included that were not in the previous curriculum, yet it has kept much of what was in the previous curriculum while deleting topics that are less

crucial for students' competency development. It is envisaged that this new curriculum will help to promote Indonesian national education around the world.

The decision to employ a Scientific Approach for language teaching was made in order to pique learners' interest in the world around them, develop skills, and encourage more favorable attitudes toward science, as well as increase students' oral communication and critical thinking abilities (Mulyasa, 2014, p. 67). The Scientific Approach has thus been implemented for elementary, middle, and high schools in Indonesia with the introduction of the 2013 curriculum. Actually, according to the Scientific Approach, teaching instruction has three basic dimensions: (i) the teaching plan dimension, (ii) the teaching process dimension, and (iii) the evaluation dimension (Matsudjah, 2013, p. 18). In the practice of imparting instruction, all three dimensions are important.

In the curriculum, basic competencies for each subject are reduced so that teachers and students can focus on essential competencies and prerequisite competencies for continuing learning at the next level. The three options for implementing the curriculum, he said, apply to all levels of education, both schools in the orange and red zones, as well as those that are able to carry out face-to-face learning in the green and yellow zones. In a learning environment, teaching-learning is a process of interaction between students and students, as well as between students and teachers, using learning resources (Malik, 2013, p.78). This condition needs adjustment from many parties, especially for students, teachers as educators at schools, and parents as educators at home. Like it or not, ready or not ready, online learning must be implemented, it's better to use WhatsApp, Google classroom or similar learning applications. This condition requires teachers not to stutter with existing technological developments.

Covid-19, which was declared a national pandemic in Indonesia in March, has an impact on all sectors of life, including schooling, not just economically, but also socially and organizationally. People are required to exercise physical and social distance under the Large-Scale Social Restriction Policy (PSBB) as specified in PP No. 21 of 2020, which limits community movement. The community is only permitted to leave the house when absolutely necessary, and events that draw large crowds must be temporarily halted. Incorporating teaching and learning activities into classrooms that are also deemed vulnerable to Covid-19 can help to strengthen the Covid-19 transmission chain.

The Covid-19 pandemic is posing a serious threat to educational institutions. This Viewpoint gives tips on the way to cope with the situation to instructors, administrators, and officials. As part of the institution's response, students and parents must be reassured. Schools and institutions should embrace asynchronous learning, which works best with digital media, to enhance their potential to teach remotely. Finally, after the pandemic is over, this Viewpoint offers a list of tools and flexible ways for repairing the harm to children's learning paths. During COVID-19, what curriculum should teachers use for distance learning? Some have strict national curricula, while others give instructors a lot of leeway in deciding what they want to teach. Teachers should recall two goals as a general rule. While it is important to continue to focus student learning on the classroom curriculum and the evaluations examinations that they prepare, it is also critical to keep students' enthusiasm in learning by giving them a range of projects. The goal of this study is to see how instructors used the Scientific Approach in the classroom during

the pandemic. The objects of this study were two English teachers at SMA PAB 6 Helvetia Medan.

This research only focuses on how the English teacher's basic understanding of the Scientific Approach and how to apply it during this pandemic period. From the explanation above, it can be concluded that this study involved all English teachers who teach in the tenth grade at SMA PAB 6 Helvetia Medan. The school system and teacher characteristics are an important part of this research because they determine the factors that influence the teacher's application of the Scientific Approach in the teaching and learning process.

Based on the observations of the apprentice researchers at the school, the researchers found several problems that occurred in the school, especially problems in the way teachers applied the scientific approach in the classroom during the learning process, and also basically the school had also implemented it. Scientific Approach. It turned out that the teachers at the school also considered that they still lacked information and were still lacking in the application of the Scientific Approach during the learning process. Especially with the current conditions, many learning systems have been changed, so researchers want to see how teachers apply the Scientific Approach during the pandemic. Therefore, the researcher chose this problem to be studied at SMA PAB 6 Helvetia Medan which is one of the private schools in Medan that has implemented the Scientific Approach based on the 2013 curriculum. This school has two English teachers, one male teacher and the other female teacher.

Based on the assumptions above, the author wants to dig deeper into how to apply the Scientific Approach in teaching English at SMA PAB 6 Helvetia Medan,

especially during pandemic conditions like what is happening now. It can be concluded that because the government sets regulations on the curriculum, teachers must comply with them. For this reason, competent teachers are needed to apply the Scientific Approach in accordance with government curricular guidelines. As can be observed from the statement, the teacher must realize that the Scientific Approach is implemented through five learning experiences: observing, asking, associating, experimenting, and communicating. Five things that are actualized in three dimensions: the dimension of the teaching plan, the dimension of the teaching process, and the dimension of the teaching assessment must be accommodated in classroom activities.

Therefore, in this study, the researcher wanted to examine the research entitled "The Application of Scientific Approach in the Classroom During Pandemic". In this study, the researchers chose SMA PAB 6 Helvetia to study because this school has implemented the 2013 curriculum.

B. The Problem of the Study

Based on the background of study above, the researcher formulates the problem as follows:

1. How do teachers apply the Scientific Approach in the classroom during the pandemic?

C. The Objectives of the Study

This study has objective to answer the problem of study above. The objective of the study is to observe how the teachers apply Scientific Approach in the classroom during pandemic.

D. The Scope of Study

This research focuses on the teachers' application Scientific Approach in the classroom during the COVID-19 pandemic at SMA PAB 6 Helvetia Medan. The limitation of the study is only focus on how teachers apply the Scientific Approach in the classroom during pandemic. The researcher only analyzes two English Teachers who apply of the Scientific Approach in the classroom during the COVID-19 pandemic in English classes of tenth grade that discuss about Narrative Text.

E. The Significance of the Study

The significances of this research theoretically and practically is having relation to the following aspects:

The researcher hopes that the result of this research becomes useful for:

1. The practically

The findings of this study should be valuable to the government and teachers in ensuring that the Scientific Approach is incorporated into each curriculum. It can be used by the government as a model for how teachers use the Scientific Approach in the classroom during a pandemic.

2. The Teacher and students

As a result, the purpose of this research is to provide English teachers with research-based knowledge about the characteristics of the Scientific Approach in the 2013 curriculum, as well as to comprehend the influencing factors in using the Scientific Approach in English teaching-learning activities in the classroom during the pandemic. This study will also contribute to the English teaching-learning process by allowing teachers to

have a better understanding of the teaching and learning process in English using a scientific approach. Furthermore, it can help teachers and aspiring teachers become more professional in their use of the Scientific Approach in teaching English by assisting them in adopting the Scientific Approach in teaching English. For students can be their references to learn using Scientific Approach independently.

3. The other researchers

The findings of this study can be utilized as a guide for people who want to conduct a study on how teachers employ the Scientific Approach in teaching English.

