

CHAPTER I

INTRODUCTION

A. Background of the Study

The development of the education curriculum in Indonesia has reached the development of the Curriculum Merdeka. The principle of this new curriculum is completely student-centered by proclaiming the term Merdeka Learning. This term is defined as a method that allows students to choose lessons that are interesting. Schools have the right and responsibility to develop a curriculum according to individual needs and characteristics. Curriculum selection policy can accelerate the phasing process of national curriculum reform choices is one of the change management efforts (Cholilah, 2023).

The Curriculum Merdeka is an educational framework that emphasizes core subjects, character development and student competencies with the aim of fostering the interests and talents of children based on (Aringka, 2023). The Curriculum Merdeka carries the concept of "Freedom to Learn" which is different from the 2013 Curriculum. The Curriculum Merdeka gives schools, teachers and students the freedom to freely innovate, learn independent and be creative, where this freedom starts with the teacher as the driving force. The learning atmosphere is pleasant, considering that there are many complaints from parents and students regarding learning that requires achieving a minimum completeness score. (Sherly, 2020) Stated curriculum Merdeka there is no longer a demand to achieve a minimum completion rate, but instead emphasizes quality learning in order to

produce quality students, characterized by the Pancasila student profile, who have competence as Indonesian human resources who are ready to face global challenges.

The implementation of the Curriculum Merdeka is not carried out simultaneously and massively referring to policies that give schools freedom in implementing the curriculum. Data collection on school in implementing the Curriculum Merdeka (IKM) was carried out by the Ministry of Culture, Research and Technology (2022) which shows the number of public and private schools that are ready and registered to implement IKM in the region. In Indonesia, the implementation of the curriculum has undergone various changes and improvements, since in 1947, 1964, 1968, 1973, 1975, 1984, 1994, 1997 (1994 curriculum revision), 2004 (Competency Based Curriculum), and the 2006 curriculum (Education Unit Level Curriculum), and in 2013 the government through the Ministry of National Education changed it back to the 2013 curriculum (Kurtilas) and in 2018 there was a revision to become the Revised Kurtilas”.

The curriculum is dynamic and not static (Lisnawati, 2016). As is currently the case, the 2013 curriculum is starting to change to the Curriculum Merdeka. The 2013 curriculum focuses on developing and balancing attitudes, skills and knowledge competencies. Curriculum 2013 focuses more on the majors chosen by students. Meanwhile, in the Curriculum Merdeka, students will focus on character development and student competence. The reason for the transition from the curriculum 2013 to the Curriculum Merdeka, because the Curriculum Merdeka is simpler and deeper, apart from that, the standards for achieving the Curriculum

Merdeka are much simpler compared to the 2013 curriculum. The Curriculum Merdeka makes students more Merdeka in learning, this can be seen from the high school program which where specialization programs are no longer available for schools that have implemented a Curriculum Merdeka.

The learning process with a scientific approach is much different from conventional learning where the teacher is a source of information for students and the teacher is always active in explaining, guiding students until students understand. Thus, the time needed for students to move from not understanding to understanding takes a long time so it is less efficient. In the scientific approach, the problems given by the teacher are always based on phenomena that occur in students' lives, then students try to find answers to the problems given independently. The scientific approach to learning as intended includes observing, questioning, experimenting, associating and communicating. So that students not only know facts or principles, but must be skilled at applying their knowledge in life (Hidayati & Endyansyah, 2014).

Reading comprehension and a scientific approach have a positive impact on students. To communicate effectively, students need four skills. The four important language skills involved in language acquisition are listening, speaking, reading, and writing. Reading is the most important language skill because it involves every aspect of life (Greenleaf, 2023). Reading is not just an important skill, but it is a complex skill that requires growth from weak to excellent reading habits (Nurwalidena, 2020). This shows that students not only have to read the sentences in the book but also obtain some clues or concepts to realize the importance of the

text by referring to their previous knowledge. Reading can be classified as a technique for obtaining information, knowledge and insight.

By implementing scientific approach, the students are expected to be more active in involving the class activity and able to think critically in order to gain and develop the knowledge of certain topic in class. However, applying Scientific Approach in language classroom will not always make the students become active, and that's become a problem for the teachers. Application of scientific approach in schools is often obstructed some problems, either from teachers or students, when the researcher was conducting teaching practice and interviewed in there, there were some problems in teaching learning process, some students seemed bored and lazy to pay attention to the teacher's explanation, this could be due the technique that used by teacher is boring, or perhaps because of media used by the teacher is not too interesting. This problem would make the students complicated at the stage of reading because they are not interested in the material. The English teacher said that using scientific approach make student have more spirit in the class, active, creative and critical thinking, then wants to know and try to finding how the teacher implementing of scientific in English learning class and find the obstacles of implementing the scientific approach in English learning toward the students.

Based on the background above, the researcher is interested in conducting research with the title **"The Implementation of Scientific Approach in Teaching Reading Comprehension for Tenth Grade Students at SMA Negeri 1 Dolok Merawan"**.

B. The Problem of the Study

The problem of the study formulated in a research question as the following:

1. How is the scientific approach implemented in reading comprehension for tenth grade students at SMA Negeri 1 Dolok Merawan?
2. What are the obstacles in implementing the scientific approach in teaching reading comprehension for tenth grade students at SMA Negeri 1 Dolok Merawan?

C. The Objectives of the Study

In the relation to the research problems, the researcher formulated some objectives of the study as follows:

1. To explain the implementation of scientific approach in teaching reading comprehension of tenth grade students of SMA Negeri 1 Dolok Merawan.
2. To explain the obstacles of the implementation of scientific approach in teaching reading comprehension for tenth grade students at SMA Negeri 1 Dolok Merawan.

D. The Scope of the Study

The limitation of the study is this study focuses on the implementation of scientific approach and reading comprehension for tenth grade students in the odd semester at SMA Negeri 1 Dolok Merawan.

E. The Significances of the Study

The results of this study are expected to give both theoretical and practical benefit as follows:

1. The theoretical significance

- a) By reading this thesis, the readers will get more information about the reasons of curriculum change and the implementation of scientific approach.
- b) The result of this research can be used by the teacher as one of the ways to develop the teacher's knowledge about scientific approach.

2. The practical significance

- a) The findings of this research are expected to be useful for the English teacher in making better effort to teach reading comprehension by using scientific approach.
- b) For the students, this research expected to be useful for students in learning English, especially in reading comprehension.