

CHAPTER 1

INTRODUCTION

1.1 The Background of the Study

In Indonesia, English has an important role, beside as foreign language, English is also a compulsory subject taught in the school. It has been taught at school as one of the subject from elementary school up to university, so it has to be learned by every student at school.

The government of Indonesia has paid attention to the education for a long time. It can be seen from the curriculum that had changed several times in order to improve the quality national of education and creates a qualified students based on the development era. In the beginning of 2013, based on the Regulation of Republic Indonesia No. 20 year 2003 about National Education System and Government Arrangement and the Government Regulation No. 65 Year 2013 about the Process Standard of Education for elementary and high school, the Ministry of National Education designed the new curriculum known as the 2013 Curriculum for Elementary and High Schools.

The curriculum is the teaching and learning program design guided by educators. According to Taba (1962) that understanding the curriculum as a plan of learning is something that is planned by educators to be studied to students which includes plans. In Addition, Beaucham (1976) states that understanding the curriculum are a written document that contains the contents of the subjects taught to students through a variety of subjects, choice of disciplines, and the problem in everyday life.

The government also says that the Curriculum of 2013 does not fully change the previous curriculum. The curriculum of 2013 is the development of the previous curriculum that was KTSP. Based on the government about this curriculum there are some materials added which are not presented before in the last curriculum, but it still maintains the material which had been given in the last curriculum and removing less important materials for the development of student's competency.

The Curriculum of 2013 claims it is different from the previous one, KTSP, in several aspects. One of the differences is that curriculum of 2013 uses the Scientific Approach. In this curriculum, it is expected that Indonesia can promote its national education. This curriculum is intended to empower teachers to develop the competency in learning activities relevant to the learner's need, based on actual condition of the school, and the necessity which is linked to the environment. This approach is called a scientific approach. With regard to classroom procedure, the scientific approach is materialized in the learning cycle which comprises of five steps, namely: observing, questioning, experimenting, associating, and communicating. The decision of using scientific approach in language education is to make learners curious about the world around them, to improve skills and exhibit more positive attitudes toward science, to improve their oral communication and critical thinking.

Wachidah (2013) states that the curriculum of 2013 is competence-based, operationally integrating the three domains of competence: "attitudes, knowledge, and skills" Therefore, in curriculum 2013, the competence in English

as subject matter defines in larger domains. It does not only cover knowledge (competence) and skills (performance), but also cover moral education (attitudes). In other words, while in one side the concept of curriculum 2013 can be good because it is integrated with the moral education.

The Scientific approach has been implemented for elementary and high schools in Indonesia with the enactment of 2013 curriculum. SMA Negeri 1 Lubuk Pakam is one of senior high schools which apply the curriculum 2013 which using scientific approach in the teaching-learning process. In this school the English teachers' implementation of 2013 curriculum by scientific approach in teaching-learning process which covers:

1) **Observation:** *The step of observing was before T-1 did teaching learning process T-1 checks the English books of students actually exist in the table so that students can follow and pay attention to the material of English book of 2013 curriculum. After that the teacher give instructed to open book page 55 until 57 about "Direct-Indirect Speech" and the students open their books.*

2) **Questioning:** *The step of questioning was T-1 give direction to students and stimulus some questions about the material for them especially about "Direct-Indirect Speech". T-1 make like that in order to students creative to give question and raises curiosity about it. T-1 teacher give instruction to make self sentences Direct-Indirect Speech one by bone by oral practice or task with pair in their desk so there is social interaction in the learning process*

3) **Experimenting:** *The step of experimenting the teachers' effort to order students trying to create their own sentences direct-indirect speech and their efforts also in test teachers by trying to student understanding in identifying text finding sentences direct-indirect, to create a discussion group learning in the classroom even without moving the seating.*

4) **Associating:** *Teachers give a simple explanation of the learning material by way of example sentences to make direct-indirect speech through a simple conversation with a classmate. Students can interacted with the discussion and write down the work of their discussions and then read it in rotation with teachers' guides that guide the activities of the learning process so that students are encouraged to speak English with the phrase direct-indirect speech is taught by the teacher.*

5) **Communicating:** *The step of communicating was the teacher asks the students to write their work on the board forward one by one. Teachers establish good communication with his students while interacting in the learning process. Ask what the problem is experienced in understanding the direct-indirect speech. Teacher and students together examine the work of other students that was written on the board by providing the opportunity for another discussion group, to examine the wrong sentence and changed into a correct sentence.*

From above utterances teaching-learning process that's English teacher implemented learning process, there are English teachers' efforts to design a series of scientific approach, but the English teacher in this school did not apply fully in English teaching-learning process in the classroom activities. In other words English teacher did not specify the expected learning component in the curriculum of 2013. For example of fact English teacher in SMA Negeri 1. Lubuk Pakam while teaching-learning process did not used one of the three models of expected learning of 2013 curriculum. The English teachers use discussion and cooperative learning of models in their lesson plan and their activities teaching-learning in the class.

Furthermore, as has been explained previously that curriculum 2013 emphasizes the scientific approach which some models of teaching-learning appropriate such as: problem-based learning or project-based learning, and discovery learning with the material that will be being taught or learned by the students. However, in fact, the implementation of curriculum 2013 is not applied fully in this school. It is seen from the learning model that applied is out of expectation in lesson plan. For example, the learning material of 'analytical exposition' that emphasizes scientific approach uses the learning through discussion (LTD). The steps of learning through discussion only emphasize the

students to observe and to question during the classroom is going on (<http://www.ryerson.ca/lt/taga/index.html>). From those steps of LTD emphasized, the learning model is not appropriate with the learning objectives and the English teaching-learning process in the classroom and competence-based as expected in curriculum 2013. Anyway, in English teaching-learning process, the students get some difficulties such as: the students' difficulty's in experiment session of scientific approach that the students know nothing about the process on how to do that which relate what the material intended or learning objectives. It means that there is no correspondence between material, scientific approach, and model of learning expected; the teachers' participation in guiding the students in learning is less. Therefore, the researcher assumes that SMA Negeri 1 Lubuk Pakam does not achieve yet what expected in curriculum of 2013 and the learning objectives as planned.

Sarosa (2014) studied about implementing 2013 curriculum by using CLT. He states that the focus of learning English as a foreign language in 2013 curriculum is learning using language to communicate. Communicative language teaching can be an alternative to achieve that objective by considering the principles and creating innovative cooperative activity. The reason of why he suggested that because based on empirical data at schools, many English teachers encountered problems dealing with understanding the concept and implementing 2013 curriculum in classroom activities and said that English material (students' book) made and provided by the government is too simple and lack of content. The aim of providing the books by the government is to standardize the content of

English. So, there will be a standard of English competency at any school either at rural areas or urban areas. Then, he adds that considering the similarities of ultimate goal of teaching English in 2013 curriculum and Communicative Language Teaching, it seems that English teachers can adopt the principles of CLT to be applied in classroom activities rather than strictly hold the steps in scientific approach.

The phenomena which occur as described above seem that the implementation of 2013 Curriculum is far from what expected. In the implementation of curriculum 2013, it is expected that the English teachers must hold the steps of scientific approach: observing, questioning, associating, experimenting, and communicating; by integrating three main base competences: attitude, knowledge, and skills to achieve the objective of teaching English as foreign language.

Based on the description of phenomenon above, the researcher wants to study more details about the implementation and the procedures of teaching-learning English by using Scientific Approach by conducting a research entitled “The implementation of curriculum 2013 in English Teaching-Learning Process at SMA Negeri 1 Lubuk Pakam”.

1.2 The Problems of the Study

The problems of the study are formulated as follow.

1. What is the teachers' effort in English teaching-learning process by applying scientific approach?

2. How does the teacher implement the English teaching-learning process by applying scientific approach?
3. Why do the teachers implement scientific approach on their way?

1.3 The Objectives of the Study

In relation to the problems of the study, the objectives of this research are formulated as follow.

1. to describe the teachers' effort in English teaching-learning process by applying scientific approach.
2. to describe the English teaching-learning process by applying scientific approach.
3. to explain the teachers' reasons for the implement of scientific on their way

1.4 The Scope of the Study

In this research, many things that was done or observed in the study of the implementation of the curriculum of 2013, namely; the steps of scientific approach, model of learning, lesson plan, materials (textbooks). This study focused on the implementation of curriculum of 2013 in English teaching-learning process at eleventh grade of SMA Negeri 1 Lubuk Pakam. There will be two English teachers with amount of 65 students at least, XI-IPA 1 with 32 students, and X-IPS 1 with 33 students.

1.5 The Significances of the Study

The findings of the study are expected to be useful theoretically and practically.

- a. Theoretically, the objectives of this study are to show the steps of teaching and learning process, with scientific approach. Thus theoretically the result of the study is expected providing some information about the use of curriculum 2013 in English teaching-learning process.
- b. Practically, the result of this study is able to increase the students' ability by knowing whole process of doing scientific approach, and what intended by learning the particular material; and to form the student's ability in finishing a problem systematic way. The creating conducive atmosphere of the learning, the students feel that learning is a necessity of life. The achievement of high learning result also is to exercise students in communication the ideas, especially in writing a scientific article, and to develop the student's character. Furthermore, the result of this study may also give some contribution to the government particularly in education sector that the implementation of curriculum of 2013 not only hold models of learning suggested in that curriculum such as problem-based learning or project-based learning, but the teacher may have given some varieties in English teaching-learning process.