

CHAPTER I

INTRODUCTION

A. Background of the Study

Curriculum is a basis of teaching-learning process. Curriculum in Indonesia refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objective (*Republic of Indonesia law:2003*). Richards (2001) as cited in Ardiansah (2016) defines curriculum as something that includes the processes that are used to determine the needs of a group of learners, to develop aims or objectives for program to address those needs, to determine appropriate syllabus, course structure, methods, and teaching materials, and to carry out an evaluation of the language program that results from these processes.

National Education Department has changed the previous curriculum KTSP (2006-School based curriculum) with the new one K-13 (2013 Curriculum). The 2013 curriculum is a curriculum that can educate future competency, communication skill, ability to think clearly ad critically, ability to consider the moral aspects of a problem (Kemendukbud, 2013). In this curriculum,the students are encouraged to have a responsibility to the environment, interpersonal skill and the ability to think critically (Kurniasih & Sani, 2014). it is characterized by the development of attitudes, knowledge, thinking skill, and psychomotor skill in variety of subjects. Lazim (2013) states that the 2013 curriculum should be applied in the atmosphere of focusing on student-centered learning, forming the

students' self concept, increasing students' thinking skills, providing opportunities for students to assimilate and accommodate the concept, laws, and principles, and providing opportunities for student to practice the skill of communication. The 2013 curriculum is purposed to reach better education system.

Kemendikbud (2013) states that the 2013 states that the 2013 curriculum can be implemented successfully by using scientific approach. Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis. (Longman, 2014). In an accordance with Kemendikbud (2013) The scientific approach adopted some principles and practices which are usually familiar in science class, like observing, questioning, experimenting, associating and communication. Therefore, it is important for teachers to have a clear understanding how it should be implemented.

Kemendikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process. The first step is observing. Observing is the activity to introduce the learning material to be learned. It can be done through the activities of seeing the object, reading, or listening. The students are trained about seriousness, thoroughness and searching for information. Second is questioning, questioning is the activity where the students are given the chance to ask what their observed. Students are expected able to develop creativity, curiosity and the ability to formulate questions. Third is experimenting, experimenting is the activity to find out a phenomenon based on treatment given. There are some activities concerning experimenting: encouraging

students to discuss together in group, determining sourcing of information, finding and collecting necessary information, stimulating students to give his/her opinion actively regarding to the object. Fourth is associating, associating is the activity to associate the information occurred within the group. The last is communicating, communicating is the activity where the students report the facts what have been observed and experimented. Some activities can be done in communication are performing the work in front of the class, demonstrating attitude, skill, and understanding the substance of learning in front of the class, listening and providing additional input regarding to the work, clarifying the result of the students' work based on the material given, providing feedback on students' performance, and making conclusion.

As the survey reported by Education expert of Universitas Negeri Sebelas Maret (UNS), Furqon Hidayatullah (Metrotvnews.com, October 2014) as cited by Zaim (2016), indicates that there were three issues that led to the implementation of the 2013 Curriculum. Those issues are: (1) The changes in the learning process from teacher centered to student centered; (2) teachers are more stressed cognitive aspects. The matter of fact, (3) The teacher should also have to provide the same portion of the affective and psychomotor aspects. 2013 Curriculum requires teachers to be more creative and innovative.

Based on the phenomena above, it is needed the potential and creativity teacher to create the successful of curriculum implementation in teaching and learning process using scientific approach. Whereas in 2013 Curriculum, the teacher was the main figure in curriculum implementation. In line with it,

Mulyasa (2013: 41) stated that the main factor to decide the successful of curriculum implementation is teacher's creativity. Good quality of teacher depended on how well she could teach in the classroom. The teacher should have competence and higher responsibility to do the planned program. In this case, the teacher was demanded to create the students to be productive, creative, inovatif in realizing the aim of national education decided by several key of figure. The teacher were supposed to comprehend the substance of 2013 Curriculum in term of scientific approach and its implementation in teaching and learning process eventhough there were effort by the government to increase the quality of teacher through the certification program.

In preliminary research in observation at SMAN 1 Kutalimbaru, the researcher found that, there were certified English teachers at SMAN 1 Kutalimbaru. Meanwhile, she didn't give significant contribution toward the teaching and learning process. This phenomena were proved when the teacher applied the way of teaching and learning process in the classroom. The teacher still used conventional way, for instance: spoon feeding, explaining, copying, giving exercise, and asking questions. These activites were monotonous and not interesting which have been all conducted in the classroom. These ways affected the students' desire to learn English. As a result, it influenced the students achievement of English subject.

Based on the description above it is important to know how the implementation of the scientific approach of 2013 curriculum in this school. Considering the problems above the researcher decides to conduct a research

entitled “The implementation of scientific approach in teaching reading comprehension for the tenth grade students of SMAN 1 KUTALIMBARU in academic year of 2017/2018. The objectives of this research are to describe the implementation of scientific approach in teaching reading comprehension and to describe the problems faced by the teacher in teaching reading comprehension by using scientific approach for the tenth grade students of SMAN 1 Kutalimbaru in the academic year of 2017/2018?”

B. The Problems of the Study

Based on the background of the study, the problem of the study is formulated as following:

1. How is the implementation of scientific approach in teaching reading comprehension for the tenth grade students of SMAN 1 Kutalimbaru in the academic year of 2017/2018?
2. What are the problems faced by the teacher in teaching reading comprehension by using scientific approach for the tenth grade students of SMAN 1 Kutalimbaru in the academic year of 2017/2018?

C. The Objectives of the Study

The objectives of this study are:

1. To describe the implementation of scientific approach in teaching reading comprehension for the tenth grade students of SMAN 1 Kutalimbaru in the academic year of 2017/2018.

3. To describe the problems faced by the teacher in teaching reading comprehension by using scientific approach for the tenth grade students of SMAN 1 Kutalimbaru in the academic year of 2017/2018?

D. The Scope of the Study

The study deals with the analysis of implementing the curriculum of 2013. the limitation of the study is only to research about the scientific approach. While there are four skill in learning English such as reading, listening, speaking and writing, this study focus on reading comprehension.

E. The Significance 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 2013 curriculum.
 - 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 is useful for the English teacher in making better effort to teach reading comprehension by using scientific approach.