

## CHAPTER I

### INTRODUCTION

#### A. Background of The Study

One of the main components that support the success of the education process is the teacher. The teacher is the spearhead of the education implementation, with the teacher's primary task being to educate, guide, train, and develop a curriculum (Rusman, 2012:15). The teacher is the principal director of the class. Teachers must be able to pay attention and carry out their duties in teaching properly and correctly so that the learning process in the classroom is successful and runs well. The teaching and learning process and student learning outcomes do not only determine by schools, patterns, structures, and curricula. Teaching is showing or helping someone to learn how to do something, providing knowledge, and causing them to know or understand (Brown, 1990: 10). Still, they main determined by the competence of teachers who teach and guide students because teachers have the ability and authority in their fields. Competent teachers will be better able to manage the class so that student learning outcomes are optimal. One of the tasks that teachers must carry out in the teaching and learning process is to carry out lesson planning and analysis of teaching mature objectives. It must have appropriate strategies, materials, and methods, systematically support the teaching and learning process, and analyze learning outcomes to diagnose students' strengths and weaknesses and provide needed assistance.

A good teaching and learning process requires appropriate approaches, methods, and techniques. In this study, the researcher will analyze how the system is used in the learning process at SMK N 11 Medan. Then, the approach must be related to the Curriculum the school used because a Curriculum is a place that determines the way of education. The Curriculum determines how education succeeds or fails. The Curriculum is the spearhead in the implementation of activities in education. Ansyar (2015) states that the Curriculum is the heart of education. So with a curriculum, education will run adequately, effectively, and efficiently as expected. In this context, the Curriculum defines as efforts to achieve educational goals (Fadillah,2014). Therefore, the Curriculum needs as a whole concept for the success of the learning process in attaining educational goals.

Indonesia has a 2013 curriculum to determine the way of education. The 2013 curriculum is a curriculum that educates students in increasing competence, being able to communicate, being able to think critically and thoughtfully, and being able to solve problems in considering moral aspects for the improvement of future generations (*Permendikbud, 2013*). This curriculum requires environmental responsibility, interpersonal skills, and critical thinking skills (Kurniasih & Sani, 2014). Lazim (2013) suggests that the 2013 curriculum focuses on students or student-centered, where students may have the opportunity to develop and practice communication skills, develop higher-order thinking skills, form self-concepts, goals, and principles of students, and be able to adapt to new things.

The Ministry of Education and Culture (2013) says the 2013 curriculum could be successful by applying a scientific approach. The scientific process is defined as finding information through experiments to test ideas and analyze the results of the scientific method to make final decisions (Longman, 2014). The scientific approach is a fact-based process through testing and experimenting. Tang et al. (2009) point out that the scientific method has the characteristics of "doing science. Daryanto (2014: 51) states the scientific approach as an approach that requires students to be more actively involved in the designed learning process and be able to create concepts, ideas, and principles with clear and definite steps, including observing, formulating problems, formulating hypotheses, collecting data, analyze data, draw conclusions, and communicate concepts, laws, and principles. Therefore, these two things become the basis for applying the scientific approach in the 2013 curriculum. Accordingly, the Scientific approach is suitable and relevant for the 2013 curriculum. The scientific approach can improve students' critical thinking and communication skills in a student-centered learning atmosphere and attitudes through the detailed and scientific process.

The Ministry of Education and Culture (2013) points out that there are five steps in applying a scientific approach to learning: (1) Observing; based on the 2013 Curriculum, the teacher can perform several observation activities. The teacher provides media and asks students to observe pictures, videos, or power points. Students and teachers observe objects, natural objects, or phenomena. In addition, teachers can facilitate students to make observations and train them to

pay attention to the main aspects of an object. (2) Questioning, Ministry of Education and Culture no. 81a. In 2013, teachers can carry out several activities to guide the steps of asking questions, such as providing opportunities for students to ask questions about the object of observation and directing students to be able to ask questions related to it. (3) To get genuine or authentic learning, students must experiment. Experimenting is a method based on the scientific method to solve problems in detail so that students get more information about the material provided by the teacher. Students must look for other sources and get information from them. They can get it through reading or interviewing several informants. (4) Associating describes the active participation of teachers and students in the classroom. Students must be more active to provide more learning opportunities. Minister of Education and Culture Notes No. 81a of 2013 relates it as a learning activity to process information collected from observations. In learning, associating is focused on student learning activities; and (5) Communicating, Also known as collaborative learning. Ministry of Education and Culture Number 81 of 2013 states that communicating is an activity to convey the results and conclusions of observations based on written, oral, or other forms of analysis. It means that students can convey their thoughts in front of the class.

At SMK N 11 Medan, the teaching and learning process in the classroom in English lessons is 45 minutes long in each meeting, and the teaching and learning process is face-to-face. This school has two majors, namely music and dance majors. The researcher collected data from English teacher at SMK N 11 Medan to conduct the research. Based on observation, the researcher got a

problem with English teaching when applying a scientific approach to Expressing intentions material. It is the transcription of the scientific approach to teaching English.

**Teacher: Okay, now we form groups. Please search for your friends. I want to give you a video.**

**Teacher: Okay, what do you do now? So, you must get some sentences about expressing intentions or plan from this video. This video contains five simple dialogues. I hope you use your ear. So in this video, you will find the word "going to, gonna, would like to, will" to express intentions. Okay, now we watch this video.**

**Students : (watch the video on the screen)**

So this dialogue between teacher and students that observing steps is done can be seen when the teacher asks students to watch the material video about expressing intentions.

**Teacher: So today we talked about intention**

**Teacher: But before we start, who can translate the word "expressing intentions."**

**Students : "menyatakan maksud"**

**Teacher: Yes, right, "menyatakan maksud" Now, what is the verb intention and open your gadget? So look for the verb of this word. (Explain intention to be intended) When we learn something, we must know how we talk about**

it. Now let us talk about intentions. So Sarah, what are your intentions for tomorrow?

**Teacher:** I am going to... (repeat to stimulate students)

**Students:** I am going to visit my uncle tomorrow

**Teacher:** Yes, I will visit my uncle tomorrow; all right, now Ribka, I am going to...?

**Student 1:** I am going to visit my sister

**Teacher:** It is the Same with Sarah. There are many verbs you can use...

It can be... I will read my new book tomorrow or next week. So from this sentence, you have an intention. These are a few sentences about expressing intentions (explain about telling intentions and showing the screen).

So this is a questioning activity, the teacher tries to stimulate the students to ask about the material but the students are just silent and the teacher does it in the beginning activity or before observing.

**Teacher:** After watching the video, what sentences do you get from the video? So discuss it with your group. Moreover, make ten sentences.

**Students :** (students start to discuss and do it)

The researcher can see the experimenting activity from this dialogue because the teacher asks students to discuss and find more information expressing intention material.

**Teacher:** Okay, now read the sentences that the other group made and discuss them in your group, and after that, give your comments to the other groups.

**Students:** Okay, sir. (start reading and discussing the result of others' groups and giving the comment)

From this dialogue, the researcher can see the associating activity. It can be seen that the teacher asks the student to process information to find relationships between one piece of information and another, find patterns from the interrelation of information, and even take various conclusions from the patterns found through the other group information.

**Teacher:** To conclude our discussion, tell us about your group's sentence that you got from the video about expressing intentions. Write on the blackboard. Group 1, please...

**Bell rings...**

This dialogue shows that the communicating steps could be running better but the time is up even though the teacher has instructed it.

In preliminary observation at SMK N 11 MEDAN, it can be found that K-13 has been applied as a curriculum and learning process with a scientific approach, especially in teaching English. Based on the discussion of preliminary data above, there was a contradiction between expectations and reality on the ground. The teacher just applied three steps of the scientific approach and still needs to fulfill the steps in questioning and communicating. While ideally, the

teacher should apply five stages of the scientific approach. According to The Ministry of Education and Culture (2013), the 2013 curriculum could be successful using a scientific method. There are five steps in applying a scientific approach: Observing, Questioning, Experimenting, Associating, and Communicating. They only apply some of the scientific method steps in teaching English because some students are difficult to focus, misunderstand, and are just silent in the English learning process. Learning activities still need to be at the scientific approach stage according to the lesson plan made by the teacher. The teaching and learning process does not apply two steps: questioning and communicating. In questioning, it does not happen in English teaching, the student is just silent, and it should be done after observing actions, but the teacher does it in the beginning learning activity. For communicating, the teacher instructs well, but the time is over, so it can not run perfectly. However, they need to be more vocal and understand the material, and they do not apply communication steps because the bell has already rings and they must go home. The teacher has already instructed the communication steps well, but the student could have done better. All problems arise from teacher and students because they are still trying to apply a scientific approach to the teaching and learning process as best as possible, and depending on the situation in the classroom; they realize that there are still many weaknesses in its application.

Related to this study, there is a previous study to support this study. The relevant study from Sodik (2020) focuses on implementing a scientific approach to teaching speaking with an appropriate lesson plan based 2013 curriculum,



which 3 English teachers performed at SMP Negeri 40 Semarang. This study used a case study in the qualitative description. The result of this study is. First, the English teachers at SMP Negeri 40 implemented a scientific approach based on 2013. The implementation was in five main steps, observing, questioning, associating, experimenting, and communicating. Second, there are some problems in implementing the scientific approach. All the teachers were dealt that the problem was in communicating steps and the difficulties in time management. The problem in teaching speaking was about the students' confidence and pronunciation. Third, related to the appropriateness of the lesson plan, all the principles and criteria had been fulfilled except the attention to the students' differences and developing the culture in reading and writing.

Finding the problems becomes more challenging to find what happened in this classroom, especially in applying the scientific approach when the English teaching and learning process takes place.

### **B. The Problems of The Study**

Based on the statement on the background above, several problems can identify, namely:

1. How does the teacher apply the scientific approach in teaching English for the tenth-grade students at SMK N 11 Medan?
2. What is the teacher's perception of applying the scientific approach in teaching English for the tenth-grade students at SMK N 11 Medan?

### **C. The Objectives of The Study**

Following up on the research questions above, the purpose of the research are:

1. To analyze the ways teacher apply the scientific approach in teaching English for the tenth-grade students at SMK N 11 Medan.
2. To explain the teacher's perceptions toward the application of scientific approach in teaching English for the tenth-grade students at SMK N 11 Medan.

### **D. The Scope of The Study**

The teacher must apply the method, technique, and approach in delivering the material. This study will focus on the teaching approach in the 2013 curriculum. The teaching approach is the scientific approach used in the 2013 curriculum in teaching English for the tenth grade at SMK N 11 Medan. This study will also be focused on the perception of a teacher who applies the scientific approach.

### **E. The Significances of The Study**

Here are the benefits of this study theoretically and practically as follows:

1. Theoretically, this study has to be helpful as a reference in teaching English by using a scientific approach. It can provide information and knowledge theoretically on applying a scientific approach to English teaching.

## 2. Practically

2.1 For English teachers, it is helpful for teachers to develop knowledge about the scientific approach, and teachers can make a better effort to teach English using the scientific approach.

2.2 For other researchers, this study hoped to contribute to other researchers developing a theory about applying a scientific approach in the English classroom.

