

CHAPTER I

INTRODUCTION

1.1 Background of the Study

Education is the main factor to create a quality generation, so some components must be prepared, one of which is the curriculum (Ardika, 2015). The curriculum is an important reference to facilitate teachers and students in the learning process. The government has developed the latest curriculum, namely the 2013 curriculum as an effort to advance education in Indonesia (Ardika, 2015).

In the learning process, teachers tend to have difficulty in teaching. A teacher must be able to determine an interesting method to teach students. The method is theoretically related to an approach and is determined by a design (Fauziati, 2009:15). In addition, a teacher must have creativity when they want to start the teaching process. Mulyasa (2013: 41) states that the main factor that determines the success of curriculum implementation for a teacher is creativity. Therefore, in the 2013 Curriculum, the Minister of National Education sets out an approach. This approach refers to theories about the nature of language and language learning which are used as a source of principles and practices in language teaching (Richard II, 2001:16). So that this approach is very suitable for teachers to use as an effort to teach language, especially English.

There is a teaching approach suggested by the 2013 Curriculum, namely the scientific approach. It is important to apply a scientific approach to elementary

and junior high schools in Indonesia with the implementation of the 2013 curriculum (Marlena, 2019). In the Scientific Approach, the teacher acts as a facilitator and students become the subject of learning. Daryanto (2014: 51) defines the scientific approach as an approach used to teach students who are conditioned to actively create a concept, idea, or principle by observing, formulating problems, hypotheses, collecting data, analyzing data, making conclusions, and networking concepts about principles found. This approach suggests teachers facilitate students so that they can actively build students' knowledge and skills and guide them through the five stages of activity. Based on Permendikbud Number 5 of 2014, the Scientific Approach consists of five stages of activities, namely: observing, asking, experimenting, associating, and communicating. This approach requires teachers to apply teaching methods that direct students' critical thinking such as cooperative learning, problem-based learning, inquiry-based learning (Permendikbud, 2013).

In improving education, teachers need to understand and apply a scientific approach in the learning process, especially teaching English (Atmarizon & Zaim, 2016). However, as a new approach, teachers still find it difficult to apply this approach in the learning process in the classroom. Teachers have difficulty using this approach, especially when making students interested in learning English (Lestari, Afrianto, Nababan, 2016). Teachers also have difficulty in understanding the scientific approach, thereby reducing the effectiveness of learning, especially in teaching English. Teachers still do not understand the concept of the Scientific Approach in the learning process, generally they still use conventional learning (Lecy, 2015). Based on the preliminary data on

observations at SMPN 1 Percut Sei Tuan, researchers found that teachers still did not implement the five stages of the scientific approach optimally. In the observations made, it is known that teachers tend to teach conventionally. This phenomenon is proven during the teaching and learning process in the classroom. In observing, the teacher invites students to observe and read the text. In questioning, the teacher does not facilitate students to ask a question. In experimenting, the teacher does not facilitate students to collect data through other sources. In associating, students process data based on information provided by the teacher and textbooks. In communicating, the teacher asks students to collect exercises through writing. Thus, it is known that teachers have difficulty in implementing the five stages of the scientific approach.

Thus, an educator needs to increase skills in applying a scientific approach to learning English, because this approach is a new approach suggested by the 2013 curriculum and the importance of this approach as a strategy or effort to realize educational goals. So that researchers are interested in analyzing the application of the scientific approach and the difficulties of a teacher in applying this approach.

There is research that analyzed this topic previously, namely research conducted by Iman, Gani, Usman, 2021. This research examines the application of a scientific approach that is taken based on observations distributed to three teachers who teach English in the second grade of SMA SMAN 1 Lhokseumawe , SMAN 2 Lhokseumawe, and SMAN 5 Lhokseumawe. The observation component is carried out in three stages of activity, namely pre-teaching activities, while-teaching activities, and post-teaching activities. Observation results show that the English teacher does not apply the five stages of the scientific approach at

all. Therefore, the researcher wants to study further information with different subjects and methods, with the research title "The Implementation of Scientific Approach for The Eighth Grade Student Junior High School"

Based on the explanation above, the researcher focuses on analyzing the application of the Scientific Approach and the difficulties of teachers in applying the Scientific Approach in English language learning, and the benefits of applying the Scientific Approach in teaching English.

1.2 The Problem of the Study

1. How do the teachers of SMPN 1 Percut Sei Tuan implement The Scientific Approach in teaching English for eighth-grade students of junior high school?
2. What are the difficulties faced by teachers of SMPN 1 Percut Sei Tuan in implementing The Scientific Approach in teaching English for eighth-grade students of junior high school?

1.3 The Objective of the Study

1. To analyze the implementation of The Scientific Approach in teaching English for the eighth-grade of students junior high school
2. To find out the difficulties faced by teachers in implementing The Scientific Approach in teaching English for the eighth-grade students of junior high school

1.4 The Scope of the Study

In this study, the researcher focused on analyzing the Scientific Approach in the English teaching process for the eighth-grade students in junior high school,

such as the teacher's implementation of the scientific approach, and the teacher's difficulties in implementing the approach based on the five stages of the Scientific Approach, namely observing, questioning, experimenting, associating, and communicating in accordance with the 2013 Curriculum. In addition, this research is limited to the adjustment of lesson plans and learning activities that are naturally taught by the teacher in the classroom for research data.

1.5 The Significance of the Study

1. Theoretically

This research can provide theory and information related to the implementation of the scientific approach in the 2013 curriculum, so that teachers and interested readers can use it as a reference. This research is also useful as a relevant reference for further study.

2. Practically

1. For Teachers

Teachers are expected to be able to implement the five stages of the Scientific Approach in the process of teaching English.

2. For students

Students are expected to be able to think creatively, systematically, logically, analytically by implementing a scientific approach in learning.

3. For next Researchers

Next researchers are expected to use this research as a reference and increase knowledge related to the implementation of the scientific approach in the teaching process.