

CHAPTER I

INTRODUCTION

This chapter provides the background of this study, the reason for choosing the topic, the research formulation, the objective of the study, the significance of the study, the limitation of the study, the definition of key terms, and the outline of the study.

1.1 Background of the Study

The curriculum of Indonesia education had been replaced. The curriculum 2006 that is Kurikulum Tingkat Satuan Pendidikan(KTSP) was replaced by new Curriculum that is 2013 Curriculum (K13). The education start from Elementary school till High School in Indonesia uses K13 (2013 Curriculum) as curriculum to teach in the school. The Ministry of National Education designed a new curriculum known as K13 for Elementary and High Schools.

K13 has improved the previous curriculum. In the K13, the students are demanded to be independent, it means the students more active and creative in the teaching learning process. Lazim (2013) in Zaim (2017) states, that K13 has to be applied in the atmosphere of focusing on student-centered learning. And of course, it gives new impact to the teacher and the students, because it is something that has

been accustomed to be used in the teaching learning process in the English teaching class.

K13 provides new learning method that is called Scientific Approach. Scientific Approach adopts the steps of expert in researching new things by using scientific thing. Scientific Approach learning as referred into Permendikbud 81A Year 2013 covering: observing, questioning and answering, exploring, associating, and communicating. So that, Scientific Approach will direct to the level of creating that of course there is element of creativity. Therefore, Scientific Approach forces students to be more active and mixed up with learning process while teachers as the facilitator who guild and coordinate learning of the students. Briggs, (2014) in Shofwan (2016) state that the teacher fulfills his/her role as a facilitator in language instruction by providing students with the tools necessary to communicate. Scientific Approach of K13 forms a new learning method that is never used by English teacher before and formerly a teacher uses KTSP as curriculum to teach. So with the existence of new curriculum, of course every teacher has problem and difficulties in implementing K13, because they are not yet accustomed. Therefore, this study wants to investigate the problems in implementing K13 scientific method approach in teaching English at SMAN 11 Semarang tenth grade.

Using K13 scientific approach is not only something new for English teacher, but for students too. Students usually do anything that teacher asked and they are accustomed following the instruction from the teacher. In KTSP as curriculum before,

it only covers teaching material and assessment test whereas, in implementing Scientific Approach of K13, the students are forced to be active and creative to fulfill attitude competence, knowledge and skill. Tarone and Allwright (2005) in Korea (2017) argue that the knowledge of EFL teaching should include a knowledge of the learners. The creativities of the students can be created or extracted from the students' knowledge. But, it is something new which must be done by the students. They have to observe the material, active to ask, having ideas to explore, developing idea, and presenting their works. Definitely, the teachers will have kind of problems to implementing K13 scientific approach in English teaching class, because students have not been accustomed to do it. For example, the teacher gets difficulties how to direct the students to ask, because they are not usual to ask a question, the teacher get difficulties ask students to explore because they have been accustomed to do something that is asked by the teacher or just did exercise on their held book. In addition, the school is usually also not fulfill of the learning tools that used in K13, thus hindering or the limited of teachers to teach. Richard and Rodger (2001) in Shofwan (2016) state, that The popular approaches and methods previously used in English teaching are grammar translation, audio-lingual, communicative language teaching, and natural approach. However teacher has to implement it well in teaching learning by Scientific Approach. That is a challenge of teachers how to apply with appropriate procedure.

In this study, the researcher wants to know more what kind of problems of teacher and students in these cases with the goal to help the English teacher at SMAN 11 Semarang to implement Scientific Approach of K13 well in teaching learning English.

1.2 Reasons for Choosing the Topic

There are some reasons why the researcher chooses this topic “The Problems in Implementing Scientific Approach in Teaching Learning English of 2013 Curriculum” for the English teacher and Students of tenth grade atSMAN 11 Semarang in the grade tenth.

1. There were still pros and cons in using curriculum 2013 as new curriculum in Indonesia.
2. Solopos.com (2018) informed that, there were still schools that have not implemented K13 yet. So the researcher wants to know what problems of K13. Retrieved from: [\(http://www.solopos.com/2018/02/08/20-sekolah-di-diybelum-terapkan-k-13-892643\)](http://www.solopos.com/2018/02/08/20-sekolah-di-diybelum-terapkan-k-13-892643).(8/02/2018).
3. The researcher wanted to know how the teacher apply Scientific Approach of K13 during class in SMAN 11 Semarang with the goal to see how their development in implementing SA of K13 in teaching learning English, it means it is success or no.

4. The researcher wanted to investigate the problems in implementing Scientific Approach of K13 in teaching English with the expected so that the teachers know the problems in teaching learning process in Scientific Approach of K13.

1.3 Questions of the Research

Based on the background and the reasons for choosing this topic, the writer tries to answer this following question:

1. What problems are faced by English teachers in implementing Scientific Approach of K13 for the tenth grade students of SMAN 11 Semarang in Academic Year 2017/2018?
2. What problems are faced by the students in Scientific Approach learning activity of K13?

1.4 Objective of the study

The aim of this study is to investigate:

1. The problems faced by English teacher in implementing Scientific Approach of K13 for the tenth grade students of SMAN 11 Semarang in Academic Year 2017/2018.
2. The problems faced by the students in Scientific Approach learning activity of K13.

1.5 Significance of the Study

1. Pedagogical significance

For the Teacher, The result of this study may make the teacher realize to be creative and innovative teacher to encourage students be independent.

2. Practical significance

For the Teacher this study can help the teacher to find out how to solve kinds of problems in the implementing scientific approach of K13.

For the Students, this study is expected to give understanding to students that in 2013 curriculum they have to more independently and not always depend on the teacher.

For the School, this study is expected can help the school has teachers who have good quality to teach using 2013 curriculum scientific approach that appropriate with what is expected by Permendikbud and has teacher that can implement K13 scientific approach run well in teaching learning English.

1.6 Limitation of the Study

This study is only limited study to investigate the problems of implementing Scientific Approachin teaching-learning English of K13. The subject of study is the English teacher and students of tenth grade at SMAN 11 Semarang in the Academic Year 2017/2018.

1.7 Definition of the Key Term

a. Curriculum

According to Taba (1962), the curriculum is as a plan of learning which means that the curriculum is something that planned to be learned by students that contains plans for learners.

b. Curriculum 2013

According to Kemdikbud (2013), the 2013 curriculum is a curriculum which educates future competency, communication skills, ability to think clearly and critically, ability to consider the moral aspects of a problem.

According to Kemdikbud (2013) in (Zaim, 2017) that, the 2013 curriculum can be implemented successfully by make use of scientific approach.

c. Scientific Approach

Longman (2014) state, that scientific approach is defined as the process to finding out information in science, which involves testing the ideas by performing experiments and making decisions.

According to Kemdikbud (2013) and Hosnan (2014) in Zaim (2017) that there are five steps of applying scientific approach in the teaching learning process, that are observing, questioning, experimenting, associating, and the last communicating.

1.8 Outline of the Study

The outline of this research proposal consists of into three chapters. The chapter 1 is introduction, the writer explain consists of the Background of the Study, the Reason for choosing the Topic, the Research Question, the Objective of the Study, The Significance of the Study, The Limitation of the Study, the Definition of Key Terms, and the Outline of the Study.

Chapter II the writer present the Review of Related Literature, which consists of Curriculum, Curriculum in Indonesia, Curriculum 2013, Scientific Approach, the Review of Previous Study and Theory Framework.

Chapter III is There Research Method that consists of The Research Design, Subject of the Study that consists of population and sample, the Instruments of the Study, the Validity and Reliability, the Technique of Collecting Data the Procedure of the Study, and the last is the Data Analysis.