

CHAPTER I

INTRODUCTION

This chapter presents the introduction of the study. It consists of the Background of the Study, Reasons in Choosing the Topic, Research Questions, Objectives of the Study, Significance of the Study, Limitation of the Study, Definition of Key Terms, and Outline of the Study.

1.1. Background of the Study

Learning is a process of interaction among learners, learners and educators, and learning resources and learning environment. Learning is a process of the potential development and character building of every learner as a result of synergies between education that takes place in schools, families, and communities. The factors that may influence the teaching and learning process, especially in teaching English are method and approach. It influences teaching and learning process in the school.

Method and approach are related to each other in teaching and learning process. From method and approach, the teacher can develop teaching materials and media to teach the students. Method and approach determine whether the teaching and learning is conducted properly or not. This can influence the ways of the students to get the knowledge. In another side, the curriculum also gives influences on teaching and learning process. In Indonesia, the use of curriculum is determined by the Indonesian Government through the Ministry of Education and Culture of Indonesia.

A curriculum has a very important role as a guidance to succeed for an educational system. Without an appropriate curriculum, it will be difficult to achieve the objectives of educational progress. The curriculum changes have the different educational goals, because in every change there is a specific goal to be achieved to advance the national education. The Ministry of Education and Culture of Indonesia has recently published the new curriculum, called the 2013 curriculum. This curriculum change is obviously expected to be able to develop Indonesia's education in this globalization era.

In the implementation of the 2013 curriculum, it has the pro and contra that arise from various parties, such as in the field of education and in the society, who question the importance of the implementation of the 2013 curriculum. One of the aspects that must be included in the teaching and learning using the 2013 curriculum is the change of paradigm of the teacher in teaching and learning process. In previous time, the center in the teaching and learning activity is the teacher, but now the center is the students. The teacher only becomes a facilitator or moderator to facilitate the students during the learning process.

In the 2013 curriculum, teaching and learning process implements scientific approach. The decision of using scientific approach in language education is to make the students curious about the world around them, to improve skills and exhibit more positive attitudes toward science, to improve their oral communication and critical thinking.

Scientific approach has five activities in teaching and learning activity, they are: observing, asking, collecting data, associating and communicating. Five

activities in this approach can develop the student's activity in the classroom when teaching and learning. Scientific approach is asking the students to respond to the stimulus from the teacher using the media of teaching and learning. It is different from the previous teaching and learning activity that the teacher directly gives all the materials for teaching and learning activity without asking the student's response about the lessons.

However, in December 5th 2014, the new national education ministry decided to cancel the use of 2013 curriculum because of many doubts in this curriculum including the use of scientific approach. Thus, we need to know whether scientific approach on the 2013 curriculum has benefits for the students or not and what the students' perception on the implementation of scientific approach itself. Therefore, most of schools in Indonesia still use KTSP 2006. Besides, Mohammad Nuh as Education and Culture Minister at that time says that the implementation of the 2013 curriculum cannot be delayed and must be started in the next academic year. The 2013 curriculum as an improvement of the previous curriculum which must be immediately enforced even if the public has not seen the results of the scientific research that states the quality of our educational curriculum continues to decline due to errors in the existing curriculum (Abbas, 2013).

Considering the background above and regarding to the pros and cons that arise from this new curriculum especially in the implementation of scientific approach, for example the pros say that learning process using scientific approach is able to make the students more creative and innovative, while, the cons say that

scientific approach is not appropriate to language learning because scientific approach is adopted by scientific method, the researcher investigated the students' perceptions on the implementation of scientific approach in the teaching English subject in the 2013 curriculum for the eleventh grade students of Senior High School.

1.2. Reason in Choosing the Topic

The researcher chose the topic of students' perception on the implementation of scientific approach in the teaching English subject, by considering for the following reasons:

Firstly, since there are pros and cons of the implementation of the 2013 curriculum using scientific approach, so the researcher was interested to investigate what the students' perceptions on the implementation of scientific approach on the 2013 curriculum were. This is because the students are one of subjects that directly feel the impact of a change in the curriculum. Furthermore, any change to the curriculum in Indonesia is for the sake of better outcomes of the students in Indonesia.

Secondly, the 2013 curriculum has been recently evaluated by The Ministry of Education and Culture of Indonesia. Therefore, all of schools in Indonesia have to be ready to use the 2013 curriculum. One of them is SMA Negeri 2 Semarang which has used the 2013 curriculum since The National Education Department has designated the school to continue the implementation of 2013 curriculum. The researcher chose the eleventh grade of SMA Negeri 2 Semarang to be population of this research because the eleventh grade students

are more knowledgeable about scientific approach than the tenth grade students. The eleventh grade students have been taught by the English teacher through scientific approach during one year when they were the tenth grade.

1.3. Research Questions

This research was guided through the following questions:

- a. What were the students' perceptions on the implementation of scientific approach in the teaching English subject on the 2013 curriculum?
- b. What factors influenced the students' perception on the implementation of scientific approach in the teaching English subject on the 2013 curriculum?

1.4. Objective of the Study

The goals of this research were to describe the students' perceptions on the implementation of scientific approach in the teaching English subject on the 2013 curriculum and factors influencing the students' perception on the implementation of scientific approach in the teaching English subject on the 2013 curriculum.

1.5. Significance of the Study

The result of this research is expected to give contributions as follows:

- a. Pedagogical significance

This research may give suggestion for the success of the implementation of scientific approach in the teaching and learning process in the classroom. The result of this research is expected to show students' feedbacks on the teaching and learning process through scientific approach. By knowing the student's feedbacks

on the implementation of scientific approach in the teaching English subject are good or not, the teacher will have a consideration to apply scientific approach in teaching English subject.

b. Practical Significance

1) For teachers

The result of this research may lead the teachers teaching English to be more creative and to help them in finding the effective approach to teach.

2) For students

This research is expected to make the students understand about scientific approach and make most of it, so it can give benefits for them in teaching and learning process. They are expected to feel easier to learn and make them feel comfortable in the class. They become more involved during the lesson so that they will be better in acquiring the lesson.

3) For readers / other researchers

After reading this research, the researcher hopes that this research will give deep information about scientific approach to the readers and give contributions to the teaching and learning process especially in teaching English at Senior High School.

1.6. Limitation of the Study

In conducting this research, the researcher limited the problem of the study as investigating the students' perception on the implementation of scientific approach in the teaching English subject. The students' perception is influenced by internal and external factors. The internal factors include physiology, attention,

interest, unidirectional needs, experience and memory, and mood while, the external factors are size and placement of objects or stimulus, the color of the object, the uniqueness and the contrast of stimulus, the intensity and the strength of the stimulus, and motion. Thus, this study investigated the students' perception and what internal and external factors influence their perception.

1.7. Definition of Key Terms

a. Perception

According to Slameto (2010), perception is the entry process of messages or information into the human brain. Through the perception, human can make a relation with the environment. This relation is done through the senses. There are sight, hearing, touch, taste, and smell. It can be concluded that the perception is a process which is preceded by the sensing process. That is a receiving stimulus process by the individual through the sensory organs or also called sensory processes by Walgito (2003).

b. Scientific Approach

The scientific approach is an approach that adopts the scientist steps in building knowledge through scientific method. The scientific approach may be familiar with scientific thinking skills, the development of "sense of inquiry" and critical thinking skills (Vito, 1989). Hosnan (2014) asserts that the scientific approach is a learning process that is designed to keep the students active in constructing the concepts, laws, or principles through the following stages; identify or find the problem, formulate the problem, formulate hypotheses, collect

the data with a variety of techniques, analyze the data, make a conclusion, and communicate the concept, laws or principles. Thus, the scientific approach which consists of observing, asking, collecting data, associating and communicating is recommended by the 2013 curriculum because it can improve students' critical thinking skills.

1.8. Outline of the Study

This study consists of three chapters, they are:

Chapter I presents the introduction of the study. It consists of the Background of the Study, Reasons in Choosing the Topic, Research Questions, Objectives of the Study, Significance of the Study, Limitation of the Study, Definition of Key Terms, and Outline of the Study.

Chapter II presents review of related literature. It describes Perception, 2013 Curriculum, Scientific Approach, and Review of Previous Studies.

Chapter III presents research method. It explains Research Design, Subjects of the Study, Instrument of the Study, Validity and Reliability, Data Collection Techniques, Procedures of the Study, and Data Analysis.

Chapter IV presents research findings and discussion. It describes the Analysis of the Result and Discussion of the Research Findings.

Chapter V presents conclusion and discussion. It describes a conclusion from the data that have discussed in the previous chapters and suggestion that refers to the next action to do.