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CHAPTER I

INTRODUCTION

The initial section of this introductory chapter describes the background, statement, and limitation of the problem and the purpose of the study. The main section covers formulated research questions, significance, and rationale of the study. The final section defined the utilized terms clearly. The author discusses each component in the following sections.

1.1 The Background of Problem

The necessity of English-speaking mastery is intensely growing due to the establishment of English as the leading international communication media. (Tsiplakides and Keramida, 2009). Previously, in English class, many teachers do not give enough time for students to speak and the teacher talk all the time, it is called teacher-centered learning (Riasati, 2012). However, the aim of language teaching is to inspire students to speak fluently. Therefore, it is essential to figure out why some students are hesitant to communicate using English in the classroom.

A general difficulty that encountered by many English teachers in the classroom is the students' reluctance to speak. That can be seen from their lack of participation or low performance in the learning process. It takes enormous effort to shift the mentality of passive learning into the active one. The active classroom also align with the goal of language teaching which is to encourage learners to communicate effectively (Tsiplakides and Keramida, 2009).



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Price (1991) in Saraj (2014) states that in the classroom, language teachers are eager to follow the conventional way in teaching and hope the students willing to use English in the class and to be active. Teacher's primary responsibility in education is to help students improve their motivation so that can give them resources for developing objectives, learning independently, achieving goals, and fostering resiliency in the face of obstacles. Perhaps this responsibility is even more critical in the context of the motivational problems and challenges faced in school in the early 21st century.

The 2013 curriculum is a curriculum that can educate future competency, communication skill, the ability to think clearly and critically, the ability to consider the moral aspects of a problem (Kemdikbud, 2013). In this curriculum, the students are encouraged to have the responsibility to the environment, to have good interpersonal skills, and the ability to think critically (Kurniasih & Sani, 2014). It is characterized by the development of attitudes, knowledge, thinking skills, and psychomotor skills in a variety of subjects. It should be relevant to the needs of life, developing abilities and interest, and responsive to the development of science and technology.

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 students to practice the skills of communication. Kemdikbud (2013) states that the 2013 curriculum can be implemented successfully by using

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scientific approach. The learning process can be stated scientific if it fulfills the following criteria, objective, factual, systematic method, accurate, logic, actual, and verified.

Realizing the high importance of English as a foreign language, it is very important for the teachers to use the best instructional methods, materials, activities, media and other requirements that will help the students master speaking skill in English (Nazara, 2011) and five stages of scientific approach in the 2013 curriculum is one of them. Scientific approach in the 2013 curriculum attaches much importance for communication and training language students who can communicate effectively in English (Zulyetti, 2015). At present, the Ministry of National Education has implemented the 2016 revised curriculum. In 2013, the government approved the 2013 curriculum as a reference for organizing the education system in schools. Then, in 2017 the curriculum was revised again. It aimed to correct the weaknesses in the 2013 curriculum. There were some changes in the previous curriculum, one of the changes was the statement that the scientific approach was not the only approach that can be used in learning. The teachers must not apply the stages of scientific approach in order.

The scientific approach is intended to empower teachers to develop the competency in teaching learning activities relevant to the learners' need, based on the actual condition of the school, link to the environment and the necessity of the 2013 curriculum. Many teachers do not have an understanding of this approach, especially the novice teachers. They said that this approach is difficult to be applied and not appropriate if taught in English language teaching because of the

procedures. The other problem in implementing scientific approach in the 2013 curriculum is the material of English is less relevant if it is implemented by using it. They also have some difficulties in making an assessment.

Based on the data from Balitbang Kemendikbud in 2016, only 25% of schools in Indonesia have implemented the 2013 Curriculum. Meanwhile, the 2013 Curriculum has been set by the government since 2013. To be able to implement the learning based on the necessity of the 2013 Curriculum, teachers need to have sufficient knowledge about the scientific approach (Sani, R.A, 2015).

SMA Cendana Pekanbaru, as one of the private schools in Pekanbaru, has implemented scientific approach since 2013. This school has two English teachers, experienced-teacher and novice teacher. The experienced-teacher has been teaching English for almost twenty-three years. He had experienced teaching with several curricula, starting from CBSA Curriculum (1984), Competency-Based Curriculum (2004), School-Based Curriculum (2006) to the latest one – the 2013 Curriculum. The experienced-teacher mentioned that he already had training about the 2013 curriculum. Meanwhile, the novice teacher stated that he never got the socialization about this new approach. He understood that the scientific approach was not from training. It was possible only after he learned by himself from various sources, like from the internet, asking some senior teachers, and from books. Due to this school has been implementing the 2013 curriculum since the year 2013 when the policy of the new curriculum was set by Ministry of National Education so that it was expected that the application of scientific approach by the English teachers has

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already been comprehensive. However, the novice teacher still did not apply the stages of scientific approach in teaching learning process.

Lately, there have been several studies of the scientific approach implementation in the English classroom conducted in different contexts. The lack of information about the five stages in scientific approach in the 2013 curriculum may limit teachers' understanding of how to apply it in the English classroom, especially the novice teacher. It happened as well in SMA Cendana Pekanbaru.

Based on the assumption stated above, the writer wanted to explore more about the implementation of the scientific approach in teaching English at one of the private schools in Pekanbaru by conducting research entitled "The Implementation of Scientific Approach in Teaching English: A Case Study at SMA Cendana Pekanbaru." Finally, several suggestions and some recommendations regarding future research in this area have been highlighted.

1.2 Statement of Problem

Singh et al. (2006) in Absor (2016) highlight that "the problem statements will become the backbone of the study." In this study, the problems stated are related to the issues of the scientific approach implemented by English teachers during their teaching practices in the classroom, which at the same time also represent their basic understanding on the scientific approach. Sani, R.A (2015, p.5), states that the implementation of the 2013 Curriculum is correctly assumed to overcome the problems of human resources in our country. However, there are still

some difficulties in the application of the curriculum due to the limited knowledge and comprehension of teachers related to the concept of learning and assessment.

Hence, based on the researcher's preliminary observation, most students still have less participation in learning English. They faced some difficulties in understanding English in the teaching-learning process. The teachers also have not received clear information about the scientific approach in the 2013 curriculum; also the factors influence it. The teachers' basic understanding is manifested in teachers' teaching approach, selection of teaching materials, classroom activities, judgment, and behavior in the classroom. Then, teachers believe that the purpose of teaching English is to help and enable students to advance good communicative competence both in written and spoken forms.

While studies on classroom activities have been conducted around the globe in terms of teaching-learning process, research on teacher's basic understanding as major contributing factors toward their decisions to apply some teaching approaches, especially the scientific approach, is still limited. Furthermore, since the teachers' basic understanding is constantly connected to professional practices as an English teacher which influence their teaching practice in the classroom., a careful and scientific study dealing with teachers' understanding in their teaching practice towards the scientific approach implementation is still significant.

The significance of this study emerges from some relevant studies on teachers' understanding of the scientific approach implementation done by many researchers for past decades. For example, a study reported that the scientific approach has the characteristics of "doing science" that allows teachers to improve

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the process of learning by breaking the process down into steps which contain detailed instruction for conducting student learning (Zaim, 2017). This report was a review of published research from Lado, R., (1954) who states that there are some significant areas that the language teacher should understand to follow a scientific approach to his work. Linguistics, the target and source languages human learning, the technique of teaching, testing, the language laboratory and other technological aids, reading, writing, cultural content and literature, teaching machines, and programmed learning are some of these areas. He also mentions that language discussed is based on linguistics and linguistics is a science.

Based on references at the main university library and postgraduate data at UIN Sultan Syarif Kasim Riau, only a few of the researchers directly explore the implementation of scientific approach in teaching English. That is why research on teachers' basic understanding and their teaching practice in terms of the scientific approach implementation is still very vital to conduct.

From the problem explained above, the relevant questions were addressed by the writer about the scientific approach implementation and the influential factors of the implementation in teaching and learning English as it encourages the students to be involved in dependable and more meaningful learning process. Nevertheless, the implementation of this approach in Indonesia educational system that has last for four years still bring the teachers to some unclear information.

This research focuses on the scientific approach itself when we look from English teachers' basic understanding. This study also explores the stages and characteristics of scientific approach in the classroom implementation. Previously,



most of the students hesitate to take part in any speaking session because they feel so bad at speaking, speak very slowly to avoid mistakes and afraid that their friends will laugh at them. The teachers also consider that they have a lack of information about scientific approach in the 2013 curriculum and the fact that their students have deficient of motivation in speaking English.

In the light of the implementation of scientific approach as a teaching approach in the classroom, the statements of the current issues occurring at SMA Cendana Pekanbaru are highlighted. Then, some phenomena obtained from the preliminary study including how is the effect of scientific approach on students' English achievement is revealed. From the preliminary study, relevant questions about how the implementation of the scientific approach in teaching English done by English teachers at SMA Cendana Pekanbaru is needed to be addressed.

Finally, there is an urgent need to conduct a systematic study dealing with exploring how is the teachers' basic understanding of the scientific approach? How is the implementation of scientific approach in teaching English as a recommended teaching approach in the 2013 curriculum? Then, the researcher intentionally would like to discover what factors influence the implementation of the scientific approach in teaching English? Therefore, this study is one among few which should contribute to the progress of the best practices and an occupied understanding about teachers' implementing of the scientific approach in teaching English as well as distributed to all related authorities dealing with the influential factors of the scientific approach implementation in the classroom setting.

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1.3 Limitation of the Problem

There will be plenty of problems covering in qualitative research, and those problems are needed to be limited in order to focus and find the intended goals of its investigations. It is impossible to carry out research covering all problems in terms of sample size, time limitation, and energy. Therefore, this study focuses on exploring the teachers' basic understanding of the scientific approach and their implementation of the recent approach in teaching English. Investigation of these issues is important as it provides the opportunity to look closer at teachers' implementation of the scientific approach in their actual teaching learning process. Hence, the influential factors toward the scientific approach implementation are also examined proportionally at SMA Cendana Pekanbaru.

In obtaining a rich description of what is discussed above, this study involves all the English teachers in SMA Cendana Pekanbaru, who are teaching in the eleventh grade in Cendana Pekanbaru senior secondary school. The school system and teachers' characteristics were important parts of this study since they establish the factors influencing teachers' implementation toward the scientific approach in the teaching-learning process.

1.4 Purpose and Objectives of the Study

Based on the problem formulation above, the aims of this research are to examine the English teachers' basic understanding on the scientific approach, to observe the implementation of scientific approach in teaching English at SMA

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Cendana Pekanbaru, also to discover what are the influential factors in applying scientific approach of the 2013 curriculum in English the teaching-learning process.

This research also focuses on the formulation of the instructional stages in scientific approach in learning English as a foreign language. It explores the characteristics of scientific approach in the 2013 curriculum and discusses the supporting and obstructing factors that the teachers and students may know from that approach in English language teaching. It observes the students' hesitation to take part in any speaking session because they feel so bad at speaking, speak very slowly to avoid mistakes and afraid that their friends will laugh at them. It also investigates the teachers' consideration the fact that their students have a lack of participation in speaking English.

In English language teaching, the primary emphasis is how students can acquire and develop their communicative competence. It can be seen from their involvement in the learning process. When learners active and communicative in the classroom, it points out that the approach used is successful. So, the most appropriate approach is observed and designed to facilitate them.

1.5 Research Questions

The problems of the study are formulated in the following questions:

- a. How is the teachers' basic understanding on the scientific approach in teaching English at SMA Cendana Pekanbaru?
- b. How is the implementation of scientific approach in teaching English at SMA Cendana Pekanbaru?



- c. What factors influence the implementation of scientific approach in teaching English at SMA Cendana Pekanbaru?

1.6 Significance of the Study

It is more appropriate to give some significant contributions to the study investigated since this research tries to explore more on teachers' understanding of scientific approach and the implementation of that approach in their actual classroom teaching. To be ready to participate in activities involving English verbal communication skills, it is essential for the teachers to know the instructional steps in scientific approach in teaching and its supporting and obstructing factors. The students' participation in communicating in foreign language is much more difficult, so that communicative language teaching is necessary indeed, which is based on the interaction between learners rather than individualistic approaches (Scott Aubrey, 2011). The students who have a better point of view to the international world are possible to be encouraged to practice English and motivated more inside and outside of the class.

In this changing time, as Zulyetti (2015) indicates, the language learning process can be combined with a scientific process; therefore the 2013 curriculum emphasizes the importance of scientific approach in teaching learning. The goal of scientific approach in learning covers the attitude, cognitive and skill. (Ministry of National Education's Rule No. 65, 2013).

Despite the scientific approach in this changing time, the literature suggests that discussing the characteristic, stages, the supporting factors and the obstructing

one of scientific approach have received little attention. To be scientific, the method of inquiry must be based on the evidence of observable, empirical, and measurable objects with specific principles of reasoning. Scientific approach generally contains a series of data collection activities through observation or experimentation, processing information or data, analyzing, then formulating, and testing hypotheses. (Ministry of National Education's Rule No. 103, 2014).

There is a lack of research-based knowledge about how the teachers' basic understanding of the scientific approach of the 2013 curriculum is and how is the implementation of the instructional stages in scientific approach in teaching English. Hence, examining the factors assisting and hindering the implementation of scientific approach done by English teachers at SMA Cendana Pekanbaru will be revealed. Among the literature that can be accessed, only a few studies have been conducted on the contribution of scientific approach in teaching English and the impact of scientific approach to increase the influence of students' participation on language learning.

Therefore, the significances of this study are to deliver research-based knowledge to English teachers about the characteristics of scientific approach in the 2013 curriculum and knowing the influential factors in implementing the scientific approach in English teaching learning activity in the classroom. The study will hopefully be an essential contribution to that process. It also can be used as a medium by the teachers to enrich the teaching and learning approach. This approach can be used as an alternative approach to decrease students' difficulties in learning

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English. The teachers give a guideline in understanding, assessing, and developing the students' participation in English class.

The significances of this study are also to provide a foundation for further research in discussing scientific approach in the 2013 curriculum and its contribution to English teaching learning as a foreign language. Finally, for the management of the school, it can be as efforts to improve the quality of schools, it can be done by facilitating English classes to be a fun and enjoyable classroom.

1.7 Rationale of the Study

The researcher chose the scientific approach of the 2013 curriculum theoretically based on some experts' point of view from many sources. It also paid attention to the formulation of the instructional stages in scientific approach in learning English, scientific approach contribution in teaching English and what are supporting and obstructing factors in applying scientific approach of the 2013 curriculum in English teaching-learning process. This approach helps the students to enhance their participation in the English classroom. It can be seen in the process of this approach. It is started from observing, questioning, collecting the information or experimenting, associating and communicating. There are some ways which can be easily done by teachers to increase students' participation (Scott Aubrey, 2011), the first is group work. In scientific approach of the 2013 curriculum, it emphasized the group discussion. It means that a student has to learn or to work with other group members more than working individually. The second way to improve their participation is by deleting communication apprehension.

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Teachers may allow enough time for the students to practice an answer instead of hurrying it because it can make a disturbing experience for them. The third is subject relevancy. Try to make the lesson being attractive and directly connected to the students (Scott Aubrey, 2011).

At the previous students' school level, it was an emphasis on English grammar, rather than on speaking skill. The objective of learning English was to focus only on reading and writing, instead of learning the language and motivating the students to use it for daily conversation. This approach made the students were placed as inactive students. Communication skills such as speaking were almost entirely ignored. Students rarely had the chance to practice English in the classroom. As the references show, when studying English in the class, the students had been troubled with grammar and developed a strong understanding of this part. Meanwhile, at the same time, they were very concentrated on avoiding grammatical error, when they want to speak with somebody; they have to think first about the tenses, whether it is right or wrong (Sawir, 2005). Because of these reasons, that is why five stages of scientific approach in the 2013 curriculum are so much needed to be applied.

1.8 Definitions of Terms

To get a general understanding of the purpose of this research, the writer will clarify the following terms, namely:

- a. Scientific approach emphasizes on the dimension of modern pedagogy in the teaching and learning process. The communicative approach places importance on developing the communicative competence viewed as “the

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overall underlying knowledge and ability for language use which the speaker-listener possesses” (Brumfit in Hasan, 2018). Scientific approach is the learning process that consists of five central learning experiences: observing, questioning, collecting information, associating and communicating. These five learning steps are called by scientific approach. It has three characteristics, namely; centered on student, involves the science process skills in constructing the concept, law, and principle, involves the cognitive processes of potential in stimulating the development of intellect, especially high-level thinking skills of students and be able to develop the character of students (Ministry of National Education’s Rule No. 65, 2013). Scientific approach is aimed at the ability to gain or develop new knowledge, knowledge building through science-based learning cycle (Shofwan, 2016).

- b. The 2013 curriculum uses some principles; they are using student-based center, developing the creativity of students, creating enjoyable and challenging circumstances, containing values, ethics, aesthetics, logic, and kinaesthetic and also providing a various learning experience through the application of fun, contextual, effective, efficient and meaningful learning strategies and methods. The curriculum of 2013 is the increase and balance of soft skills and hard skills which includes aspects of attitude, skills, and knowledge competencies. Then, the position of competence that was initially derived from the subject changed into subjects developed from

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competence. Besides, learning is more integrative thematic in all subjects. Thus, it is understood that the 2013 Curriculum is a curriculum developed to enhance and balance the skills of soft skill and hard skills in the form of attitude, skills, and knowledge (Fadillah, 2014).

- c. English as a foreign language is the practice and theory of learning and teaching English for use in countries where it is not an official medium. English as taught to people whose primary language is not English and who live in a country where English is not the official or primary language (Cambridge Dictionary). It refers to teaching and learning of English in a setting in which English is neither widely used for communication among the nation, nor is it used as the medium of instruction.