CHAPTER I
INTRODUCTION

This chapter discusses about Background of the Study, Statement of the Problems, Purposes of the Study, Significance of the Study, Scope and Limitation, and The Definition of the Key Terms.

1.1 Background of the Study

Scientific Approach is a basic concept that facilitates, inspires, and strengthens the underlying idea of how learning methods are implemented by a particular theory (Kemendikbud, 2013). Advantages of scientific approach are as follows: 1. assess the data more objectively, they should not be affected by the value or belief of the researchers or others (to be value free). 2. In terms of the ease of obtaining the data, secondary data available can be used. 3. External validity more high as it can involve a wider problem using a longer time and the number of observations that more as an object of research because it is available in the secondary data. Moreover, disadvantages of the scientific approach, namely, 1. Setting unnatural (artificial), can reduce the validity of the study. 2. Research lack of focus but wider, making it less deep. 3. Research usually explain and predict phenomena appear, so that leads to theory verification. This scientific approach carried out by teachers and students. Implementation of scientific approaches performed during the learning process is being carried out in class. Scientific approach be in 2013 Curriculum, it is new curriculum that given by Indonesian government for students in Indonesia. The implementation of scientific approach in order to make the quality education in Indonesia is better
than before. In addition, the Indonesian government makes a new curriculum that can make students to be more active, creative, imaginative and easy to work together.

Scientific approach has five steps activity such as, observing, questioning, exploring, associating and communicating (Kemendikbud, 2013). The first step is observing, this activity has an aim to make learning observe closely related to the context of real situations encountered in daily life. The process of observing with objects, real objects and phenomena include exposure listening activities, reading text, pay attention to the social function, the structure of the text, linguistic elements, and delivery format or writing. The second is questioning, this activity carried out as part of the process of building knowledge of learners in the form of concepts, principles, procedures, laws and theories, to think metacognitive. Its purpose is to make the students think critically, logically and systematically. Questioning process conducted through this discussion and group work and class discussions. The third is exploring, the activity of collecting information is done through experiments, reading sources other than textbooks, observe objects, events, activities interviews with resource persons and so on. As expected competencies is developing a thorough attitude, honest, polite, respect the opinions of others, the ability to communicate, implement the ability to gather information through a variety of ways to learn, develop the habit of learning and lifelong. The fourth is associating, its aims to build the capacity to think and act scientifically. Activities can be designed by the students through situations that are engineered in group activities so that students do activities such as analyzing
the text, grouping, create categories, inferring, comparing various expressions, text structure, elements of language, discuss the content of the discourse, as well as obtaining feedback from the teacher. Then this activity is also termed as the activity of reasoning, which is a process of thinking logically and systematically over-the-word empirical facts that can be observed to obtain a conclusion in the form of knowledge. The last is communicating. In this section, students present the results of observations, conclusions based on the results of the analysis of oral, written, or other media - present a report in the form of charts, diagrams or graphs, prepare a written report, and present a report covering the process, results, and conclusions orally.

Therefore, teacher must be more creative for teaching English subject in class. It is one most important especially to students in Indonesia. They must have receptive skills and productive skills within ability in English. Receptive skills like listening and reading while productive skills like speaking and writing.

The information above is based on theoretical considerations. Whereas, empirical considerations, this study is about implementation of scientific approach for English subject have been carried by some researches such as: Yulaiha (2014), Haq (2014) and Arfianti (2014). According to Yulaiha (2014), the implementation of scientific approach in teaching reading used by the teacher at SMAN 3 Malang was not maximally yet because the time that given by the government for English skill class 2 hours (2x45) minutes in 1 meeting. Meanwhile, the implementation of scientific approach in teaching writing used by the English teacher at SMAN 4 Malang was maximally although it was not implemented in every meeting (Haq,
Furthermore, Arfianti (2014) also states that there are many different activities at each stage of Scientific Approaches that rely on instructional objectives. In this lesson, students are expected to produce their own products and to apply what they have learned in their daily activities. Activities undertaken stage is observed, among others observe pictures, watch videos, and observe the illustrations of teachers. Activities undertaken in stages to question, among others, students or teachers provide questions related to the topics covered. Activities undertaken stage is collecting information / experiment among others exploring from a book or a slide presentation, working on the problems of teachers or books. Activities undertaken in stages associate those perform activities of books or products. Activities undertaken in stages to communicate are students’ presentations of their work.

As it is explained above that the researcher chose to study in SMPN1 Batu because the school is implementing the 2013 curriculum. Hereinafter, the researcher has reason to carry out the thorough with the title Students’ Problems on the Implementation of Scientific Approach for English Subject at SMPN 1 Batu. Because the writer want to analyze and investigate about student problems on implementation of scientific approach for English subject that student must be creative, be active and understanding about the lesson especially in English subject.
1.2 Statement of the Problems

1. What are the students’ problems in the implementation of scientific approach for English subject at SMPN 1 Batu?

2. What are the teacher’s solutions to the students’ problems related to the implementation of scientific approach for English subject at SMPN 1 Batu?

1.3 Purposes of the Study

In line the main research problems written above, the purposes of this study are:

1. To investigate the students’ problems in the implementation of scientific approach for English subject at SMPN 1 Batu.

2. To describe the teacher’s solutions to the students’ problem related to the implementation of scientific approach for English subject at SMPN 1 Batu.

1.4 Significance of the Study

Theoretically, the purpose of this study is to find out student’s problems on implementation of scientific approach for English subject. It is expected to give the benefit for student, English teacher and next researcher. For students, it can give good influence to improve their ability in English subject for next future with scientific approach and give more creative in learning process while using implementation of scientific approach. For English teacher, it is expected this information about implementation scientific approach in 2013 curriculum give
useful to improve creativity, spirit and motivation when teach in the class. For the next researcher, the writer hopes this research can useful to give some information that the certain topic related to next researchers.

Practically, this research is to analyse that will be known about implementation of scientific approach in English subject. This is also to give motivation to other students especially in English Department University of Muhammadiyah Malang to analyze implementation of scientific approach in English subject. It is something interesting if we learn deeply. Therefore, learn about implementation of scientific approach in English subject makes know us to improve creativity, understanding, ability etc.

1.5 Scope and Limitation

The scope is focused in students’ problems toward implementation of scientific approach for English subject at SMPN 1 Batu. The limitation of the study is the students who studies about English subject at SMPN 1 Batu.

1.6 Definition of the Key Terms

1. Students’ problems : Their difficulties are played out in the larger context of the school environment and curriculum—and represent a ‘mismatch’ between the characteristics of the student and the instructional demands of the classroom Foorman & Torgesen (in Jim Wright, 2011).
2. **Scientific approach**: Scientific Approach is basic concepts that facilitate, inspire, strengthen, and the underlying idea of how learning methods implemented by a particular theory (Kemendikbud, 2013).

3. **SMPN 1 BATU**: SMP Negeri 1 Batu is the oldest in Batu and the junior national standard, which is also at the same time is one of the MBE schools. The numbers of teachers are 50 people and school employees about 10 people. SMPN 1 Batu is located on H. Agus Salim number 55, Batu. East Java (http://halomalang.com/peta-malang/detail/smp-negeri-1-batu)