CHAPTER I
INTRODUCTION

In regard to the report of this present study, the researcher is going to expose firstly the introduction section in this first chapter. This chapter covers some points namely; background of study, statement of the problem, purpose of the study, significance of the study, scope and limitation, and definition of key terms. Each section is presented as below:

1.1 Background of Study

Perception is a process acceptance of stimulation (objects, qualities, or events) through that stimulation is recognized and understood (Irwanto, 1994, p.71). According to Wood (2007, p. 68), Perception is the active process of creating meaning by selecting, organizing, and interpreting people, objects, events, situations, and other phenomena. It means that to understand perception completely, the perceiver must know something about surrounding and environment by their senses.

Teaching learning process is theoretically driven by the curriculum. Mudjiono (2009, p. 263) has stated that learning activities conducted by teachers is a major part for the formal education which also become the main requirement in curriculum. Thus, in designing learning programs and implementing the learning process, teachers will always require to pay attention on the curriculum. Realizing this phenomena Indonesia government has decided to change the KTSP curriculum into
2013 Curriculum. That aims are to make our education more flexible and easier to reach the purpose of national education.

In line with statement above, based on *permendikbud* 2013, 2013 curriculum has a purpose to improve the quality of every learner. Some improvements mindset in 2013 curriculum, (1) learner as a centered learning (2) learning pattern from passive into active with reinforced through learning model by science approach; (3) interaction in the learning process not only from the teacher to the learner. It means students can obtain a source not only from the teacher but also the learning interaction can occur between the learner-teacher-community-natural environment, or other media source which it can use as a source.

Moreover, English is one of the compulsory subjects that implemented in 2013 curriculum for junior and senior high school. Many English teachers on teaching and learning process feel difficult to make their students being active in the class. Therefore, the government build a new curriculum is called 2013 curriculum which is applying scientific approach in teaching learning. According to Mulyasa (2013, p. 65), the implementation of 2013 curriculum can stimulate every students to be active in the learning process. It means depends on the teacher itself, the teacher have to mastery many teaching methods that can apply in the learning activity. By using appropriate teaching methods the teacher can make students more productive, creative, innovative and affective; through the strengthening of attitudes, skills, and knowledge.
The information above is based on theoretical consideration. Empirically, the similar studies have been carried by previous researcher such as: Yulaiha (2014), Kartika (2015), Farida (2014).

The first researcher is Yulaiha (2014). Her title is “Scientific Approach in Teaching Reading Used by The English Teacher at SMAN 3 Malang”. The researcher would like to investigate and analyse how is the implementation of scientific approach used by the teacher in teaching English. Because the researcher wants to know how the teacher implements scientific approach in teaching activity that to make students more active and understanding the materials. Therefore, the teacher uses some appropriate methods to support teaching activity in the class.

The next research was conducted by Kartika (2015) entitled “The Difficulties in Applying Scientific Approach in Learning Speaking at The Eight Grade of SMPN 3 Malang.” In this study, the researcher wants to know the difficulties in applying scientific approach in learning speaking course. The instruments used in this study were observation, questionnaire items and interview. The result of this study showed that the common difficulties which the students faced was the less understanding of the phases of scientific approach. In addition, in activity such as presentation in front of the class, the students were not active to speak English. Some of them keep silent during learning process.

The last research entitled “a study on the potential problems faced by English teachers English at SMPN 18 Malang” written by Farida (2014). Here, the researcher wants to know problems faced by the teachers in implementing 2013 Curriculum in
teaching. The instruments used in this study are observation and interview. Briefly, based on the interview and the observation, the researcher found that the teachers in this study experienced some problems in teaching English using 2013 Curriculum and those problems included the number of students and classroom, teacher’s preparation, evaluation, and teacher’s professionalism and teacher’s role such as: personal capability, morale, and motivation.

Seeing the explanation above, the researcher is curious to investigate the English teacher’s perception about scientific approach. However, the objective of this research is different from other researcher because this research is focused on English teachers’ perception in the implementation of scientific approach and the teaching methods used by the teacher in implementing scientific approach.

Finally, the researcher selects SMPN 1 Karangploso as the research site in this present study because this school has implemented 2013 curriculum. For the purpose to find the answer of the research problems, the researcher tries to find out information from the English teachers especially at VII grade who teach at SMPN 1 Karangploso.

1.2 Statement of the Problems

Following the background of study, the researcher formulates statement of problem in order to shape the focus of this present study. These research questions are:

1. What is the English teacher’s perception on the implementation of scientific approach on 2013 curriculum in English subject at SMPN 1 Karangploso?
2. What are kinds of teaching method used by the English teacher in the implementation of scientific approach in teaching learning activities at SMPN 1 Karangploso?

1.3 Purpose of the Study

In line with the formulated research questions, two purposes of the study are becoming the target of the present study. These purposes of the study are:

1. To investigate the English teachers perception in the implementation of scientific approach on 2013 curriculum in English subject at SMPN 1 Karangploso.

2. To understand the way the English teachers apply their method in the implementation of scientific approach in teaching learning activities at SMPN 1 Karangploso.

1.4 Significant of the Study

Theoretically, this study is supposed to be able to contribute in some way to the success of language learning process. By mastering many variety methods, the teacher will easily transfer their knowledge to the students and can improve the students’ potential by using appropriate method.

Practically, the data and information gathered from this study are important for the English teacher. By knowing the result of this study, they will get the real description about the appropriate method used by the English teacher that applied in 2013 curriculum. Moreover, the result of the study is expected to give something meaningful for the English teacher in implementing English subject 2013 curriculum. Besides, this study will give a contribution for the potential researchers in conducting
a similar topic on the present study. Then, for the next researchers are expected to improve this study in different ways.

1.5 Scope and Limitation

To make it clear, the researcher focuses on the English teacher’s perception in the implementation of scientific approach and the method used by the teacher in applying scientific approach. Meanwhile, this study is limited to the teacher especially for English teachers who taught at seventh grade at SMPN 1 Karangploso in the academic year 2014/2015.

1.6 Definition of Key Term

To avoid the misunderstanding the researcher would like to give some definitions of key terms that has correlated in this case study. The researcher hopes these definitions will help the reader to understand this real case study. This definition suits with statement problem.

**Perception**
: Perception is a cognitive process that lets a person make sense of stimuli from the environment (Champoux, 2000)

**Scientific Approach**
: Scientific approach is learn to motivate the students capable in observing, questioning, exploring, associating, and communicating (Kemendikbud, 2014)

**2013 Curriculum**
: Set of plan to enlarge the students who are active, productive and innovative (Mulyasa, 2013)

To sum up, this chapter has already highlighted about background of study, statement of problem, purpose of study, significance of study, scope and limitation,
and definition of key terms. In order to expand the chapter one and to give more understanding about this present study, it is very important to the researcher to give some ideas about the next chapter. The next chapter will discuss some topics related to review of literature.