CHAPTER 1

INTRODUCTION

This chapter will discuss about background of study, statement problems, purposes of study, significant of study, scope and limitation, and definition of key terms

1.1 Background of Study

In this era, scientific approach is very popular. It happens because the minister of education has implemented new curriculum called K13 curriculum. Minister of education implements this curriculum in order to make the quality of education in Indonesia better. M. Lazim (2013) stated that scientific approach is one base that facilitates, inspires, strengthens, and underlies the idea of how learning methods are implemented by a particular theory. Based on Kemendikbud (in Yulaiha, 2013), there are five activities in scientific approach namely observing, questioning, exploring, associating, and communicating.

The first step is observing. Observing is one step which consists of reading, listening, and seeing. This step can happen with or without tools. It is aimed at identifying things which students want to know.

Questioning step is the second step in scientific approach. In this step, the students ask question about information which they do not understand during the observing step. This activity is conducted through discussions with students’ friends or teachers.
The next step is exploring. It consists of conducting experiments, reading from other sources and textbooks, observing objects, event, activities, sources interview. Besides, there are other ways that can be tried in order to finish this step for instance: exploring, trying, discussing, demonstrating, imitating, doing experiment, interviewing, etc.

The next step in scientific approach is associating. In this stage, the students process information which they collect from the previous activities or experiments. The student can also observe result of activities and events to collect more information – processing information that has been collected, analyzing the data in purpose to make category, associating or connecting phenomena in order to find the pattern and conclusion.

The last step in scientific approach is communicating. The purpose of this step is to communicate their information that they get from the previous steps. In other words, the students have to present their conclusion. This conclusion is presented by oral, written, or other media – presenting a report in the form of a chart, a diagram, or a graph; preparing a written report; and presenting their report which covers process, result, and conclusion.

Based on steps that are shown in previous paragraphs, the teachers should be creative in teaching English because nowadays, English is an international language that has been used in many countries. Nehru stated that (in Patel and Jain, 2008), English is a big key on the modern world. They must have receptive and productive skills. Receptive skills are listening and reading while productive skills are like speaking and writing.
The information above are based on theoretical considerations. On the other hand, there are also empirical facts about K13 and scientific approach that has already analyzed by some other researchers, such: Yulaiha (2014), Fitriana (2012), and Wati (2010). According to Yulaiha (2014), scientific approach is not fully implemented by teachers at SMAN 3 Malang because time that is given by government English is only 2 hours (2 x 45) minutes in one meeting.

Furthermore, there are three main problems are faced by English teachers who teach speaking at Mahesa Course Pare Kediri, for instance: some students have different age and ability; there are students who are still shy and afraid to speak English; last problem is there are differentiation in the students’ background (Fitriana, 2012).

Meanwhile, Wati (2010) also states about problems faced by practiced teacher of English department in writing lesson plan. There are two problems that practiced teacher faced in writing lesson plan, for example: objective, indicator, material, method, teaching activities, media/source, less knowledge in developing the lesson plan, and variation in teaching preparation; connecting the objectives and teaching learning activities. It is caused by the difficulties of arranging various teaching learning activities to reach the objective.

The background above makes the writer want to carry out thorough research with the title Teacher’s Problems towards the Implementation of Scientific Approach Method for English Subject in first grade at SMPN 1 Batu because the writer would like to analyze and investigate about teacher’s
problems towards the implementation of scientific approach for English subject.

1.2 Statement of Problem

Based on background above, the researcher formulates the problem of this study is as follows:

1. What are teacher’s problems in implementing scientific approach in first grade at SMPN 1 Batu?
2. What are teacher’s solutions for problems in implementing scientific approach in first grade at SMPN 1 Batu?

1.3 Purposes of the Study

Based on statement of problem above, the purpose of this study is as follows:

1. To identify teacher’s problem toward scientific approach in first grade at SMPN 1 Batu.
2. To identify the teacher’s solutions toward scientific approach in first grade at SMPN 1 Batu.

1.4 Significance of Study

The purpose of this study is to find out teacher’s problems towards the implementing of scientific approach for English subject. It is expected to give
benefit for teachers, especially English teachers, students, and next researchers. For English teachers, the writer hopes that they could know problems in implementing scientific approach and know how to handle or modify it. For students, they can receive English material more easily after the problem in implementing scientific approach has already fix. For next researcher, it is expected that this research can give some information related to their research.

1.5 Scope and Limitation

The scope of this research is teacher’s problems towards scientific approach the implementation of scientific approach for English subject at SMPN 1 Batu. The limitation of this research is the teacher’s problems of scientific approach method for English subject in SMPN 1 Batu

1.6 Definition of Key Terms

1. Scientific Approach : a basic that facilitate, inspire, strengthen, and underlying idea of how learning methods implemented by a particular theory (M. Lazim 2013).

2. SMPN 1 Batu : SMP Negeri 1 Batu is the oldest junior high school in Batu which has national standard.

3. Problem : Anything that causes problems or that needs much attention and thought when the English teacher does activities in selecting method, approach, technique, media used and selecting material (Hudan in Harliana, 2005:2)