

CHAPTER I

INTRODUCTION

This chapter discusses about background of the study, statement of the problems, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

1.1 Background of the Study

Indonesia's curriculum has undergone many developments from time to time. These developments can be seen from several curriculum changes implemented by the government. Curriculum changes can be partly (in particular of the component), but may also be related to all the components of the overall curriculum (Miftha, 2012). Regarding the component of curriculum changes in Indonesia, it is stratified by three groups, namely 1) Lesson Plan: starting from 1947 (*Rentjana Pelajaran* 1947), 1952 (*Rentjana Pelajaran Terurai* 1952), *Rentjana Pendidikan* 1964, Curriculum 1968, 2) A Curriculum-Based Objectives: Curriculum 1975, Curriculum 1984, Curriculum 1994, 3) Competence-Oriented Curriculum: Competency-Based Curriculum (CBC) 2004, the Education Unit Level Curriculum (SBC) 2006, and the latest one, Curriculum 2013.

The changes are logical consequences which are caused by the changes of political system, socio-cultural, economic, science and technology in society and nation. Therefore, the education curriculum as a set of plans should be developed dynamically in accordance with the demands and

changes taking place in society. All national curriculums were designed based on the same foundation, named Pancasila and the 1945 Constitution. Whereas, the difference is on the emphasis of the basic education goals and approaches to make it happen. The curriculum changes in Indonesia's education based on the purpose to be achieved that can be described as follows:

The first curriculum is *Rentjana Pelajaran 1947*. It was political which was still implementing curriculum Dutch education. The orientation of education and teaching was intended for the benefit of the Dutch colonialists. The composition of the *Rentjana Pelajaran 1947* was very simple, containing only two main things, named a list of subjects and teaching hours which included in the outlines of teaching.

In 1952, curriculum in Indonesia had been developed by the government; the curriculum was named *Rentjana Pembelajaran Terurai 1952*. This curriculum was already leading to a national education system. The most prominent and also becoming as a feature of the curriculum in 1952 was every lesson plan should pay attention to their subject matter connected with everyday life. The subjects were classified into five groups of subjects: morality, intelligence, emotional / artistic, craft (skill), and physical. Basic education was more emphasis on practical knowledge and functional activities.

In the year of 1964, the government had developed the system in Indonesia's curriculum. It was named *Rentjana Pendidikan 1964*. The principles of the curriculum thought, a hallmark of this curriculum, is the government has got people's desire for academic knowledge to equip the

elementary school level, so that the learning centered on Pancawardhana program that included the development of creativity, taste, initiative, work, and morale.

Curriculum 1968 is a renewal of the curriculum in 1964, which did a change in the structure of educational curriculum. Pancawardhana became coaching spirit of Pancasila, basic knowledge, and special skills. In terms of educational objectives, this curriculum was emphasized education in an effort to establish Pancasila as true man, strong, and healthy body, enhancing intelligence and physical skills, morals, manners, and religious beliefs.

In the next period, the government had developed a curriculum 1975 which emphasized the goal on making education more efficient and effective. The background of this curriculum was influenced by the concept, named MBO (Management by Objectives) which was being the most famous at the time. Methods, materials, and teaching purposes specified in Procedure Instructional System Development or called as PPSI. This period was known as the term "learning unit", for example was each unit lesson plan discussion. Each unit detailed lesson again: general instructions, specific instructional objectives or called as ICT, learning materials, learning tools, learning activities, and evaluation.

Curriculum 1984 brought the process skill approach. Although the approach prioritized the process, but the goal still became an important factor. The curriculum was also often called "The enhancing curriculum 1975". Position students placed as a subject of the study, starting from observing something, classifying, discussing, then to report. This model was called as

the Active Student Learning Method or called as CBSA or Student Active Learning (SAL).

Curriculum 1994 made some revising for curriculum 1984 and implemented in accordance with the Law no. 2 of 1989 on National Education System. It gave impact on the timesharing system of education, that the change from the semester system to spend quarter date system. The system separated the date in one year to three levels which was expected to give an opportunity for students to be able to receive enough subject matter. The process of teaching emphasized on conceptual understanding and problem solving skills and problem-solving.

Curriculum 2004 was known as Competency Based Curriculum (CBC). Competency-based education focused on developing the ability to do (competence) which gave specific tasks in accordance with performance standards that had been set.

Curriculum 2006 was known as the Education Unit Level Curriculum (SBC). CBC trial was stopped in the early of year 2006 then changed with SBC. The review in terms of content and process of learning achievement of competencies by the students, and also the technical evaluation were not much difference with curriculum 2004. Most prominent difference was the teachers were given a freedom to plan learning environments and conditions according to the students as well as the condition of the school was located. This was due to the basic competence (KD), competency standards (SKL), standard and basic competencies (SKKD) each subject for each educational unit has been established by the Ministry of National Education. So, learning flotation

devices, such as the syllabus and assessment system were under the authority of the education unit (school) which coordinated and supervised by the District / City.

However, a curriculum concept definitely has more highlighted in the learning process, as well as that being developed by the government in the latest curriculum, the curriculum in 2013, which emphasizes learner's development of competence (Aulia, 2013). This concept influences the technique, method and also approach which are used while teaching. As one of them is the use of Scientific Approach in teaching learning process.

Scientific Approach is a form of modern pedagogic dimension of learning which are emphasized in the curriculum 2013. The scientific approach has several stages that are implemented in the learning activities. These include observing, (Observing) ask (Questioning), reasoning (Associating), try (Experimenting) and forming network (Networking) for all subjects.

The implementation of this concept still becomes a trial-error (pilot project) of the government. Thus only some schools which have been chosen by the government to apply this approach in the learning process. One of them is SMP Muhammadiyah 12 GKB (www.kemdiknas.go.id).

This study will focus on observing the implementation of Scientific Approach which is running in SMP Muhammadiyah 12 GKB, particularly in the application of the Scientific Approach in the five stages during teaching and learning activities. In addition, the researcher will also conduct some

interviews for some students to find out their responses on the application of new concepts in their teaching and learning activities.

1.2 Research Question

Regarding to the background of the study above, the researcher intended to start these following problems:

1. How is the implementation of Scientific Approach in English class at seventh grade of SMP Muhammadiyah 12 GKB?
2. How are the students' responses about this approach after learning process (whilst activity)?

1.3 The Purpose of the Study

Concerning with the problem above, this study aims to these following purposes:

1. To describe the implementation of Scientific Approach in English class at seventh grade of SMP Muhammadiyah 12 GKB.
2. To know the students' responses about this approach after learning process (whilst activity).

1.4 The Significance of the Study

This study is projected to give more involvement to both of theoretical and practical improvement of English teaching.

Theoretically, this study enriches the literature of English teaching through Scientific Approach that is related to the latest curriculum which is running in Indonesia.

Practically, this study will become a source and an evaluation of Scientific Approach implementation in English class for the teacher and also the government because it still belongs to its pilot project.

1.5 Scope and Limitation of the Study

In this study, the researcher focuses on observing pre- and whilst-teaching activity at VII-B and VII-E classes of SMP Muhammadiyah 12 GKB which is done by the teacher where the Scientific Approach is implemented.

1.6 Definition of Key Term

In this study, it is important to know the definitions of related terms in order to make this study clearer. The definitions of the related terms in this study are stated as follow:

1. Curriculum 2013 is the latest curriculum applied in Indonesia which emphasizes the competence of learners as the main target, whereas this curriculum refines the concept of the previous curriculum.
2. Scientific Approach is an approach which is emphasized in the curriculum 2013 that has several stages in implementing it. These include observing, (Observing) ask (Questioning), reasoning (Associating), try (Experimenting) and forming network (Networking) for all subjects.

3. Student's response is opinion from student about the whole process of teaching, included in teacher's pre teaching, whilst teaching, and also post teaching in the classroom.