

CHAPTER I

INTRODUCTION

This chapter presents the overview of the study. It covers the background of the study, research questions, research purposes, research significances, and previous studies.

A. Background of The Study

This study examines how the Scientific Approach (SA) is used by Indonesian language teachers to improve reading comprehension of EFL students. This research took place at MTS An-Najah and involved 36 second grade students and one Indonesian English teacher. Finally, it offers a report on the actual practice of SA in the context of junior secondary schools in Indonesia.

According to Kemdikbud (2013) the 2013 curriculum can be implemented successfully by using scientific approach. The learning process can be stated scientific if it fulfills the following criteria, objective, factual, systematic method, accurate, logic, actual, and verified. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science principles. Since the students become the subject of learning, the learning method promoted is 'learning by doing' which is largely promoted by an American educator and philosopher (John Dewey, 1859-1952). At Junior High School, there are 13 types of monolog text that should be taught. One of them is recount text.

The skill focused in this study is reading, but it is suggested in curriculum 2013 to integrate skills in teaching and learning process which reading does not stand by its own, it will always be side by side with the other skill. This study only focuses on teaching reading because in teaching other skills of English, reading always be involved in the process of teaching. Reading is considered to be an important skill that needs to be learnt by students. Since, reading is a phase where students can get information and knowledge, and the ability to read becomes a window to the world and students' knowledge (Elizabeth S. Pang et al, 2003). It is also supported by Jeremy Harmer (1998:68) that reading becomes an important role in the individual and the most important activity for the students in the learning process. By reading activity, we can get more knowledge and much information.

According to the Texas Educational Agency (2002) understanding is needed to get meaning through reading the text. Without comprehension, reading is frustrating, difficult to do and a

pointless exercise to do - the main goal of teaching reading comprehension. In other words, understanding helps students develop their knowledge, skills and experiences.

The importance of reading comprehension has been proven by Destrina et al ., (2013). They found that reading comprehension increased reading pleasure and effectiveness. In addition, He adds strong skills to support reading comprehension in all other subjects and in personal and professional life.

In the context of this research, EFL students' reading comprehension is still considered low. Students have difficulty finding the main idea of the English text. Tiffani et Al. (2017) found they proved that junior high school students in Indonesia did not understand the meaning of the text. In addition, they are afraid to read English texts - their negative feelings about the English reading result in their low comprehension.

To improve students' reading comprehension, SA is applied in this study because SA can overcome various problems in reading EFL, especially for students who have difficulty finding the main idea. It is known that SA can solve various kinds of problems such as reading comprehension which has a positive impact which can improve and improve students' understanding in reading texts Untari (2017). In addition, Zhussupova (2016) said that the use of SA in learning reading comprehension is useful and valuable. This not only improves reading comprehension but also improves four English skills.

According to Grace (2007) recount text is a text that tells the reader or listener what happen in the past through a sequence of events. The generic structures of recount text are orientation, event, and re-orientation. According to Knapp & Watkins(2005) recount text, basically is written out to make a report about an experience of a series of related event. A recount is written out to inform an event or to entertain people. Recount Text is text function as for telling an incident in the past. Recount is to tell “what happened”. A recount text has a social function. The purpose of a social function is to retell an event with a purpose to inform or entertain the readers (shinoda, 2008) (Knaap, 2005)Recount tells a series of events and evaluate their significance in some way. It is also to give audience a descriptions of what occurred and when it occurred. The story recount has expressions of attitude and feeling, usually made by narrator about the events.

Here are presented three previous researches with issue of teaching English through Scientific. First,(Apriayny & Nababan, n.d.) The implementation of Scientific Approach in Teaching English in Senior High School. The result of the study showed that the English teachers

in Senior High School Pekanbaru encountered problems dealing with understanding the concept of SA and the implementation of the Curriculum 2013 in classroom activities. Data from semi-structured interviews indicate that participants of this research did not seem to have a clear understanding on the five stages of Scientific Approach in teaching English. Second, Shofwan (2017) The use of Scientific Approach in Teaching English as a foreign language in SMPN 1 Jakarta. This analysis aims to describe: (1) How is application of scientific approach in language teaching, (2) The teachers' and students' role in the classroom, and (3) Students' English language improvement in their classroom. Qualitative research method is used to describe the whole phenomena in the classroom. The finding shows that: (1) the scientific approach is applied by using five principles steps: observing, questioning, experimenting, associating and networking. (2) The Teacher has role as a facilitator while students become subject of education (students' center). (3) English Students improve more communicative and expressive. In conclusion, the scientific approach is appropriate and gives impact in teaching English.

This research is important to investigate do the teacher applies scientific approach in the classroom entitled "The investigation on the process of Scientific Approach in teaching reading comprehension"

B. Research Questions

From the observation above, the writer formulates the problems of the study as follow :

1. What do the teacher applies Scientific approach in teaching reading comprehension?
2. What are the problems faced by the teacher while applying the scientific approach in teaching reading comprehension?

C. The Purpose of The Study

Based on the background above, the study is intended :

1. To know the process of implementing a Scientific Approach in Teaching reading comprehension
2. To know the the problems faced by the teacher while applying the scientific approach in teaching reading comprehension

D. The significance of the research

1. The practical significance

- a. For the Researcher

The result of the this research can be used as one of the way to develop the researcher's knowledge and experience

b. For the Reader

The reader will get more information and knowledge of the applying teaching reading comprehension by using scientific approach

2. The theoretical significant

- a. The researcher hopes that the result of this research can used as the reference in teaching reading comprehension by using scientific approach
- b. This result of this research will be useful to the readers who are interested in analyzing teaching reading comprehension to second grade of Junior High School

E. Theoretical Framework

The 2013 curriculum is applied as one of the government's efforts to answer the challenges of advancing technology and rapid globalization. The Ministry of Education (2013) states that the 2013 curriculum can be implemented effectively by using the Scientific Approach.

The scientific approach in Indonesia 2013 curriculum this approach can encourage students to be skilful of observing, questioning, experimenting, associating, and communicating. According Suharyadi (2013)Each of the steps is offered as follows:

- a) Observing - to develop a student's curiosity, to create a meaningful learning process and help students acquire knowledge (Brown, 2000). The teacher asks the students to observe objects, events, phenomena, concepts, and procedures by using all of their senses to see, listen, read and watch, and integrate it with the learning material (Checkovich & Sterling, 2001, p. 32; Government's file, 2015). At the same time, students construct their knowledge and facilitate them to fulfil their need of knowing something. In this activity, the context is also presented to make students connect what they have learned with what they are going to learn (Suharyadi, 2013,p.3.
- b) Questioning - to build knowledge as a concept. The students are required to have critical thinking to evoke a high level of thinking questions. Furthermore, students can show their active participation in the learning process. In this stage, the teachers have to facilitate the students with scaffolding to stimulate and encourage the students to ask (Government's file, 2013, pp. 34-35).
- c) Experimenting - to gain a meaningful, real, and authentic learning, students have to do experiments, especially to suitable materials (Suharyadi, 2013, p. 4). The students also experience the skilled method to develop knowledge and employ the scientific method to

answer the real problem. Experimenting is proposed to create various learning objectives, attitudes, skills, and expertise. It is an activity to affect ability and knowledge that has been learned. The students drill to express new things that they have learned and try to use the skills to reality inside and outside the class through simulation, role play, presentation, discussion and games (Government's file, 2013, p. 35).

- d) Associating - to attain the conclusion of knowledge by a logical thinking process and a systematic empirical factual statement which is observed. Students should be more active and give more chances to learn. Associating refers to grouping skill of various ideas and connecting multiple events to be part of memory.. Associating process must be lead through: (1) processing information that has been collected from the result of experimenting and observing activity and, (2) treating the data collected to find solutions from a variety of sources that have different ideas to the contrary. Thus, students are predicted to be able to relate the result of learning or experimenting to reality.
- e) Communicating - to improve students' skills to offer or establish all knowledge and ability that has been mastered verbally or nonverbally. Suharyadi (2013, p. 4) says that communicating is also called collaborative learning. For teachers, the collaborative learning function is more directive oriented in which the teachers are managers in the students' learning.

F. Research Limitations

This research focuses on Scientific approach, Scientific approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science principles. Since the students become the subject of learning, the learning method promoted is 'learning by doing' which is largely promoted by an American educator and philosopher John Dewey (1859-1952). According Zaim (2017) Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014) The English text that the researcher used here is Recount text because Recount text is the text genre that the students learned based on Curriculum 2013 (K.13). Besides, the researcher only focuses on how the process teaching reading recount text through scientific approach.

G. Previous research

There are several research regarding Scientific Approach :

1. (Sofyan, n.d.) “The implementation of Scientific Approach in English Teaching Based on Curriculum 2013 in SMK Negeri 2 Sragen” The findings shown that (1) the procedures of teaching English using Scientific Approach conducted by teachers consisted of: observing, questioning, experimenting, associating, and communicating; (2) the teachers shared similar perception in which the Scientific Approach is regarded as an approach that integrate students’ attitude, skills, and knowledge by implementing observing, questioning, experimenting, associating, and communicating in the teaching learning process; (3) the difficulties faced by the teachers in applying Scientific Approach were: the students’ lack of critical thinking, the students’ difficulty in finding the answer of the problem, the students’ inability of analyzing the material, and the students’ lack of vocabulary mastery; (4) the strategies employed by the teachers to overcome the problem in applying Scientific Approach were: motivate the students to be more active in learning, give some stimulating questions related to the material, give comparisons of the recent material with the previous materials, and translate the difficult words found by the students.
2. (Apriauny & Nababan, n.d.) The implementation of Scientific Approach in Teaching English in Senior High School. This study is aimed at investigating how the English teachers implement the Scientific Approach (SA) in teaching English in Senior High School in Pekanbaru. The result of the study showed that the English teachers in Senior High School Pekanbaru encountered problems dealing with understanding the concept of SA and the implementation of the Curriculum 2013 in classroom activities. Data from semi-structured interviews indicate that participants of this research did not seem to have a clear understanding on the five stages of Scientific Approach in teaching English. However, data from the classroom observation show that some teachers have implemented some stages of the approach quite well, especially in observing, questioning, and experimenting. Finally, it is suggested for the English teachers to get more knowledge and skills in implementing the Scientific Approach as determined by the 2013 Curriculum.
3. (Shofwan, 2017) The use of Scientific Approach in Teaching English as a foreign language in SMPN 1 Jakarta. This analysis aims to describe: (1) How is application of scientific approach in language teaching, (2) The teachers’ and students’ role in the classroom, and

(3) Students' English language improvement in their classroom. Qualitative research method is used to describe the whole phenomena in the classroom. The finding shows that: (1) the scientific approach is applied by using five principles steps: observing, questioning, experimenting, associating and networking. (2) The Teacher has role as a facilitator while students become subject of education (students' center). (3) English Students improve more communicative and expressive. In conclusion, the scientific approach is appropriate and gives impact in teaching English

