

## **Chapter I: Introduction**

In this chapter, the researcher explains several things related to this research which is distributed in to several points such as basic consideration, research question, aim of research, focus of the research, and significances of the research.

### **Basic Consideration**

In this globalization era, much information come from technology currently presented with English language. That is why it is called the international language. Using English for international communication, especially on the internet, means that students are in fact part of a global target-language community. They are prepared to communicate by using English as global language in the future. Becoming thing that needs special attention, education is also aware of the necessity of learning English because English serves tremendous influence in daily life.

In Indonesia, English has become one of the compulsory subjects taught in Junior and Senior High Schools. English is considered as one important foreign language that should be learnt by Indonesians for a considerable number of reasons, such as education sector, social, politic, economic development and so forth. In education sphere specially, it is included and arranged in the curriculum as a guide for learning process.

Curriculum is a foundation in educational system in the world. It is a tool used in achieving objective of education and is a guideline in the implementation of learning in all level of education. It leads to all form of education; in other words, it is an instrumental input used to achieve the goals of nation education.

The new curriculum in Indonesia is known as ‘K-13’ or the 2013 Curriculum. This so-called K-13 has implemented in Indonesia since 2013/2014 academic year. The implementation of K-13 as the new curriculum in Indonesia is unfortunately offered various problems and great challenges for the English teachers. Unprepared teacher which assumed to be the crucial problems in implementing K-13 particularly the use of strategies throughout teaching process is a case in point (Kurniasih: 2014). Without strategies, aims of learning process cannot be reached at all. In teaching strategies, there are three important components that used in teaching and learning process, they are approach, method and technique. According to Edward Anthony 1963 (as cited in Richard p.15 : 1986), three levels of conceptualization and organization in teaching, which is termed as approach, method, and technique. He also states that the arrangement is hierarchical, and the organizational key is where techniques carry out a method, which is consistent with an approach. In addition, quality of learning in the late nineteenth century often elaborates principles and theoretically accountable approaches to the design in teaching programs, course, and materials. Furthermore, in K-13 changes are related to scientific approach namely: (1) observing, (2) questioning, (3) associating and analyzing, (4) exploring and experimenting, and (5) communicating. Scientific approach is designed in the anticipation to modern learning in the twentieth century. The learning paradigm has shifted from ‘*peserta didik diberi tahu*’ (students have knowledge because they are taught by a teacher) to ‘*peserta didik menearitahu*’ (students have curiosity to get knowledge by themselves). There are several approaches that related to scientific approaches such as discovery learning, project based learning, problem based

learning, and cooperative learning Kurniasih (2014: p. 32). However, this research only focuses on scientific approach as the indicator to see how the implementation in EFL classroom. The scientific approach is new approaches in learning English, therefore implementation of the scientific approach teaching English in K-13 raises several obstacles in the implementation of such difficulties to keep students active, they are not confident to answer questions from the teacher so as to make them missed from his friends who active. Most of the teachers get trouble in motivates the students to apply good question to their friend as well as to his teacher.

Since English in Indonesia is taught as a foreign language and learnt mainly in classrooms, the role of teachers is especially important because they are the main source and facilitator of knowledge and skills of this language. An English teacher is expected to play two roles at the same time: (i) teaching English and (ii) making the teaching–learning process as interesting as possible in order to engage students in learning (Kassing, 2011). In an EFL context, students’ exposure to English is limited, and the classroom is usually the only place they have the opportunity to use English. Thus, teachers’ instructions and explanations may be the only language exposure during which students learn to use language for communication (Suryati, 2013). On the other hand, K-13 requires an active role of teachers in the learning process in classroom. One of the keys to success that determines the success of the implementation of the K-13 is the creativity of teachers, because the teacher is an important factor of great influence; even determine the success or failure of learners in learning, especially in implementing the scientific approach in the process of learning in the classroom. So, teachers are need to be able to improve the

performance and receive government's policy regarding K-13 as a master program, principle of the curriculum mechanism and instructional approach that will implement in EFL classroom.

Start from K-13 release in (15/7/2013), SMPN 3 Limboto also began applies K-13 in 2013/2014 year of school. However, it does not provide that all of subject has implemented accordance with the changes in instructional approach of K-13, especially in English subject. English subject is vitally important and it is described as the most important of all school, principally because reading, writing, speaking and listening are needed to a greater or lesser degree in every other school subject, and for adult life. English subject is a very important for junior high school students especially in preparation to face globalization era. Related to English subjects as one of important components in the spectrum of the K-13, it has a goal to develop the ability of students to communicate in that language, with communication skills that include the ability to listen, speak, read, and write. It is good if students whet their ability in learning as best as possible in order to achieve four main skills as writing, listening, speaking and listening with how the implementation instructional approach delivered by English teacher. Scientific approach should be more often held with allocations enough time and material as well a more competent resource person.

The fact that the initial socialization through workshops with that time less precise and short duration as it has been done for this proved still not able provide adequate supplies for teachers inside implements teaching English with an approach scientific. In the process of occurrence curriculum changes on implementation in the classroom, teachers as the most important element must be thinkers even before the

process development of the curriculum itself. Training is done simply as a new curriculum socialization without including an approach pattern teach in the classroom concretely become the biggest obstacle the achievement of the goal of change curriculum. Mulyasa is involved in its implementation in the field to understand with changes to be made according to the main task and function each, so they provide support against curriculum changes done. Implementation of K-13 is creativity of teachers, because teachers is a big important factor its influence, even very determine the success or failure students in learning because it is an effort that can be done to overcome obstacles which appears in the implementation. K-13 is from creativity teacher. Teachers are expected to remain trying to arouse sense curiosity students through media such as images, realia, or video conversations, and givetime to think about things related to matter.

Based on the problem above, researcher would like to investigate “The implementation of instructional approach delivered by English teacher in EFL classroom based on 2013 curriculum version”.

### **Research Question**

Paying attention to the above consideration, this research is designed to address the following formulations of the research questions:

1. How is the implementation of instructional approach delivered by English teacher in EFL classroom based on K13 version?
2. How is teacher perspective on instructional approach in EFL classroom based on K13 version?

### **Aim of Research**

Regarding the question formulations of this research, the aims of this research are to discover how is the implementation of instructional approach delivered by English teacher in EFL classroom based on K13 version and to find out how is the perception of teachers on instructional approach in EFL classroom based on K13 version.

### **Focus of Research**

Focus of this research is only to see the implementation of instructional approach that delivered by English teacher viewed by scientific approach and supported by teachers perspective in teaching in EFL classroom based on K13 version.

### **Significance of Research**

1. For researcher, this research is expected to offer her variable experience in English Language Teaching.
2. For teachers, this research is expected to help teachers to be used as a foundation to improve their ability in teaching strategies.