CHAPTER 1

INTRODUCTION

This chapter provides a comprehensive overview of the study. It comprises the background, formulation of the problem, operational definitions, aim of the study, and the significance of the study.

A. Background of the Study

Given the significance of English, it is essential to carefully consider effective English teaching practices. One of the elements of teaching English is the approaches used. English teaching approach is one of teachers' devices in conducting teaching and learning in a classroom. Approaches deal with the beliefs and principles applied in teaching. In an attempt to gain the effectiveness of English teaching, teachers need to find out principles which are considered as the best way in teaching. This approach facilitates both teachers and students in achieving the intended learning objectives. In this regard, the Ministry of Education (2013) states that the 2013 curriculum can be implemented successfully by using Scientific Approach.

The scientific approach is described as the process of learning in science that involves evaluating ideas through experiments and making conclusions based on the results of the study (Longman, 2014 cited in Zaim, 2017). According to Suharyadi (2013) Scientific Approach is required to improve the quality of teaching and learning. It encourages students to develop and apply their attitudes, skills, and knowledge (Ratnaningsih, 2017). Therefore, the students need to be actively involved in the learning process to present the information which is acquired not only from the teachers but also from various resources. This approach emphasizes students to independently learn their courses; teachers are not the main source of knowledge or information. Thus, students are encouraged to express ideas based on their knowledge and experiences, while teachers serve as guide or facilitators throughout the learning process.

Since the Covid-19 pandemic began in 2019, its global spread has profoundly impacted various aspects of life, including education, with Indonesia being no exception. As a result, it has been carried out in a pandemic condition that necessitates all activities from home, including learning activities. It appears hard to provide an education without bringing together both students and teachers. Covid-19 pandemic pushes people to engage in social distance, which means there is no face-to-face interaction, despite the fact that interaction is a crucial component of the teaching and learning process. To compensate the lack of classroom meetings, the introduction of online learning has become a new rule in Indonesia.

Online learning, particularly in Indonesia, remains in its early stages of development. Due to the country's vast geographical and socio-economic diversity, the distribution of technological infrastructure and educational resources remains unequal. This disparity has created significant challenges for teachers, who must adapt rapidly to online instructional demands despite limited support in certain regions. According to Churiyah et al. (2020), digital inequality continues to be a major barrier in Indonesia's educational landscape, especially during the pandemic, with many students and teachers lacking reliable access to internet connectivity and digital devices. Consequently, Indonesian teachers are often required to modify their teaching approaches swiftly and creatively in response to these conditions. Since online learning is still a new style of teaching for junior high school teachers in Tasikmalaya, Indonesia, The teachers must grasp a variety of methods, applications and platforms that facilitate their e-learning practice. This phenomenon also occurs in one of junior high schools in Tasikmalaya, where the English teachers should conduct online learning while maintaining a scientific approach to the learning process. The teachers implemented the five major stages of scientific approach in their online learning, which covers observing, questioning, experimenting, associating, and communicating. Therefore, to promote an effective online learning environment, teachers' early experiences of online learning are important; the benefits and challenges to implementation must be addressed. As a result, the purpose of this study is to investigate teachers' experiences on online English language learning.

The use of the Scientific Approach, particularly in the context of online learning, has only recently gained attention in Indonesia, especially since the shift to remote instruction during the COVID-19 pandemic. According to Hermansyah and Aridah (2021), many Indonesian teachers were still in the process of understanding and adapting the Scientific Approach when the pandemic forced a sudden transition to online platforms. Similarly, Churiyah et al. (2020) highlighted that the integration of inquiry-based models, such as the Scientific Approach, into digital learning environments posed significant challenges due to infrastructure limitations and a lack of digital pedagogical training among teachers. As a consequence, there must be distinctions in the face-to-face transition to online learning, whether they benefits, advantages, tough, or unclear. In this regard, Rahayu and Wirza (2020) notes that some teachers found the online learning system was difficult to use; they considered the method was not simple, difficult to comprehend, and adaptable. They will require a long time to grasp the new platform, to be proficient in utilizing an online learning system will be challenging.

There are numerous studies that concentrate on the implementation of scientific approach in teaching English (Burhanuddin et al., 2018; Ratnaningsih 2017; Sofwan 2017). The aim of the research is mainly focuses on how teachers applied the five stages of the Scientific Approach, the challenges they encountered during online learning, and the strategies they employed to overcome those obstacles. While many studies have examined the implementation of the Scientific Approach in traditional English classrooms, few have explored its application in online learning environments. Thus, this research focuses on the implementation of the Scientific Approach in online classroom.

B. Formulation the Problem

In this study the researcher addressed the following question:

a. How do teachers implement the Scientific Approach in online learning?

b. What are the challenges and solutions that teachers face during implementing the Scientific Approach in online learning?

C. Operational Definition

To avoid misunderstanding about the terms set out in this study, the researcher provides the definitions related to this study, as follow:

a. **Scientific Approach**: The scientific approach is a method of learning which is based on facts or occurrences that may be explained through logic or reasoning. Scientific approach is manifested in the learning process, which consists of five steps: observing, questioning, experimenting, associating, and communicating.

b. **Online Learning**: In this study, online learning refers to the delivery of English lessons through internet based platforms (e.g., WhatsApp, Google Classroom, Zoom) during online teaching. It includes both synchronous and asynchronous methods used by teachers to implement the stages of the Scientific Approach in a fully remote teaching context at junior high schools in Indonesia.

c. **Teachers' Experiences:** In this study, teachers' experiences are examined in terms of how teachers apply the five stages of the Scientific Approach (observing, questioning, experimenting, associating, and communicating) in online learning settings, including the barriers they encounter and the strategies used to address them.

D. Aim of the Study

This study aims to explore English teachers' experiences in implementing the Scientific Approach in online English teaching. It focuses on how teachers applied the five stages of the Scientific Approach, the challenges they encountered during online learning, and the strategies they employed to overcome those obstacles.

E. Significances of the Study

    a. Theoretical use: Theoretically, this study contributes to the existing body of knowledge on instructional methodology in English language teaching, particularly regarding the application of the Scientific Approach by offering insights into how the five stages observing, questioning, experimenting, associating, and communicating are adapted to online English teaching.

    b. Practical use: by presenting how teachers implement the Scientific Approach in online learning and the strategies they use to overcome various challenges, this study benefits English teachers, school administrators, and education policymakers by presenting real classroom strategies used by teachers to implement the Scientific Approach in online settings. The findings can inform teacher training, curriculum planning, and digital pedagogical practices to ensure that inquiry based learning principles are upheld even when teaching is conducted remotely.

    c. Empirical use: this research provides direct data from teacher interviews about their real-world implementation practices, challenges, and context-specific solutions during online teaching. These findings offer concrete evidence on how Indonesian junior high school teachers modified pedagogical strategies to maintain student engagement and achieve learning objectives during online teaching.