CHAPTER I
INTRODUCTION

This chapter deals with the background of the study, statement of the problems, purposes of the study, scope and limitation, significance of the study and the definition of key terms. Each point will be presented as follows.

1.1 Background of the Study

Speaking is a part of daily life since people speak to interact with each other. In every condition, people meet each other and talk about something in order to maintain social relationship. According to Medonough and Shaw (2003: 134), speaking skill enables us to produce utterances when it is genuinely communicative. Speaking is also desire and purpose driven. This may involve expressing ideas and opinions, expressing a wish or desire to do something, negotiating and/or solving a particular problem, or establishing and maintaining social relationships and friendships. Moreover, according to Hamied (2012: 63), speaking skill should be mastered because in such aspects as tourism, education, politics, and business, English is frequently used as a tool of international communication.

According to Pearson (2009: 16), students at the ages of 8 to 15 years old are categorized as young learners. In these ages, they no longer assume that the world thinks and feels as they do. They want to be realistic and learn by experience. There is a significant changing in the learning environment that is
indicated by the transition of students from elementary to middle schools. Students who are at junior high schools undergo more dramatic developmental changing than at any other time in life. Moreover, students at junior high schools have unique characteristics. Students like to go outside the classroom to conduct interviews; students are interested in technology and in how to communicate with others; and they appreciate the teachers who act as their sisters or brothers more.

Every student has different types of learning. Many students need support from other people to learn language, but some students just want to be left alone to learn. Therefore, every student needs different treatments in learning. The encouragement of positive relationships and positive self-image is a major goal of all schooling for children of 8-15 ages. Based on the problems explained above, definitely, the solutions are needed for students’ betterment in the next process. One of the solutions that most appropriate for this problem is scientific approach.

According to Lazim (2013, 1-8), scientific approach is suitable for teaching speaking because the major aim of scientific approach is to help students understand variety of topics. More specifically, it is aimed at improving students’ intellectual ability especially higher order thinking, improving students’ competence in problem solving, creating the situation needed by the students, training students to communicate their ideas in scientific articles, and developing students’ character. Lazim also explains that Scientific approach includes five components: observing, questioning, associating, experimenting, and networking. Moreover, in scientific approach, students make an observation from reading and listening to understand the object observing. Students ask questions about the
result of observation based on facts, concepts, and procedures (questioning). Students process the information by doing observing and questioning (associating). Students seek, analyze, and conclude information (experimenting). Students communicate the result of their experiment in front of their friends (networking).

Considering this study, the writer has already found two previous studies which were constructed about the implementation of scientific approach. Pahlevi (2014) found in his research that the teacher implemented five learning phases of the scientific approach in two meetings. They were observing, questioning, collecting information, associating, and communicating phases. However, the teacher’s activities in the questioning and associating phases were less effective because the students’ curiosity to ask was unsatisfied in the questioning phase and he left analyzing or comparing the obtained information in the associating phase. The students’ responses were effective in the three learning phases; observing, collecting information/exploring, and communicating. In contrast, the students’ responses to the questioning and associating phases showed that they could not learn well due to the less creativity of the teacher. It means that there is still difficulty in the phase of the scientific approach in learning especially in questioning and associating. It becomes the teachers’ responsibility to make students active in a class.

Suharyadi (2013) wrote on his study that the Curriculum 2013 is claimed to be different from the previous one, KTSP, in several aspects. One of the differences is that “a scientific approach” is introduced. This approach is old and
new. It is old as it has been used in science, whereas it is new because it is newly applied in English language teaching (ELT). For language teachers (English), this approach is not clear yet, and probably it causes some controversies. So that, his study aims at exploring the notions of scientific approach and its possible application in English language teaching. Both the previous studies showed that there are still difficulties which are encountered in applying scientific approach.

As a matter of fact, a few schools are ready to implement this approach since this approach was newly introduced in the Curriculum 2013. Otherwise, after joining teaching internship in SMPN 18 Malang, the researcher finds that teachers in SMPN 18 Malang implement Scientific Approach for teaching speaking at the seventh grade since early 2013/2014 academic year. Furthermore, the implementation of scientific approach in this school helps teachers make effective learning process and boost students’ creativity and active participation during speaking class. Therefore, the researcher is interested to conduct a research entitled “Scientific Approach Used by the English Teacher in Teaching Speaking at the Seventh Grade at SMPN 18”.

1.2 Statement of the Problems

Based on the background of the study, the research problems are stated as follows:

1. How does the English teacher implement scientific approach in teaching speaking at SMPN 18 Malang?
2. What are the benefits of implementing scientific approach in teaching speaking at SMPN 18 Malang?

3. What are the challenges of implementing scientific approach in teaching speaking at SMPN 18 Malang?

1.3 Purposes of the Study

In line with the statement of the problems above, the purposes of the study are formulated as follows:

1. To describe the implementation of scientific approach by the English teacher in teaching speaking of SMPN 18 Malang.

2. To find out the benefits of implementing scientific approach by the English teacher in teaching speaking at seventh grade of SMPN 18 Malang.

3. To find out the challenges of implementing scientific approach by the English teacher in teaching speaking at seventh grade of SMPN 18 Malang.

1.4 Significance of the Study

The results of this study are expected to bring some benefits for English teaching and learning. It is expected that the results of this study give more information to English teachers about the implementation of Scientific Approach as recommended in Curriculum 2013, more specifically about the advantages and disadvantages of implementing Scientific Approach. The results of this study are also expected to help students to actively participate in the teaching and learning process through scientific approach like observing, questioning, associating,
experimenting, and networking. The researcher also hopes that this study can be used as a reference for those who are interested in investigating other relevant topics concerning the implementation of scientific approach.

1.5 Scope and Limitation

The scope of this research is on the implementation of Scientific Approach by English teachers based on the Curriculum 2013. Meanwhile, this research is limited for teaching speaking English at the seventh-grade of SMP N 18 Malang.

1.6 Definition of the Key Terms

It is important to know the meaning of the key terms used in this study in order to avoid misunderstanding. The key terms are defined as follows:

1. **Speaking** is the ability to convey a message through expressing ideas, thoughts, and feelings by showing the sounds or gestures to other persons as the participants within context that become a purposeful speaking (Thornbury, 2005, pp: 1-2).

2. **Teaching** is teachers’ activities in guiding and facilitating students in learning English (Brown, 2007, pp: 7).

3. **Teaching English Speaking** is a process to lead learners to be active in producing oral English language (Harmer, 2005, pp: 21).

4. **Scientific Approach** is a principle of Curriculum 2013, which aims to develop the students’ knowledge, attitude, and skill (Kemendikbud, 2013)
5. *Curriculum* is a plan or design for a course and how the content for a course is transformed into a blueprint for teaching and learning which enables the desired learning outcomes to be achieved (Richard, 2010: 6)