CHAPTER I

INTRODUCTION

1.1 Research Background

English in Indonesia is considered as a foreign language. Based on Dudeney & Hockly (2010), “One of the interesting things about English as a global language is that it is increasingly being used as a ‘lingua franca’ (or common language) so that people from non-English-speaking countries can communicate with those who do speak English”. Speaking is one of English components that must be taught to the students in school. It becomes one of important skills because one of keys in English communication is capability of speaking. By mastering English speaking skill, we can carry out communication with native speakers, share ideas and change the information.

According to Sequeira (2017), “Teaching is a set of events, outside the learners which are designed to support internal process of learning.” Further, the teaching of English has gone through many phases over the years, with various methods being hailed as the solution to improving literacy levels (Goodwyn & Branson, 2005). Moreover, teaching English is divided into two big parts, they are receptive and productive skills. Receptive skill consists of listening and reading while productive skill consists of writing and speaking.

Listening is one of the most important communication skills that students can acquire. Kristianti (2008) state that in order to reconstruct the message that the speaker intens, the hearer must actively contribute knowledge from both linguistic and non-linguistic sources.
Listening is an important skill for the person who is learning English because in verbal communication we cannot communicate with each other without listening to the speaker’s utterances and understanding them. Listening is a skill that must be develop through practice.

Reading is also included into receptive skill besides listening. Reading encourage the students learning vocabulary and develops their speaking and writing skill (Khruawan & Dennis, 2017). Moreover, reading is able to make students move understanding about the text or content of the paragraph.

Writing is a kind of linguistic behavior not only picture, but also presents the sound of language through visual symbols. Furthermore, writing is the most efficiently acquired when practice in writing parallels in the other skill (Patel & Jain, 2008).

Speaking is one of the basics which should importantly be mastered by English learners. According to Shumin (in Richards & Renandya, 2002) learning to speak a foreign language requires more than knowing its grammatical and semantic rules. Therefore, in language learning, the speaking ability is important to express thought, ideas and feelings with others. Being able to speak English also can be preparation for the students face the international world after they graduate. Speaking skill focuses on the student ability in producing English language orally.

To reach the objective of teaching speaking the teacher not only uses the appropriate teaching method but also appropriate approach. 2013 curriculum the government implement the scientific approach.
Curriculum is one of components of teaching learning and it becomes an important thing in education. According to Act of National Education System No. 20, 2003, it says that “Curriculum means a set of plans and regulations about the aims, content and material of the lessons and the method employed as the guidelines for the implementation of learning activities to achieve given education objective.” In other words, curriculum is general planning of education which consists of purpose, teaching materials, teaching methods, approach in teaching learning and assessment. All of them are used to guide the teachers to teach students so that the students became qualified people.

Hosnan (2014) claim that the implementation of 2013 curriculum with scientific approach in learning is a learning process that is designed in order to make learners actively construct concepts, laws, or principles through the stages observed (to identify or observe the problem), to formulate the problem, propose or formulate hypotheses, collect data using various techniques, analyze the data, draw conclusions and communicate concepts, laws or principles found. In other words, scientific approach is learning process which ask students to find a problem, observe the problem, analyze the problem by collecting data, formulate the data, draw conclusion and communicate the concepts which are found.

In short, scientific approach makes the students to be more active in constructing knowledge and skill. Besides, it encourages them to find the fact about a phenomenon. They should think systematically, logically, and high order thinking.
The theoretical explanation above is also supported by several empirical works done by Yulaiha (2014), Haq (2014), and Rokhyandi (2015). The research that was conducted are about teaching English. Firstly, according to Yulaiha (2014), indicated that the teacher was able to implement the scientific approach in 2013 curriculum in their teaching and learning activities. All of students are more active while the teacher conducted well as the facilitator.

Secondly, the result of the research done by Haq (2014) shown that the scientific approach was maximally implemented although it was not implemented in every meeting. Therefore, the teacher faced many obstacle like the lack of materials for writing skill and lack of time.

Thirdly, the research done by Rokhyandi (2015) shown that the English teacher at SMA Islam applied scientific approach well based on the theory. Although, the teacher needs two meeting for applying all steps of scientific approach, they are observing, questioning, exploring, associating, and communicating.

Based on the previous research, all of them analyzed about the implementation of scientific approach. In this research, the writer would like to investigate and analyze how the implementation of scientific approach in teaching speaking by the English teacher in SMA Bahrul Maghfiroh Malang. Because, the writer want to know about how the teacher to implementation of scientific approach in teaching speaking skill and to know the difficulties.
1.2 Research Problems

Based on the research background above, the researcher formulates the research problem as follows:

1. What are the procedures in implementation of scientific approach in teaching speaking by the English teacher in SMA Bahrul Maghfiroh Malang?
2. What are the difficulties found by the teacher in implementing scientific approach in teaching speaking by the English teacher in SMA Bahrul Maghfiroh Malang?

1.3 Research Objectives

Based on the research background above, the researcher formulates the research objectives as follows:

1. To describe the procedures in implementation of scientific approach in teaching speaking by the English teacher in SMA Bahrul Maghfiroh Malang.
2. To describe the difficulties found by the teacher in implementing scientific approach in teaching speaking by the English teacher in SMA Bahrul Maghfiroh Malang.
1.4 Research Significance

Theoretically, this research gives benefit and contribution for the development of English speaking instruction. By explaining about applying scientific approach, it is a reflection and evaluation of this approach. After that the scientific approach develops.

Practically, the result of this research gives some contribution for the readers who are doing similar research. Moreover, it useful for English teachers and it can be a reference for teaching English. Besides, it useful for English teacher at SMA Bahrul Maghfiroh Malang, it can be a reflection of teacher in their teaching learning process.

1.5 Scope and Limitation

The scope and limitation are important in research in order the reader focus on the topic that will be discussed. The scope of this research is the applying scientific approach use in teaching speaking and limited only for teacher in X grade of MIPA 1 at SMA Bahrul Maghfiroh Malang.

1.6 Definition of Terms

1. Scientific approach: A learning that adopts science steps in developing the knowledge through scientific method (Majid and Rochman, 2014)

2. Teaching: Teaching is a set of events, outside the learners which are designed to support internal process of learning (Sequeira, 2017)

3. Speaking: Speaking is one of the basics which should importantly be mastered by English learners. Shumin (in Richards & Renandya, 2002)
4. The 2013 curriculum: The newest curriculum in Indonesia that has been applied by some target school and it emphasizes on modern pedagogical dimension in learning, using a scientific approach.