CHAPTER II
REVIEW OF RELATED LITERATURE

In this chapter, the writer presents review of related theory. The writer discusses some important theories in order to build comprehension frame for thinking of this research.

2.1 Teaching English to Junior High School

The term teaching may generally be defined as a process of transfer of knowledge from one to another. Teaching is defined as helping someone to learn how to do something, to provide knowledge, to make someone know or understand something (Brown, 2000). He states further that teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for the learning. It means that teaching provide assistance and facilities to the students in order to the students can learn well.

In addition, teaching English to junior high school students is categorized as teaching English to teenagers because their average age is teen. Cameron (2001) categorizes children between the ages of 12 and 14 years as teenagers. According to Brown (2002), teenagers have special characteristics. First of all, the organizational awareness of the teenagers is growing. They can solve the problems of logical thinking. Second, the attention of teenagers is increasing. This is the result of the teenagers intellectual maturation. Third, teenagers still need a variety of sensory inputs. The other characteristics of teenagers are that they have a very high ego and self-image and are very sensitive. The last characteristics of teenagers
are that they are becoming more and more young learners, so teachers must be careful to teach them. It can be concluded that the teacher needs to make an effort to create a comfortable situation for junior high school students to believe that they are interested in studying the language. Therefore, teachers are expected to be able to provide a lot of opportunities for improving their potential students.

In teaching junior high school students, we also need to consider the relevant issue and it must be justified by the rules of the Ministry of Education. First, Curriculum 2013 is the development of Curriculum 2006. The differences between them are the addition of character education which was not included in the 2006 Curriculum.

The English Curriculum in junior high schools consists of three elements. First, the capacity to communicate which involves the ability to understand and produce speech and written text and is realized in four skills, speaking, listening, reading and writing. Second, it focuses on the comprehension and production skills of various short functional and monologic texts with text types (genre) essays, such as narrative, report, procedure, descriptive. The last, support of competence i.e. linguistic competence (the use of grammar, vocabulary, phonetics, and structure), socio-cultural competence (the use of expression and action language receive in different contexts of communication), strategic competence (the ability to resolve the problem which appears in communication process by using different methods) and building expression competence (the use of tools of expression competence).

Moreover, teachers not only understand general characteristics of the teenagers but also should play their role well in teaching and learning processes so
that both teaching and learning goals can be accomplished. Second, the aims of the contents, and the syllabus of primary English instruction are more or less explored in terms of the English Curriculum in junior high schools. Finally, as the main topic of this research is how to create a lesson for teenagers English teaching that is more specifically discussed, in terms of teaching procedures including its key stages and their sub stages, interactions and activities between learner at each level, teaching skills, and techniques at each sub stage, and so on.

From the statement above, it can be concluded that teaching is one component of learning as a teaching practice defined by the philosophy of education, the teaching style, methodology and classroom techniques.

2.2 Teaching Vocabulary for Junior High School

In learning a foreign language, vocabulary becomes important to be improved when the learners want to be successful in improving their skill. Thornbury (2002) states that teaching words is a crucial aspect of learning a language, because languages are based on words. When the students have a lot of vocabulary, they would make more words to express their ideas. Vocabulary should be learned and skills should be practiced. Teaching vocabulary is the studying second language because vocabulary is the basic material to master the four language skills that is speaking, reading, writing and listening. Without understanding and mastery vocabulary, the students get difficulties in studying English language. Vocabulary is also an important factor in all languages. Schaefer (2002) states that good vocabulary teaching is the creation of context in which students constantly use relevant vocabulary in their reading, listening, writing, and speaking.
It is important to teach vocabulary in the English teaching process, especially in the communication language teaching system. In this approach, vocabulary is the main means of encouraging communication goals, because if students do not learn vocabulary well, the objectives can not be accomplished. Therefore, the teaching of vocabulary should be in keeping with the form of text, but the use of interpretation should be reduced.

2.3 Scientific Approach

According to Lazim (2013), the Scientific Method is a learning process designed to make students involved in classroom teaching activities. Students’ activities are to reconstruct concepts, state problems, make assumptions, collect the data, interpret data, conclude and convey the concepts that have been established.

According to Regulation 65 (2013) of the Ministry of Education and Culture on the Junior High School System Procedure, a scientific approach is used to direct the teaching process. The scientific approach is a system of using scientific thinking. It is used to improve students knowledge, skills and attitudes. Some experts believe that a scientific approach will make students more involved in the teaching process. However, it can support students to prove the truth of event or phenomenon. The teaching process will be more active and effective by applying a scientific approach.

2.4 The Characteristics of Scientific Approach

Characteristic means the typical or noticeable quality of a person or something. In the teaching process, the scientific approach was designed to give students understanding that they know and appreciate the content and knowledge
that can be learned not only from the educator but also from other sources. Therefore, the teaching process with the scientific approach will motivate the students to look for the various information from some sources. In the teaching process of applying a scientific approach, the teacher is a key factor throughout increasing the student's achievement.

Moreover, the learning process that uses the Scientific Approach has certain characteristics. According to Hosnan (2014), the first characteristic is that it uses a student-centered approach, so students play a key role as learners. The second characteristic is that it uses the practices of the scientific process to create the theory. Then, there is a process to stimulate students to think intellectually. Students can think critically by carrying out some activities based on the steps of the Scientific Approach. The fourth character is capable of helping students to develop their characters. The last one is that they uses direct practice.

2.5 The Learning Steps in Scientific Approach

In Regulation 81A of the Minister of Education and Culture (2013), there are five stages in the learning process of the scientific approach: (1) observing, (2) questioning, (3) associating, (4) communicating.

2.5.1 Observing

The observation stage is a one-stage learning scheme that uses conceptual approach and real media in the sense of learning, emphasizing the importance of the learning process (Hosnan, 2014). In this stage, students observe the evidence, search for information, listen to or read the object of the observation.
According to Majid and Rochman (2014), the goal of teaching practices is to examine the real situation presented in daily life closely related to the environment. Therefore, the purpose of observation is for students to gain a better understanding of what has been observed, for students to gain more information and to gain an understanding of the effects of observations from a source that is not clear. Observation can contribute to the development of the student's seriousness, care and competence to seek information.

According to Majid and Rochman (2014), there are a number of principles to which teachers and students in the field of observation should pay attention. It consists of: (a) Before the observation is carried out, it will be better if the teachers and the students determine and agree on the observation procedure, (b) The number and homogeneity of participants, the more subjects are observed, the more difficult it is to study, (c) Accurate, factual, truthful and based on the topic being studied for learning purposes, and (d) Teachers and students need to know what they're going to write, record, and make a note of the results of the analysis. Hosnan (2014) refers to the stages of observation as follows: (a) Make the instructions for the observation in keeping with the context of the object to be observed (b) Determining the object which will be observed (c) Determining clearly how observations are to be made so that they can run smoothly and easily (d) Formulate the way and report the effects of the analysis, such as using a notebook, a camera, a tape recorder, and other stationary devices.

2.5.2 Questioning

Questioning is one of the method which students can develop their new knowledge. The students must build the theory, the ideas and the law from this
issue. In this second step of the scientific approach, students ask questions about knowledge that is not known by what is observed and ask for additional information about what is observed (starting from the concrete question to the question is hypothetical) (Hosnan, 2014). It means that students are asked to think objectively, looking for anything to get additional information about what is being observed.

In addition, questioning may give rise to the development of ingenuity, curiosity, and the ability to formulate questions to establish the critical thinking necessary for intelligent life and lifelong learning. According to Majid and Rochman (2014), the method of questioning has three roles for the learning process in the classroom. Such functions are: first feature of questioning, which provokes the curiosity of students, interest and concern about the subject or theme, second function of the issue, motivating and encouraging students to be involved in teaching and learning, Third task of questioning, evaluating the learning difficulties of students and finding a solution; providing opportunities for learners to show behaviors, skills and understanding of the learning material.

2.5.3 Associating

Associating is the capacity to identify a variety of ideas and equate a concept and then to bring it into a piece of memory (Hosnan, 2014). Furthermore, Majid and Rochman (2014) were concerned with a method of structured reasoning about objective facts and logic that can be applied in order to reach a conclusion in the form of knowledge. In other words, associating is the process of learning to distinguish the product of observing and questioning from the general to the individual, in order to obtain data on space and scope from different bases of opinion (Hosnan, 2014). For example, students identify data about the words used
by people on the market. In addition, students will analyze the discussion, categorize the dialogue, compare different words, analyze the structure and evaluate the nature of the dialog or speech, and then receive feedback from the teacher. The Competencies that are built include an attitude of integrity, thoroughness, discipline, respect for law, hard work, ability to apply procedures, inductive and deductive thinking skills.

2.5.4 Experimenting

According to Majid and Rochman (2014), in order to gain real or true knowledge, learners should try or do experiments, particularly on materials or substances that are compatible. Moreover, teaching activities practices include exploring, reading documents, including textbooks, studying objects/events/activities, questioning informants (Hosnan, 2014). In addition, experimenting can contribute to the development of a thorough, truthful, respectful attitude, respect for the viewpoints of others, the ability to communicate, the ability to gather knowledge in a variety of ways, and the growth of learning and lifelong learning.

Furthermore, Majid and Rochman (2014) claim that, in order to achieve the goal of experimental study, certain experiments need to be carried out. First, the teacher has to formulate the intent of the experiment that the students are going to do. Second, the teacher and students are planning the tools. Third, teachers and students need to measure their time and place. Fourth, the teacher offers a workbook to guide the tasks of the students. Fifth, the teacher is talking about the problems that will be used in the experimental phase. Sixth, the teacher is presenting the worksheet to the students. Seventh, the students are playing with a teacher guide.
Finally, the teacher collects the grades of the students and tests them. It will be addressed classically, if needed.

2.5.5 Networking

According to the Ministry of National Education and Culture (2013), learning practices in the field of networking or interaction are based on the findings of the verbal, written or other media analysis. Therefore, networking and interaction may contribute to the development of an attitude of integrity, thoroughness, patience, the ability to think systematically and express opinions simply and briefly, and to the proper development of language skills.

In other words, in the last lesson, students share their understanding of what they have learned. In addition, the students present their conclusion on the outcome that has been achieved in a group or individual. This task can be accomplished through showing, verbally, or through other means. Furthermore, in order to achieve the learning steps of the scientific approach, teachers and students should consider the requirements of the scientific approach.

2.6 The Purposes and Principles of Using Scientific Approach in the Learning Process

According to Lazim (2013) The object of learning by applying a scientific approach focuses on the importance of the approach itself. The various aims of training by using a scientific approach are as follows: (1) to improve the capacity of students in the academic field, in particular the skill of students in higher-level thinking, (2) to enhance the capacity of students to solve problems, (3) to build the situation of students believing that they need to learn; (4) Recognizing the quality
of reading, (5) training students to present their ideas in scientific articles, and (6) to promote the character of students.

On the other hand, the ideals of the scientific approach are also part of the learning process. These are as follows: (1) applying student-centered learning, (2) learning students’ own language, (3) avoiding verbal learning, (4) allowing students the opportunity to adapt to the theory, the law and the principle; (5) An increase in student learning, (6) an increase in encouragement for students and teachers, (7) an opportunity to improve student communication skills and (8) a framework for the theory, the law and the philosophy that students are creating.

2.7 The Implementation of Scientific Approach in the Lesson Plan

Lesson plan is a plan made by the teacher to arrange class lessons for a certain period of time. Murcia (2001) argues that a lesson plan is a very useful tool that acts as a combination guide, resource and historical document representing the teaching philosophy of educators, the student population, the curriculum and the goals of our students. There is an additional dimension to the program for 2013 in the arrangement of the lesson plan. This requires five phases of scientific approach as the main activity, such as observation, questioning, associating, experimenting and communicating. At each level, students are provided with a variety of lessons-based activities.

2.8 Student Responses

The writer presents several discussions relevant to the student response to the 2013 Curriculum Science Approach. The purpose of the response and the form of answer of students is as follows:
2.8.1 The Meaning of Responses

Students’ response is an interactive communication that allows formative assessment by enabling the teacher to pose questions and receive students’ answer immediately.

Throughout linguistics, an answer usually means a response or reaction to something that has happened before. Because of this, a reply study is needed to know how to learn the language whether or not it has a satisfactory result. However, Brown and Doolittle (2008) note that the word "response" itself is also related to the intervention response or RTI applied to English Language Learners (ELL). In this situation, the students’ answer can be to gain life experience, including their language skills in their first and second languages, as well as the contexts in which they are taught. However, this answer is very closely related to language learning objectives, particularly when English is a foreign language student.

Powell et al. (2003) note that an answer can not be isolated from a stimulus. He states that any activity that could potentially influence behavior is a stimulus, while a specific instance of behavior is called a reaction. In this situation, someone can serve as a stimulus that can affect others in a type of response. In other words, others can feel the stimulus first and then create their reactions. For example, in the classroom, an English teacher has a specific teaching method to teach writing classes. When all the students are happy and satisfied, they display their interest, it is a kind of positive response to the teaching method as a stimulus provided by the teacher. As a result, the social interaction between the teacher and the students in the classroom naturally takes place because of the stimulus and reaction that are connected together to build the next cycles.
2.8.2 Kinds of Responses

In this case, kinds of response can be classified into some components of attitudes. According to Solomon et al. (2002), there are three attitude models as follows:

1. Cognition

   Cognition is seen as a student's belief in what kind of stimulus they've got before. In other words, this is what the students have to respond to the given object or stimulus. In addition, according to Effendi (2007), communication is the process of delivering a communicator message to a communicator through media that produces an effect. Here, he named cognitive effect as one of the communication effects. It is something that comes to the listeners, where they can understand themselves or get their increased intellect.

2. Affect

   Affect means that an item of attitude gives the user such a feeling. In a teaching and learning, students as users can think something about what stimulus they have already received. In addition, according to Effendi (2007) states that affective effect is not only where listeners know something new, but they also have certain feelings such as compassion and love.

3. Behavior

   Behavior offers people the intention to do something about an object of attitude. It is the way for students to do something, as well as to
combine their understanding and feelings. On the same way, Effendi (2007) states that behavioral effect is the highest effect of communication between people. It is an effect that allows listeners to act or do something to carry out what they have previously felt.

As conclusion, the results of all stimulus students are likely to be shown to students in the classroom by a form of demonstrated responses that can be addressed in any way. In this case, they can be analyzed whether or not they are in a positive response.

2.9 SMP Negeri 11 Malang

SMP Negeri 11 Malang is a state Junior High School in Malang, East Java which has been A of accreditation. It has a vision and missions to make its quality better than before. The vision of the school is "Being Excellent in Science and Technology, based on Faith and Devotion, Competitiveness and Preserving Environmental Functions". The scientific approach has been applied at SMPN 11 Malang since 2014. The background of English teacher at SMPN 11 Malang is Bachelors Degree in English education. He is considered as a competent teacher who is able to teach a teaching and learning process based on 2013 curriculum. He also joined 2013 curriculum seminars for several times. It is the evidence of him competency in which he could facilitate all phase of Scientific Approach as the teaching approach of 2013 Curriculum in the teaching and learning process.