

CHAPTER I

INTRODUCTION

A. Background of the study

Curriculum is a significant component in education system. It is used as the main reference to undergo teaching and learning process. English learning in Indonesia has been developed from time to time. Previous curricula, such as school-based curriculum and competency – based curriculum, had been developed and implemented in Indonesia for the betterment of education in Indonesia. Then, the 2013 Curriculum is implemented and expected to be the best curriculum as it employs and develops students' inquiry skill in learning language by employing scientific approach as its tool.

The definition of inquiry-based learning by Tuentner, Biemans, Tobi, and Mulder stated by national research Council that is a multifaceted activity that involves observation; posing questions, examining books and other resources of information to see what is already known; planning investigations; reviewing what is already known in the light of experimental evidence; using tools to gather, analyze and interpret data; proposing answers, explanations, and predictions; and communicating the results. The scientific approach take important part in students' learning as it helps them to think critically and acquaint to problem solving skill.¹

Discussing about scientific approach means relating to several terms like discovery learning, inquiry-based learning, problem-based learning, inductive learning, and so forth. 2013 curriculum use scientific approach in its learning. The approach is believed as a virtuous way to grow and develop behavior, skill and knowledge of the students. In applying scientific way, inductive reasoning is used more rather than deductive reasoning. Based on Stevens (1983: 1-2) inductive approach is defined as a teaching approach

¹ Tuentner, E.A, Biemans, H. J. A, Tobi, H, Mulder, M. (2013). "Inquiry-based science teaching competence of primary school teachers: A Delphi study". Teaching and Teacher Education In science Direct. Vol.35, pp. 13-24.

which moves from specific situation and then making conclusion entirely. This approach helps students to think critically, actively, and theoretically.²

Based on the minister of education regulation Number 81 A/2013 Enclosure (Peraturan Menteri Pendidikan dan Kebudayaan Nomor 81 A tahun 2013 lampiran IV) the stages of instruction in scientific approach are elaborated into 5 steps. They are observing, questioning, experimenting, associating, and communicating.³

Speaking is one of skills in English that is essential in communicating someone's thoughts or idea. Hornby said that speaking is expressing ideas or feelings using language. Furthermore according to Brown, speaking is an interactive process of constructing meaning that involves producing and receiving and processing information. Speaking has been classified to monologue or dialogue.

Speaking is the result of result of learning a language especially in learning English. Speaking is to express opinion, to say, to converse. Through the speaking activity or talking students can do interaction use a foreign language. When students speak up, they will face the difficulties such as error. Speaking is one of skills in English that is essential in communicating someone's thoughts or idea.⁴

This curriculum focuses students' judgments on three issues (attitudes, skills, and insights of knowledge) and invites us to be enthusiastic and optimistic in achieving a better education than ever before. The curriculum uses a modern pedagogic dimension that uses a scientific approach (Scientific Approach) as the main tool. The process of scientific learning is a blend of learning processes that were originally focused on exploration, elaboration,

² Stevens, B. K. 1983. "Discovery: An Inductive Approach to college Writing". New York: Holt, Rinehart, and Winston.

³ Kementrian Pendidikan dan Kebudayaan, 2013. Peraturan Menteri Pendidikan dan Kebudayaan Republik Indonesia Nomor 81 A tahun 2013 lampiran IV. Jakarta: Departemen Pendidikan dan kebudayaan

⁴ Brown, H. D. 1994. Teaching by principles: An Interactive Approach to Language Pedagogy. New Jersey: Prentice Hall

and confirmation complemented by observing, asking, reasoning, trying, and communicating.

There are still many obstacles faced in the implementation of scientific approach integration into scientific approach, especially for the vocational high school teachers, the phenomenon occurs because there are many teachers who have not been able to change the mindset of learning from the old (previous) curriculum to the K13 and are not yet available teaching materials that support the learning with the scientific approach. This product research and development of learning tool seeks to help the vocational high school teachers particularly in the vocational field of auxotonic engineering in implementing the K13

The 2013 curriculum claimed that it is different from the previous one, KTSP in several aspects. One of the differences is that 2013 curriculum uses the scientific approach. With this new curriculum, it is expected that Indonesia can promote its national education. The new curriculum among other things is intended to empower teachers to develop the competency in learning activities relevant to the learner's need, based on actual condition of the school, and the necessary to link it to the environment. This approach is called a scientific approach. With regard to classroom procedure, the scientific approach is materialized in the learning cycle which comprises of five steps, namely: observing, question, experimenting, associating, and communicating.

The decision of using scientific approach in language education is to make learners curious about the world around them, to improve skill and exhibition more positive attitudes toward science, to improve their oral communication and critical thinking. Scientific approach has been implemented for elementary and high schools in Indonesia with the enactment of 2013 curriculum.

MAS MALNU Pusat Menes Pandeglang is one of senior high school which implements the curriculum 2013 which uses scientific approach. Not all English teachers of Senior High School apply this approach in teaching English. Some of the teachers do not understand this approach. Some of them

till confused with this curriculum. They think this approach is difficult to apply and the procedure. The other problem in implementing the 2013 curriculum that was material of English is less relevant, if it is implemented by using the scientific process. Besides that, the teachers of MAS MALNU Pusat Menes Pandeglang also has some difficulties in making an assessment because the new curriculum introduced the new design of assessment which includes attitude assessment, knowledge assessment, and skill assessment.

Based on description above, the writer wants to know more details about implementation and the procedures of teaching English using scientific approach by conducting a research on the title “The implementation of scientific approach in teaching speaking of eleventh grade at MAS MALNU Pusat Menes Pandeglang Naturalistic study 2017-2018 academic year“

B. Identification of problem

Based on the background of the study that explained above, the writer identifies some problem as follow:

1. The purpose of learning English in class 10 MAS MALNU Pusat Menes Pandeglang not fully achieved.
2. Students in 10th grade MAS MALNU Pusat Menes Pandeglang less in the mastery of English specifically on speaking.
3. Nothing to say, students do not have reason to express themselves.
4. Students incline to use mother tongue use
5. Students lack of motivation in speaking skill

C. Statements of Problem

Based on background of the study above, the statements of the problems are formulated as follow:

1. How is the implementation of scientific approach in teaching speaking for the tenth grade students of MAS MALNU Pusat Menes Pandeglang?

2. What are the strength and the weakness of Scientific Approach in teaching speaking for the tenth grade students of MAS MALNU Pusat Menes Pandeglang?

D. The Objective of the Research

Based on the statement of problem above, this research attempts:

1. To know the implementation of scientific approach in teaching speaking for the tenth grade students of MAS MALNU Pusat Menes Pandeglang
2. To know the strength and the weakness of scientific approach

E. The Significance of the Research

The results of this study can be useful for the students and the teachers in speaking skill and how teacher is learn their students with scientific approach method. used as an input for English teachers to the learning that has been implemented whether it is in accordance with the scientific approach in the selection of learning approach especially learning speaking to achieve the target of learning objectives in class 10 MAS MALNU Pusat Menes Pandeglang.

There are some reason why writer take this topic, and focusing in the implement of this topic in teaching speaking and how is scientific approach applied in teaching speaking in the class room. To know what do teachers do to overcome difficulties.

1. Writer hopes this research will give a necessary and benefits to the crowd in particular readers and especially for educator in Indonesia.

The writer hopes this research will be benefit for the researcher, students, and school environment and the writer can know how to solve the problem that connect with this research and the writer got many knowledge about this study.

2. For teacher, the teacher can use the result of this study as a reference when they want to improve their ability and get more variation strategies to teach many lesson by scientific approach which there in 2013 curriculum .

Know the strength and the weakness of scientific approach. So the students will get better achievement.

3. For student, can make easier in studying subject by using scientific approach.

This study will provides an information, how the scientific approach applied in the classroom especially on speaking subjects, how is procedure, classroom technique, instructional material, teacher's role, student's role, and media which used by the teacher in teaching speaking in the classroom. Have a benefit for students. Students can do their studying by using 2013 curriculum completely. And enjoy the new curriculum which had held by the government now.

F. Previous Of Study

In conducting this research, the researcher has read the following previous researcher as follows:

1. Suci Cahyaning Setyo Solikah, *The Implementation of Scientific Approach in Teaching English At SMP Muhammadiyah Surakarta*⁵. The result of the study shows that the teacher adopted Inquiry-based Learning as the method and she uses some techniques such as lecturing, discussion, and questioning in teaching English to the eighth grade students at SMP Muhammadiyah 4 Surakarta in the implementation of scientific approach. The English teacher uses authentic assessment in the evaluation. It covers three aspects, namely cognitive aspect, affective aspect, and psychomotor aspect. The English teacher uses writing test, oral test, daily assignment, mid test, and final test to assess the cognitive aspect of the students. She uses practical work and portfolio assessment in assessing psychomotor aspect. The last, she uses observation, self-assessment, peer assessment, and journal in assessing affective aspect.

⁵ Suci Cahyaning Setyo Solikah, *The Implementation of Scientific Approach in Teaching English At SMP Muhammadiyah Surakarta*, 2015

2. M.Zaim, *Implementing Scientific Approach to Teach English at Senior High School in Indonesia – Padang*⁶. The researcher wants to know the implementation of scientific approach to teach English. However, teachers need to improve their ability in implementing observing and questioning stages and improving the activities that can improved students' ability in reading and writing. Scientific approach is effective to be implemented to the students who have good basic ability to communicate orally in English
3. Muhammad Imam Mursydto, *Using Audio-Video Media To Impove Speaking Skill Of Grade X Vocational Srudents Of SMK Piamarrukmo Sleman In The Academic Year Of 2013-2014 – Ypgyakarta*.⁷ The researcher wants to know the using of audio-video to improve speaking skill. The researcher found that the learners have improvement by learning in class. In this research, the researcher found some effective ways to improve the speaking skill of the tenth grade students at SMK PI Ambarrukmo 1 Sleman by using audio & video media. First, the action using video could attract students' attention and motivation in the teaching and learning process. The use of videos also made the atmosphere in the classroom more relaxed and fun so that the students were interested in speaking out their feelings. This way was effective to make them more confident.
4. Endang Komariah, *the implementation of scientific approach in teaching writing: teacher's teaching performance and classroom activities*⁸. The results of the study it can be concluded that the teacher applied scientific approach in teaching writing by integrating semantic mapping and TPS (Think Pair Share). The teacher applied thinking step (of TPS) in

⁶ M. Zaim, " *Implementing Scientific Approach to Teach English at Senior High School in Indonesia Department of English Language Education*", (Faculty of Languages and Arts, Universitas Negeri Padang, Indonesia January 2017)

⁷ Muhammad Imam Mursydto, *Using Audio-Video Media To Impove Speaking Skill Of Grade X Vocational Srudents Of SMK Piamarrukmo Sleman In The Academic Year Of 2013-2014* (Yogyakarta State University, 2014)

⁸ Endang Komariah, *the implementation of scientific approach in teaching writing: teacher's teaching performance and classroom activities* (Syiah Kuala University, Banda Aceh, INDONESIA 2017)

Observation step and semantic mapping in Questioning step. In Experimenting and Associating steps, the teacher integrated semantic mapping and Pair step (of TPS). In communicating step the teacher implemented Share step (of TPS). The teacher's teaching performance increased from the first observation to the second observation, from 73.44 (Fair) to 90.63 (Very Good). The students' participation was 63.69 % in the first meeting and 82.01 % in the second meeting. The average score of students writing achievement in the first meeting was 70.83, 71% of them passed the Minimum Learning Mastery (KKM: 80) while in the second meeting, the average score of students writing was 86.73, 88.89 % students reached the Minimum Learning Mastery (KKM:80)

Over all, this research is different from the studies above. The difference of those previous studies, this research focuses on the implementation of scientific approach in teaching speaking. The writer can observe what teacher's teaching performance and classroom activities.

G. Organization of the Paper

The paper will be arranged with the five chapters and every chapters and every chapter has some points that explain the chapter.

Chapter I: Introduction. This chapter consists of background of study, the identification of problem, the identification of the problem, Statements of Problem, The Objective of the Research, The Significance of the Research, Previous of Study and Organization of the Paper.

Chapter II: Theoretical framework. This chapter consists of definition curriculum, the curriculum 2013, definition of scientific approach, notion of approach, scientific approach in the curriculum 2013, definition of speaking, teaching speaking, a problem in teaching speaking, and the implementation scientific approach in teaching speaking.

Chapter III: Methodology of Research. This chapter consists of place and object of research, method of the research, setting and time of the

research, data instrument, and technique of analyzing data, technique of data collection.

Chapter IV: The result of the research. This chapter consists of descriptive of data, research finding and discussion.

Chapter V: Closing. It consists of conclusions and suggestion.