CHAPTER I

INTRODUCTION

This chapter presents the introduction of the research. It consists of background of the study, research question, purpose of the study, scope of the study, significance of the study, clarification of key terms, and organization of the paper.

1.1 Background of the Study

The term "the Scientific Approach" started to be prominent in the field of education in Indonesia when Curriculum 2013 was launched by Ministry of Education and Culture in 2013. This new curriculum was designed to be implemented for elementary and high schools to replace the previous curriculum. In this curriculum, students are perceived as subjects with the ability to search, process, construct, and use knowledge (Sarwanti, 2016). The teaching and learning process should give the opportunities to the students for constructing knowledge in their cognitive process. In line with it, here are some important aspects of teaching skills demanded as stated in the guide book of teaching practice of PPG (Kemdikbud, 2014, p. 32), they are: (1) In pre-activities, the teacher is able to connect the learning materials to the prior lesson and life context, to give students motivation, to explain the learning objectives and classroom activities; (2) In main activities, the teacher is able to master the learning materials, the management of the class, the use of the Scientific Approach steps (observing, questioning, experimenting, associating, and communicating), the use of suitable media, and the positive classroom interaction; and (3) In post activities, the teacher is able to give materials support and reflection.

Tang et al. (2009) says that the Scientific Approach in teaching is similar to "doing science" itself, this approach administers the learning process by breaking the whole process into several particular steps to follow. Through The Scientific Approach, the learners are given the opportunity to build their understanding based on the steps of observing, questioning, experimenting, associating and communicating (Kemdikbud, 2013). The curriculum states that the scientific method is very essential for a better quality of teaching and learning to improve

students' affection, knowledge, and skills. The goals of learning in this method are (1) Improving the intellectual skill, especially the skill on high order thinking, (2) Developing learners' skill in problem solving, (3) Getting high accomplishment, (4) Training learners to communicate ideas, and (5) Developing learners' character. Therefore, this method is expected to enhance students' learning outcomes more effectively. This method is also considered relevant to the idea that learning is a scientific process in the classroom. Hence, this method must be applicable in all subjects including English in Curriculum 2013.

However, the application of the Scientific Approach in teaching English often finds some problems. Dickinson and Young (1998) argued that science and language arts may have purposes that are contrasting. Meanwhile, some believe that there are also sub structural aspects in both science and language which are similar (Schmidt, 1999).

Nixon and Akerson (2004) conducted a study entitled "Building Bridges: using science as a tool to teach reading and writing". This study investigated the improvement in reading and writing skills of fifth graders' in the context of ecosystems science content using an action research design. The data gained from a set of students' work, a researcher journal, video-taped class sessions, student science journals and a weekly book choice checklist. This study resulted that interdisciplinary instruction of reading and science showed more benefits to reading than writing and science did to writing. In fact, the pressure of teaching various writing structures in the context of science often override any benefits to either writing or science understanding. It suggested to maintain the specific disciplinary instruction when necessary to ensure students meet both science and language arts objectives.

In Indonesia, as the response to the 2013 curriculum, there are also some researchers who worked with such topic. In 2015, Wahyudin and Sukyadi conducted a study entitled "A Closer Look at the Implementation of the Curriculum 2013 in Indonesia: Should the Scientific Approach Be Used in EFL Classroom?". This study aimed to investigate the teacher's attempt in integrating the Scientific Approach to EFL classroom in senior high school level. A case study research design was employed in which classroom observation was used to gain the data.

The findings showed that the Scientific Approach could not be implemented effectively by the teacher but it somehow contributed positively to the students' participation and critical thinking through the questioning stage and communicating stage.

Nugraha and Suherdi (2017) also worked on the same field. The study investigated the implementation of the Scientific Approach in English learning-teaching in one junior high school in Bandung and expose the difficulties encountered by the teacher in the process. This research employed a descriptive-qualitative research design by collecting data from classroom observation, teacher's lesson plan analysis and interview. The finding showed that all the five stages of the Scientific Approach were completely performed by the teacher. However, students with low English proficiency, time allotment, and the teacher's teaching management were becoming the problems.

Based on the explanation above, it seems that indeed there can be some problems in implementing the Scientific Approach for ELT. However, there were not enough study yet that are investigating the use of the Scientific Approach in teaching English. That is why, this study aims to investigate the implementation of the Scientific Approach in developing students' speaking skill.

1.2 Research Question

In accordance with the background discussed above, the research questions of this study are:

1. How does the Scientific Approach help students in developing their speaking skill?

1.3 Purpose of the Study

In line with the research questions, the study is aimed at describing:

1. The implementation of the Scientific Approach in helping students to develop their speaking skill.

1.4 Scope of the Study

The study concerns on the use of the Scientific Approach in EFL classroom in teaching English. Moreover, this study investigated how does The Scientific Approach help students in developing their speaking skill. This study conducted in a junior high school located in Bandung, West Java.

1.5 Significance of the Study

The result of the study is expected to be used theoretically and practically:

1. Theoretically

   The result of the study is expected to widen teachers' knowledge regarding the implementation the Scientific Approach to help students' in developing their speaking skill.

   As a reference to other researchers who would study the Scientific Approach more deeply in teaching English.

2. Practically

   The result of the study presents the implementation of the Scientific Approach in helping students to develop their speaking skill.

   The use of the Scientific Approach can be applied by the teacher in class.

1.6 Clarification of Key Terms

In order to clarify the key terms used in this study, some definitions are put forward.

1. The Scientific Approach

   The Scientific Approach in teaching is similar to "doing science" itself, this approach conducts the learning process by breaking the whole process into some particular steps that can be followed. (Tang et al., 2009)

   The Scientific Approach in this study refers to the teaching method that consists of five steps: observing, questioning, experimenting, associating, and communicating (Kemdikbud, 2013).

2. Developing Students' Speaking Skill

   Developing in other words is growing or changing something into a more advanced, larger, or stronger form (Cambridge Dictionary, 2016).

Hence, developing students' speaking skill in this research means growing students' speaking skill into a more advanced level.

1.7 Organization of the Paper

This study was organized into five chapters that explained below.

CHAPTER 1 is Introduction. This chapter gives a brief introduction of the study including background, research questions, purpose of the study, scope of the study, significance of the study, clarification of key terms and organization of the paper.

CHAPTER II is Literature Review. This chapter presents some literature review related to the study.

CHAPTER III is Research Methodology. This chapter focuses on the research method used in this study covering research design, site and participants, data collection and data analysis.

CHAPTER IV is Findings and Discussion. In this chapter, the findings of the study are presented and discussed. This chapter also presents the analysis of the findings of the study.

CHAPTER V is Conclusion and Suggestion. This chapter explains the conclusion of the study based on the analysis of the findings in the previous chapter and some suggestions for the teacher and also for other researcher.