

CHAPTER I

INTRODUCTION

This chapter discusses the background of the study, problem statement, objectives of the study, significance of the study, scope and limitation, and definition of key terms.

1.1. Background of the Study

English course should be given in Every school in Indonesia as the foreign language. At Junior High school English as the compulsory material. It consists of four skills they are reading, writing, speaking and listening. According to the 2006 English Curriculum and its supplement, the emphasis of the curriculum is the students are able to communicate in English by mastering the whole skills. Furthermore, the government decide to use the new curriculum for all the schools in Indonesia, that is curriculum 2013. In this curriculum, the skills are integrated. It focuses on three phases, they are knowledge, skill and personal attitudes. However, most of students who learn English want to communicate in English fluently in their real life. Based on the statement above speaking is the most important skill that should be mastered by students in order to communicate in English fluently.

Speaking is the process of building and sharing meaning through the use verbal and non-verbal symbols, in variety of contexts (Chaney, 1998, p. 13 as quoted by Jelita Puspita Wati). Speaking is an activity giving and getting information orally in variety context or variety situation. Speaking is a special skill. it is different with other skill such as reading, writing, or listening. speaking

always happen in real time because most of students communicate in orally. In orall communication they do not have more time to think what they will to speak and it usually happen spontaneously. Besides that, in speaking we cannot edit or revise our sounds or speaking.it is really diffrent with reading and writing. Nunan (2003:48) in Jelita Puspita Wati's thesis says there are two reasons why speaking harder than listening, reading, and writing. The first one, because speaking happens in real time. In conversation, people speak spontaneously and the listener will be waiting for a long time so that the speaker has to think as fast as possible. The other one, when people speak they can not revise and edit the conversation like people do when they are writing.

In teaching Speaking at Junior High school especially at seventh grade, the teacher should be creative to set activities and choose the material for teaching. For the students, learn to speak English is also more other skills since they never practice English in real situation. Most of students are difficult to speak they are prefer to just listen, whatever the teacher say and they don't have any effort to speak English in the class. Those problems are also happen in SMP 7 Muhammadiyah Cerme. They are prefer to listen than speak in English even though their teacher try to ask them in english. It happens because most of students less of self confidence in speaking English. To solve those problems the teacher should have the appropriate approach for teaching speaking and also the appropriate material. The material that is already used is good enough but there are some activities that should be revised and matched with their real life. So the students will be more creative, think critically and can use English in their real life.

In reality, however, studying English does not necessarily focus on syntactic accuracy or competency in grammar usage. Instead, giving opportunities to students to use as much English as they can in real life contexts should be critically considered, especially for speaking. That is why, learner-centered as the trend in teaching and learning process. The students will be more creative and independent. Based on the curriculum 2013, one of teaching approach that use learner centered or focus on the students is scientific approach. Scientific approach is an approach which emphasize on the balance of soft skills and hard skills. Soft skills are skills which to be a good person so it focuses on the personal attitude. Hard skills are skills that totally about the knowledge and ability. Those skills are more focus on the skills of thinking to create the creativity of the students. In other hand, $\frac{2}{3}$ of creativity acquired through education, $\frac{1}{3}$ comes from genetics. The reverse applies to the ability of intelligence, $\frac{1}{3}$ comes from education $\frac{2}{3}$ comes from genetics (Dyers, J.H. et al:2011). It means that education has the importance role to create the creativity of the students. Focussing on creativity in education means that students have opportunities to develop their skills and knowledge. This is the goal of scientific approach.

Based on the study that conducted by Widiasih, scientific approach can improve students' learning outcomes. In that study the writer implemented scientific approach through five steps they are, observing, questioning, exploring, associating and communicating. The writer used scientific approach to teach reading. This approach can improve the students' reading skill and their critical thinking and selfconfidence.

Based on the elaboration above, the researcher tries to develop Speaking material using scientific approach. in various methods in presentation, demonstration of product, and game. The material develops based on the curriculum 2013 and five aspects of scientific approach. This material in form of book and also in softcopy in form of CD Room that consist of some activities in speaking. Those activities are developed in five topics such as; (1) label and list, (2) asking and stating the characteristics of people, animal and thing, (3) asking and stating the activity/function of people, animal and thing, (4) instruction, short notice and warning/caution text oral and written (5) descriptive text about people, animal and thing. Each topics consist of five components of scientific approach they are observing, questioning, exploring, associating and communicating. In this book the researcher also give some pictures, text to help the students to understand the material. Developing speaking material using Scientific Approach is expected that speaking material will be easier for students who have long – term memorize, fun for them and provides topics and contents that are meaningful because it happen in the real world. The material will be designed suitable with the target needs and the learning needs. So the students can use the language effectively.

1.2.Problem Statement

Based on the background of the study above, the researcher aim to answer the following statement

develop speaking material for junior high school Students at the 7th grade at SMPM 07 Cerme by using Scientific Approach.

1.3. Purpose of the Study

According to the problem statement above, the objectives of the study can be stated as follows:

A develop speaking material for junior high school Students at the 7th grade at SMPM 07 Cerme by using Scientific Approach

1.4. Significance of the Study

The finding of this research is hopefully to be beneficial from both theoretical and practical aspects.

For theoretical significance, first, the researcher expects that this research will generate idea on the teaching and learning speaking by giving some material for the students. Second, It can give an alternative to set speaking material in the classroom.

Furthermore for practical significances, first, the researcher expects that this study can give contribution in construct some materials in speaking that can make students enjoy in learning process and they can use their language effectively. Second, it can help the teachers to teach speaking easily. Third, it can make teachers are more creative to set speaking materials for the students.

1.5. Scope and Limitation

The scope of this study is the researcher develops material which observes the curriculum that has available in the school of 7th grade at SMP Muhammadiyah Cerme and the writer will take 7A in that school. And the limitation, the writer will develop (1) label and list, (2) asking and stating the characteristics of people, animal and thing, (3) asking and stating the activity/function of people, animal

and thing, (4) instruction, short notice and warning/caution text oral and written (5) descriptive text about people, animal and thing. The material is developed based on curriculum and syllabus and related to the five components of Scientific Approach. They are: observing, questioning, exploring, associating and communicating.

The researcher chooses those components of Scientific Approach because the researcher hopes the students will be creative, have critical thinking and independently. The writer tries to focus on their environment in taking strategy competence to develop speaking material and reach the target language in real world.

1.6. Definition of Key Terms

To avoid misunderstanding and misinterpretation of this study, the writer would like to describe the key terms used in this study :

- a. Developing Material** is the way to develop speaking material by using project based by integrating some aspects in Scientific Approach include observing, questioning, exploring, associating and communicating.
- b. Speaking material is** set of activities for students to think, create and share the project or information that encourage them to speak which topics related to the syllabus, (1) label and list, (2) asking and stating the characteristics of people, animal and thing, (3) asking and stating the activity/function of people, animal and thing, (4) instruction, short notice and warning/caution text (5) descriptive text about people, animal and thing.

- c. **Scientific Approach** is the concept in teaching and learning to encourage the students to practice thinking critically through five aspects; Observing, questioning, exploring, associating and communicating.