

CHAPTER 1

INTRODUCTION

This chapter discusses about the research context, the research of focus, the purpose of study, the significance of study, the scope and limitation and the definition of key terms.

Each point describe complete as follow:

A. Research Context

Curriculum is a particular way of ordering content and purposes for teaching and learning in school.¹ Content is what teachers and students pay attention when they are teaching and learning. Content can be described as a list of school subject or, more specific as a list of topics, themes, concepts, or work to be covered.²

Curriculum K-13 is the curriculum which is designed to train students' creativity and activeness. This curriculum tends to require students to more actively participate in learning than the teacher. According to Hamalik curriculum K-13 is a follow-up to the curriculum based competencies which has been tested KBK was made reference various fields of education (knowledge, skills, and attitudes) in all level and lines of education, especially on paths school education. Curriculum K-13 had been used in many schools.³

¹ di akses dari <http://www.jejakpendidikan.com/2017/08/pengertian-kurikulum-2013.html?m=1> 10 oktober 2019 pukul 19:30

² Alistair Ross, *Curriculum Construction and Critique*, (Falmer Press: London, 2000),p. 8

³Oemar, Hamalik, *Dasar-dasarPengembanganKurikulumCetakan Ke-2* (Bandung : PT. Remaja Rosdakarya,2013, 153

The researcher found the phenomena in SMPN 5 pamekasan here when the students practice in the class they can develop their idea and when the teacher ask to practice with friends the students self confident when they practice and they forget with the vocabulary the students here can try to know the vocabulary that suitable with the topic. It mean that they are have spirit to learn English only they are the students lack of lesson.

Scientific approach is intended to provide insight to students in recognizing, understanding the various materials using a scientific approach. That information can come from anywhere, at any time, and does not rely on the information in the direction of the teacher. Therefore, it is expected to create learning conditions that will encourage the learners in finding out from various sources through observation, and not just be told.⁴There are five steps in scientific approach, first observing, second is questioning, third experimenting, fourth associating, and the last communicating. From the definition scientific approach can used in teaching and learning process, especially in English language teaching.

Scientific approach is suitable to observed in many learning especially in speaking because scientific approach can make up the ability in solving problems creating the conditions of learning and also train students in argued ideas because in speaking students need ideas that can make fluency in speaking, and also improve results learn learners, and develop the character of learners.

There are four important skills in English language. They are reading, listening writing, and speaking. All those skills are very important for English learner. Each skill has

⁴diakses dari <https://ainamulyana.blogspot.com/2014/01/scientific-approach-in-learning.html?m=1> 10 oktober 2019 pukul 19.30

different function in English. So it is better for English learner to master all of those skills. One of those skills is speaking. Speaking is the same as oral interaction which are conventional ways of information, expressing ideas, and thought having in our mind.⁵

In addition, Trigan states, speaking is the ability to pronounce articulation of sounds or words for expressing, stating and conveying thought, ideas, or feeling. It is very complex because it includes many aspects such as grammar, pronunciation, fluency, and vocabulary. The object of speaking are various; discussion, speech, debate, dialog, and conversation. So, it can be considered as the most important of human tool for social control.⁶

There are many ways which can be done to teach speaking. One of them is by applying K-13. Applying K-13 in teaching speaking. When the teachers use scientific approach, the teachers are successfull in teaching speaking. However, there are also the teachers who fail and feel difficult when teaching a lesson by using scientific approach in curriculum K-13. Besides, some of students think that curriculum K-13 is not suitable to the students because not all of students can follow teaching and learning process by using K-13 so that the researcher want to know how the teacher use the scientific approach in teaching speaking, the students response of using scientific approach, and also the strengths of the using scientific approach in SMP 5 pamekasan.

In the previous study, it was done by Sunardi. He observed Scientific Approach in Teaching Reading to the Eight Grade Student of SMP Negeri 2 Mantingan Ngawi in the Academic Year 2014/2015. He found that teacher did not apply the five steps of scientific

⁵di akses dari <https://www.englishclub.com/learn-english/language-skills.htm> 15 October 2019 pukul 20: 30

⁶ di akses dari <http://autodidactm.blogspot.com/2017/02/pengertian-komponen-dan-fungsi-speaking.html?m=1> 10 oktober pukul 19:30

approach, the teacher did not have basic knowledge of scientific approach, and students felt enthusiastic with the teacher way of teaching reading, and the student were happy following the lesson.

Considering the previous research, the research make a different side. In the research, the research focuses on the use of Scientific Approach K-13 on Students Speaking Ability Eight Grade in SMPN 5 Pamekasan. Here researcher focuses on researching about the use of scientific approach in Curriculum K-13 on students speaking abilities. While in previous study they focus to use on Scientific Approach in teaching reading. The researcher decided to observe the use of Scientific Approach in teaching speaking skill because when the teacher apply scientific approach in speaking the students are more active and also the student's performed more active and better than before, that why the researcher decided to observe teaching speaking skill by using Scientific Approach.

From the phenomena above the researchers thinks that this case is worthy to be researched. So the research is interested in conducting a research about "The use of Scientific Approach in Curriculum K-13 on Students' Speaking Ability Eight Grade in SMPN 5 Pamekasan" because the researcher want to know about how The Use of Scientific Approach in Curriculum K-13 on Students' Speaking Ability Eight Grade in SMPN 5 Pamekasan.

Research Focuses

According to Ary, Jacobs, Razavieh in M. Adnan Latief, research focus refers to question raised in a research project which clearly reflects what kind of answer is expected to be discovered through the process of research.⁷ Research question is qualitative or quantitative

⁷ M. Adnan Latief, Research methods on Language Learning an Introduction, Malang: UM Press, 2013.p 20.

research that narrows the purpose statement to specific question that researchers seek to answer.⁸

Based on the research context above, the statements of research focus are formulated as follow:

1. How does the teacher use Scientific Approach in Curriculum K-13 on English students' speaking skill eighth grade in SMPN 5 Pamekasan?
2. What are the strengths and weakness of using Scientific Approach in Curriculum k-13 on students' speaking abilities eight grade in SMPN 5 Pamekasan?

B. Research Objectives

Research objective is the same as purpose of research or the goal of research and how to find the problem solving of research. According to Creswell research objective is statement of intent for study which declares specific goals which the investigator plans to achieve in a study.⁹Based on the problem of study above, the objectives of the research are:

1. To describe the process of using Scientific Approach in Curriculum K-13 on students' speaking ability eight grade in SMPN 5 Pamekasan
2. To know and describe the strengths and weakness of using Scientific Approach in Curriculum K-13 on students' speaking Ability eight grade in SMPN 5 Pamekasan.

⁸ Ibid

⁹John W Creswell, *Education Research* (uneted State: Person Education,2012), p.627.

C. Significance of the Study

The significance of this study explains the use of research.¹⁰ And also the significant of study here explains the advantages of research. In this research, there are two kinds of research significances. The first is theoretical significance, and the second is practical significance.

1. Theoretical significance.

Theoretical significant, the result of study is to know about the use of Scientific Approach in Curriculum K-13 on students' speaking ability eight grade in SMPN 5 Pamekasan. So that the researcher hope that this study will add the teacher knowladge as an effort to develop students speaking by using Scientific Approach in Curriculum K-13. This same with will give some knowledge about Scientific Approach in Curriculum K-13 in teaching speaking.

2. Practical significance

Practically, the result of this research are expected to give information to english teacher, especially in using scientific approach in curriculum K-13 in teaching speaking. While for the students hopefully they can be more interested in learning speaking by using Scientific Approach in Curriculum K-13 in teaching speaking. This research also benifit able for the researcher, from this research the researcher can find expreince and knowledge which can support his ability in english teaching and learning method, and also the researcher can know how does the teacher use

¹⁰Tim penulis, *pedoman penulisan karya ilmiah*,(pamekasan: STAIN pamekasan press,2011) p.19.

Scientific Approach in Curriculum K-13 on students' speaking abilities eighth grade in SMPN 5 Pamekasan, the students' responses of using Scientific Approach in Curriculum K-13 on student's speaking abilities eighth grade in SMPN 5 Pamekasan, the strengths and weakness of using Scientific Approach in Curriculum k-13 on students' speaking abilities eight grade in SMPN 5 Pamekasan.

D. Scope and Limitation

Scope focuses on the thing which is intended to search by the researcher, whereas limitation is a potential weakness or problem with the study that identified by the researcher. In scope and limitation, the researcher must tell about the limitation of variable which wants to research, the population or the subject of research, and then when the research will be done. The limitation is potential weakness or problems with the study identified by the research.¹¹

The scope of this research will be on the use of scientific approach in curriculum K-13 on English students' speaking skill. While the limitation of this research will be focused on the eighth grade in SMPN 5 Pamekasan.

E. Definition of Key Term

In definition of key term explain the terms that are used in order to avoid the ambiguity. The terms that are related to the essential of this research.¹² In order to avoid misinterpretation between the researcher and the reader. The definition of key terms is very important point to make it be clear in this study. So that the researcher should explain more about the terms that are used in this study.

¹¹Sugiono, *Metode Penelitian Kuantitatif Kualitatif Dan R&D* (Bandung: Alfabeta, 2012), p. 199.

¹²Creswell, *Educational Research Planning Conducting, and Evaluative Quantitative and Qualitative Research*, p. 199.

Therefore, definition use in this study.

1. Scientific Approach

Scientific approach is an approach applied in learning process especially in curriculum K-13, it consists of observing, questioning, associating, experimenting, and communicating

2. Curriculum K-13

Curriculum K-13 is a curriculum which applied in Indonesia to respond the internal and external challenge in education.

3. Speaking

Speaking is the ability to say the words in order to convey or express intentions, ideas, thoughts, and feelings arranged and developed in accordance with the needs of the listener so that what is conveyed can be understood by the listener.

