

CHAPTER I

INTRODUCTION

A. The Background of the Study

English has become a primary language of communication. It is spoken by millions of people all over the world. It has become a dominant language in many fields of activity, such as industry, military, business, tourism, transportation, sport, international relation, etc. Besides, English language also covers abilities of language. One of them is speaking ability.

Speaking is one of the productive skills in the four main skills of language. It is taught broadly from junior high school to senior high school or vocational high school. Speaking is a process to convey and to share ideas and feeling orally. It involves some skills such as accuracy, appropriateness, fluency and vocabulary building. It is crucial part of second language learning and teaching so that we need to practice it in our educational environment, especially in an English lesson. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have continued to teach speaking just as a repetition of drills or memorization of dialogue. Students' speaking ability were relatively low compared to another abilities which teacher has been thought. Teachers have an important role and responsible to make the teaching learning process run well. They have to set all the components of teaching and learning process, try not to dominating the class, and give the student enough time to discuss or talk about the lesson.

English teaching strategy should have an interaction between the teachers and the students when teaching learning process . Teacher and student can be a

centered of learning, it depends on the technique that the teacher uses. Teaching English to the Foreign Language specially should have a good strategy, because English is not their first language.

Talat (2015) states that interaction is commonly defined as a kind of action that occurs as two or more objects has an effect upon one another. It is a process through which Tuan and Nhu (2010) also states that interaction is meaning-focused and carried out to facilitate the exchange of information and prevent communication breakdown. So, interaction is basically a meaningful action among two or more objects which is intended to transfer or exchange information. Further, this interaction is actually occurred in the classroom. It involves teacher to students and students to teacher.

Teachers should have decided the methods, approaches and techniques that they want to apply in teaching learning process. Edward Anthony (1963) stated that there are three hierarchical elements that teacher should know when they want to teach in the classroom. They are approaches, methods and tecniques. An approach, was a set of assumptions dealing with the nature of language, learning and teaching. Method was described as an overall plan for systematic presentation based upon a selected approach. Techniques were the specific activities manifested in the classroom that were consistent with a method and therefore were in harmony with an approach as well.

In short, teachers should have a good preparation about what they are going to do in teaching learning process. So that the students can follow the roles that made by the teachers.

Based on my observation during In Service Training Program, I have known that students have difficulties in learning Spaecking . The teacher tended to use explanation and discussion as the activities. When the observer did the interview some students , it was found the methods use by the teacher made them litle a bit feel not interesting. Even though the student could communicate with their friends during the discussion activity, they felt they did not get enough time to practice their skill in English.

The kinds of classroom activities to engage students' involvement is also lacking. Considering their age, the students are in transition stage between children and adults. Psychology wise, they have process a lot of energy and are in need of attention from peers. Considering this into account, designing various activities that offer interactions among the students can be helpful to get student involved and engaged in the teaching learning process which will return increase the chance of achieving teaching objectives.

Students are expected to take action and be able to adjust also put themselves in accordance with their competence. The school should have to build potentiality of the students that they must have. Students need to do experiment and explore according to their talents and interests. *Undang – Undang RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 butir 1 stated that* Education is a consicous and deliberate effort to create an atmosphere of learning and the learning process so that the learners are actively developing the potential for them to have the spiritual power of religion, self-control, personality, intelligence, character and skills needed by themselves, society, nations, and state.

The learning process has the relation with curriculum used. The curriculum gains the guidelines of learning program that accepted by students. Subjects, attendances, teacher methods, and assessment technique will be drawn in the curriculum. According to UU RI Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional Pasal 1 butir 19, curriculum is a set of plans and arrangements regarding the objectives, content, and learning materials as well as the methods use to guide the implementation of learning activities to achieve specific educational objectives.

The old view, curriculum is often called as the traditional view, which states that the curriculum is a subject that must be taken by students to produce a diploma. Meanwhile, new view is called modern view, that is the entire organized course, activities, and experience which pupils have under direction of the school, whether in the classroom or not (Hamalik, 2009). Curriculum plays important role in education. The latest curriculum used by education in Indonesia is Curriculum 2013. Curriculum 2013 focuses on education based on competences and characters.

Curriculum 2013 views that knowledge cannot be mowed away from the teacher to the students. Students are subjects to actively search for, cultivate, construct, and use knowledge. Therefore learning process should give opportunity for students to build and get knowledge, students should work and solve the problems also strive to realize their ideas. Curriculum 2013 design the students to learn independently, multitasking, searching for study material from various sources, find and analyse problems that exist through a model of scientific learning that is expected to create individual who are critical, disciplined,

responsible, work hard and never give up. Curriculum 2013 is expected to make the children or the people in Indonesia more creative, productive, innovative, and affective through the integration of skills, knowledges, and attitudes.

Curriculum 2013 uses the real assessment in assessing the learning outcomes of students. Curriculum 2013 is a set of learning activities that promotes scientific approach to observe, ask, train, try, associate, and communicate. Teachers are required to be a professional teacher as a facilitator in the learning process.

The students are also forced to be more active and creative because the material and the process standard of the Curriculum 2013 uses Scientific Approach. This approach includes observing, questioning, associating, experimenting, and communicating as learning activities. It is also stated in the Online Longman Dictionary (Suharyadi, 2013) that scientific approach is a process in finding out information in science by testing ideas through experimenting and making decisions based on the result.

Based on the research findings above, I am interested in doing an observation and interview at SMP NEGERI 8 PERCUT SEI TUAN to find whether the problems on the applying of English teaching strategy in 2013 Curriculum based on scientific approach also occurs there.

B. The Problem of the Study

Based on the background of the study above, the problem of the study formulated as follows “ How is English teaching strategy of speaking skills based on scientific approach implemented in the teaching learning process?”

C. The Objective of the Study

This study aims to investigating if the implementation of teaching strategy affects students motivation to improve the students' speaking skill based on scientific approach

D. The Scope of the Study

The scope of this study will be focused on implementation of teaching strategies used to improve students' speaking ability, the students' improvement, its effects on the students' interest and skills.

E. The Significances of the Study

The researcher expects that it will give some contributions to the English language teaching. There are three significances gained from this study.

They are :

1) Theoretical Perspective

This Research can be helpful for the teachers to evaluate themselves on how to be a good teacher in implementation english teaching strategy of speaking skills based on scientific approach in 2013 curriculum at grade eight at junior high school.

2) Practical Perspective

1. The teachers

The English teachers can get knowledge about teaching English and use the result of this study to help them teaching and motivating the students to be active in the process of English teaching and learning.

2. The students

Students are expected to get better learning by which they will be able to improve their ability skills in English. They are expected to have better courage in expressing themselves and have great creativity in English.

3. The researcher

The researcher is expected to have better knowledge about teaching English and is expected to be able to provide information as the starting point for the students to improve their English skills.

