

# CHAPTER I

## INTRODUCTION

### A. Background Of The Study

The ability to communicate or interact with others is crucial when using a language as a form of communication. One must be able to convey their ideas, feelings, and thoughts verbally. According to Harmer, people use their first (or even second) language for interpersonal communication the most. Language is a communication instrument that we utilize to express our thoughts. Tarigan defines language as the capacity to utter sounds or use words to convey ideas, feelings, or other types of information. The term makes it abundantly obvious that speaking is connected to pronouncing words in a way that would enable the speaker's meaning to the listener intended meaning be it sentiments, concepts, or ideas.

Speaking is an essential component of language competency when learning a language. In most regions of the world, speaking English can help us when we're traveling, conducting business, or interacting with locals. It is increasingly essential to learn how to speak English confidently and eloquently. Because rivalry in life, especially in the workplace, is increasing, everyone wants this to be

accomplished. The rationale is that students as learners need to make an effort to enhance their speaking abilities, and teachers also want to deliver the best instruction possible in the classroom.

In many schools, English instruction and learning are not always successful, especially in terms of speaking ability. Despite studying English for a long time, students still struggle to communicate effectively in both oral and written forms. Particularly in secondary institutions, the majority of English learners exhibit passive behavior and poor speaking abilities in class. This also occurred in one of MTs Pancasila Kota Bengkulu's junior high schools. After interacting with an English teacher there, the researcher concluded that the eighth-grade pupils' speaking skills were still subpar and required additional attention. Therefore, it's crucial to understand the reasons behind kids' poor speaking abilities.

Researchers discovered various issues with students' speaking abilities based on observations. It demonstrates that most pupils can respond to comprehension questions. lower student vocabulary, to start. Students typically speak without understanding what they are saying. Second, they encounter difficulties when verbally expressing their thoughts and opinions out of a lack of confidence and a fear of being incorrect. Third, kids lack enthusiasm for learning English.

There aren't many different learning activities since the teacher uses methods that aren't difficult and diversified to accomplish the teaching and learning process. The majority of students are also unmotivated and uninterested in learning English.

Numerous issues can be detected based on the teacher's prior teaching and learning experiences. Students initially feel nervous, hesitant, and afraid of making mistakes when speaking English. They also find it extremely difficult to speak in class in front of other classmates. They thus struggle to communicate their thoughts and interact with other students. The second issue is that instructional strategies and resources are frequently inappropriate for student needs. This is crucial because if students struggle to grasp the language used in the directions, they could lose interest and become unsure of what to do or how to go about it. White students, on the other hand, are provided information that can be understood throughout the learning process and can produce the best quality output. Thus, the teacher must select an appropriate textbook and use the most effective way to teach English, particularly in speaking. The lack of enthusiasm kids have to learn English is another challenge. Students' motivation is low since they lack English language proficiency or don't have many opportunity to practice in class. Teachers must therefore choose learning activities

for their classes that fit the personalities, characters, and learning styles of their students. Additionally, the teacher must foster a friendly environment where students feel free to speak English and interact with one another openly. all the pressure and tension.

In light of these considerations, it is crucial to pay more attention to the usage of appropriate techniques and resources that may influence students' success and advancement in learning languages, particularly speaking English. The curriculum is one of the teaching resources that educators employ. It is safe to assume that all student activities, both inside and outside of school, when these activities are the responsibility of the school instructor, are included in the curriculum. In this situation, the curriculum being employed determines whether or not the learning process is successful, including whether or not pupils can comprehend and accept the learning information. If the curriculum is thoughtfully created, structured, thorough, and connected to all of the learning and development requirements of kids to prepare for life.

Numerous schools have begun implementing the scientific approach, which is the current change in methodology, since 2016 (Juliansyah, 2018). Investigating the use of scientific methods for knowing and comprehending is crucial, though. Are the objectives

shared by teachers and students? Approaches of teaching and learning that encourage student participation. Additionally, it is important for researchers to determine whether teachers use an activity-based strategy. Researchers have conducted a number of comparable experiments to see how well the Scientific Approach works for both teachers and students, Juliansyah's previous class in 2018 concentrated on how instructors employ the Scientific Approach to Teaching English. In 2017 Ratnaningsih performed more studies in which he looked into the challenges teachers face when implementing the Scientific Approach. Kartikawati (2015) did research on the Scientific Approach (SA) application in one of the Junior high schools. Even though the administration had declared a scientific approach, he conducted study. The Scientific Approach, however, is not used in the majority of junior high schools.

However, even educators have a significant role in advancing the use of scientific methods. It is now regarded as research to watch English teachers use the Scientific Approach in the process of teaching and learning, as well as to examine how English teachers respond when the Scientific Approach is used.

According to the background study mentioned above, there are various questions regarding how the Scientific Approach is employed

in EFL classes as well as how teachers react to its application. In order to teach language skills in EFL classes, such as speaking, listening, reading, and writing, researchers expect that this research will be helpful to English teachers. Additionally, it will benefit future researchers to compare the There is a teaching strategy that is appropriate for the teaching and learning process to accomplish this purpose. This is a methodical strategy that can be used to raise pupils' speaking abilities. This strategy includes a number of elements that can help teachers teach English and enhance student performance. In this situation, the teacher can use this strategy in all activities, but particularly speaking, when instructing students in English in a classroom setting. The teacher can then assess whether or not this method is effective in raising pupils' speaking proficiency and academic progress. It is envisaged that the scientific approach will be the best option employed by instructors in teaching English in the classroom because it incorporates various learning components. For this reason, the writer is interested in conducting research with the title

**" The Effect Of The Scientific Approach On Eight Grade Students` Speaking Skills At Mts Pancasila Kota Bengkulu In The Academic Year 2023/2024".**

## **B. Identification Of The Problem**

In light of the aforementioned context, the researcher discovered a number of issues with this study. There are these things: First off, because they are still impacted by their mother tongue, eighth graders who entered MTs Pancasila Bengkulu for the 2023–2024 academic year find it challenging to speak English. In addition to having a limited vocabulary, pupils' motivation to improve their speaking abilities is still poor. Third, students lack the initiative to select a topic, and they frequently lack the confidence to speak English. that pupils' limited proficiency in English speaking is due to the teaching methodology's unsuitability for speaking activities in English.

## **C. Research questions**

According to the research context, the problem is formulated as follows: Is there any significant differences in students' abilities between students who thought the scientific approach technique and those who do not use the scientific approach?

## **D. Research Objectives**

Related to the formulation of the problem, this study aims to provide answers to the question of speaking ability: Is there a significant difference in students' abilities between students who use the scientific

approach technique and those who do not use the scientific approach technique? through scientific approach techniques

### **E. Limitation of Research**

The scope of the study is focused on the introduction of one of the teaching methods, namely the scientific approach. In this case, the author explains clearly the approach. Then, the author apply a scientific approach to EFL learning for 8<sup>th</sup>-grade students of MTs Pancasila Bengkulu City. prove the success or failure of increasing speaking competence, the writer conduct a pretest and posttest to see student learning outcomes before and after treatment.

### **F. Significance Of The Research**

The author has some evidence from the research by looking into how a scientific approach to teaching English skills affects students' speaking abilities. It goes like this:

1. Describe and introduce a scientific methodology that teachers in EFL classrooms utilize as a teaching strategy.
2. To compare the speaking abilities of students who were taught using a traditional approach strategy and those who were taught using a scientific approach strategy.



3. to demonstrate that compared to conventional teaching methods, the scientific methodology utilized for teaching English can greatly improve students' speaking abilities.

#### **G. Definition of Key Terms**

1. Scientific method refers to investigation of some logic facts and phenomena to find out new knowledge or to combine it with the previous knowledge. It inspires and stimulates students to think critically. It means that the students can obtain and comprehend the teaching material from various sources. Furthermore, Carson (2009) argues that scientific approach is used in teaching process for guiding the learners to transform the concrete objects into the abstract concepts that inhabit the human mind.
2. Speaking is an important productive skill because students need to acquire information. In speaking students learn to use the right pronunciation, stress, and intonation patterns in order to communicate successfully. Nunan state that "speaking is a productive aural/oral skill and it consists of producing systematic verbal utterances to convey the meaning" Absolutely they must possess a basic type of speaking for the first time because it can help teachers to provide their students with practice in using English, to inform students "progress and also to get information

about students." In short, speaking is oral communication that carries out the feeling through words to deliver the information.

