CHAPTER II

LITERATURE REVIEW

A. Speaking

1. Definition of Speaking

One of the abilities that students need to develop in order to speak and communicate in English is speaking. It is a means of exchanging information, expressing ideas, thoughts, and feelings, and fostering social connections. It implies that speaking is crucial for individuals to develop their oral communication skills by effectively expressing their ideas. According to Kosar and Bedir (2014), speech is the foundation of language acquisition. There is a presumption that acquiring speech is the key to language learning success. Speaking is a crucial ability for efficient communication, according to Leong and Ahmadi (2017). It implies that communication cannot happen without words. According to Harmer (2007), talking is a real-time activity.

When a person speaks, the words come out at that very instant, and the respondent responds right away. One cannot edit or alter their speech while speaking. This demonstrates that language is spoken directly when speaking. As a result, a lot of individuals link speaking skills to English proficiency. According to Torky (2006), speaking is an interactive activity that includes the creation, reception, and processing of information. Speaking is also defined as the capacity to convey ideas orally, coherently, fluently, and precisely in order to serve transactional and interpersonal purposes. To do this, one must use appropriate pronunciation, grammar, and vocabulary as well as adopt pragmatic rules and spoken language discourse. Speaking is the act of expressing one's thoughts or facts through speech, according to the Oxford Dictionary of 2017 edition. Speaking is the definition of what it means to speak. Speaking serves as a transactional medium for both the speaker and the listener. The speaker communicates with the listener, who then responds to the

information received. This activity offers the chance to exchange knowledge and perspectives with others while fostering positive interpersonal relationships between the speaker and the listener.

Teachers from primary school through college can speak to students. Another key predictor of pupils' success in learning English is their speaking abilities. Many students believe that learning more vocabulary will make it easier for them to speak English. Many students, however, have trouble employing the words they already know. The vocabulary, grammar, and pronunciation of English must all be carefully considered by speakers. Students need to be good listeners since whatever they say will be followed by a response. Students must learn how to talk as well as how to use this language in a certain speech community if they want to develop their speaking abilities. A competent speaker must also be able to express his thoughts clearly and ensure that his audience comprehends what he is saying.

English learners need to learn how to communicate for a number of reasons, according to Bahadorfar and Omidvar (2014). First, speaking is used as a crucial component of modern ESL/EFL language learning and teaching. Second, language learners place a high importance on speaking proficiency. Third, inner strength speaking is a tool for assessing language learners' acquisition of second or foreign languages. Richards (2008) claims that speech serves a variety of purposes in interpersonal communication. Speaking interactions can reflect and uphold a social student's personality and character as well as serve as transactional tools that center on information exchange. He continued by saying that speech can be used for performance, speech for commerce, or speech for engagement. Each of these speech activities differs significantly from the others in terms of both form and purpose.

Speaking has several different linguistic definitions.Speaking is defined as stating anything in the

Oxford Advanced Learner's Dictionary as a way to communicate ideas and viewpoints. talking is

defined by Kushartanti as a group of sounds made by one person and understood by others (Kushartanti 2005). It refers to communicating ideas or opinions.

According to Brown (2004), speaking is a producing skill that may be directly and experimentally observed, but this observation is always influenced by the accuracy and effectiveness of the test-takers' listening skills, compromising the validity and reliability of oral production assessments. Depending on how class activities are set up, talking in class entails interaction between the teacher and students or between students. Speaking differs in a number of ways from writing and reading, which are both considered receptive skills and written language, respectively. In contrast to written language, speaking typically involves less precise vocabulary and incomplete phrases.

According to some professionals, there are numerous definitions of speaking. Speaking is the act of verbally expressing one's thoughts (Eliyasun, Rosnija, and Salam, 2018:1). As a result, if students never practice speaking in class or learn to talk, they will quickly lose interest in what they are studying and motivation to do so. A learner who doesn't hone their oral abilities now may find it challenging to stay up with their peers in the future. Speaking is a person's method of expressing themselves and verbally interacting with others, according to Zuhriyah (2017: 122). Since human engagement and communication are a necessary part of daily activities, talking is the primary way to interact with others in social society.

2. Teaching Speaking

The process of imparting knowledge to students is the core definition of teaching. The teacher and students interact with one another when carrying out teaching activities because they are passing information, ideas, or

skills to the pupils. The term "teaching" has diverse meanings to various professionals. Teaching, according to Feiman-Nemser and Buchmann (in Ball and Forzani, 2009), is the process of assisting others in learning "things of value," which, as they point out, provide a clearly moral component. Furthermore, Cohen (in Ball and Forzani, 2009) asserts that teaching is defined as assisting others in mastering particular skills, particularly those related to routine daily activities that frequently involve a large number of individuals.

Speaking, according to Thornbury (2005), is an interactive activity that necessitates teamwork to manage speaking turns. Thornbury contends that since speaking is a skill, it should be learned and practiced separately from the grammar curriculum. Speaking is an effective skill in speaking mode, according to Kayi (2006). Similar to other skills, this one requires much more than just reciting the words and is more difficult than it first appears.

According to Nunan in Kayi (2006:1), teaching speaking involves showing students how to use words, sentences, intonation patterns for emphasis, and language rhythm in addition to teaching them how to make English speech sounds and sound patterns. Using language as a tool to express one's opinions and values, speaking fluently and quickly with few awkward pauses, arranging their thoughts in a clear and logical sequence, and selecting the best words and phrases based on the context, audience, situation, and subject.

The school curriculum serves as the foundation for the English teaching and learning process at SMP. Speaking, reading, listening, and writing skills are covered in the curriculum as theoretical references. K13 is the course of study used by MTs Pancasila Bengkulu. This program emphasizes values and incorporates character development.

Some teachers still view instructing students in speaking and writing in junior and senior high schools as

laborious job. This is due to the requirements of the curriculum known as the 2013 Curriculum as well as the fact that teachers must teach a variety of genres. For instance, according to the curriculum, teachers must develop a variety of abilities related to their own teaching. The teacher must seek out appropriate strategies, tactics, and exercises for this aim. In addition, the instructor needs to have appropriate knowledge of the genre being taught because there are numerous genres that need to be taught.

According to Mulyasa, the 2013 curriculum's implementation has little bearing on students' ability to increase and apply their knowledge, evaluate character values, and demonstrate positive attitudes in daily conduct (Zaim, 2017). The values are listed in the Core Competency (KI) document. This set of competences (KI 1 to KI 4) consists of four. Knowledge, information, and skills are covered in KIs 1, 3, and 4. KI1 covers spiritual topics, KI2 covers social (behavior) topics, KI3 covers knowledge, and KI4 covers skills. Developer competency

is measured by the Basic Competency (abbreviated as KD). The 2013 curriculum's teaching and learning activities are founded in science. The five steps of the strategy are observation, questioning, information gathering, associating, and communicating. Thus, teaching methods integrate communicative language learning, inquiry-based learning, project-based learning, discovery learning, problem-based learning, and task-based learning. Speaking abilities can be effectively developed through communicative language learning (CLL), as well.

3. **Speaking Function**

   According to Richard et al. (2005), many second- and foreign-language learners prioritize developing their English speaking abilities. The role of language in human contact has been attempted to be categorized by a number of linguists. Speaking has three roles, according to Brown and Yule: Speaking as an exchange, speaking as a performance, and speaking as interaction.

Each speaking activity has a highly unique framework, a unique goal, and various questions. 2018 (Zarrabi).

a. Speaking as an interaction

Speak in conversational terms and use conversational language. It is a spontaneous interactive communication between two or more persons. It has to do with how people strive to get their points over to other people. As a result, individuals must speak to others in order to communicate. Social relations are this function's primary objective. Concentrate more on the dialogue and how they want to come across in the message to one another.

b. Talking as a transaction

Focusing on the message you want to get through will help you communicate more effectively and get your point over to the other person. Students and teachers concentrate on the meanings or statements

they can understand in this sort of spoken language understanding.

c. Speaking as a show

Speaking activities in this situation primarily include monologues rather than dialogues. Speeches, public speaking, announcements, reopening stories, narrating stories, and other similar situations all involve the role of speaking as an introduction. Speaking has several meanings, and while speaking in public, they talk about agreement, as may be inferred from the resolution above. All speaking activities involve assisting others in speaking.

4. **Components of Speaking Skills**

Components of speaking skills include understanding, grammar, vocabulary, pronunciation, fluency

1) Pronunciation

Students can communicate more clearly by using pronunciation when they speak. In other words, even if

pupils have a limited vocabulary and knowledge of grammar, they can still communicate well if they have appropriate pronunciation and intonation. The way words are traditionally or formally said is referred to as pronunciation. From this, it can be inferred that teaching pronunciation is a technique for pupils to talk with clearly pronounced words (Kline, 2001:69). Learning sound lists or isolated words is not the same as acquiring English pronunciation. Instead, it entails studying and using a certain English style to make the speaker's thoughts clear (Gilbert, 2008: 1).

Furthermore, according to Fraser (2001: 6), pronunciation includes gestures, body language, eye contact, rhythm, intonation, and other aspects of speech that contribute to clear speech flow. The aforementioned assertion implies that pronunciation includes a variety of components, including as articulation, rhythm, intonation, and phrases, in addition to gestures, body language, and eye contact.

2) Grammar

Students must learn grammar in order to construct proper sentences in written and oral dialogues. A systematic method of determining and projecting the ideal speaker's or listener's level of language proficiency is grammar. A collection of guidelines or principles that can be applied to create all grammatically correct or well-organized utterances in a language are utilized to accomplish this (Purpura, 2004:6). Furthermore, according to Greenbaum and Nelson's definition of grammar in 2002:1, grammar is a system of rules that enable us to group words in our language into bigger units.

A language's grammar explains the various forms that words can take as well as the various ways in which they can be combined to produce sentences (Harmer, 2001:12). The conclusion that comes from the aforementioned statement is that grammar's main goal is to arrange a sentence's correct meaning in accordance

with its context. Additionally, it is used to avoid communication miscommunications.

Furthermore, grammar is the study of how words join to make sentences, according to Nelson (2001:1). Thus, it follows from the aforementioned assertion that children need to learn grammar rules in order to put the right sentences together in conversation, both orally and in writing. The fundamental rules and construction of language, including clear and acceptable sentence construction and appropriate word forms, are referred to as grammar. (Batko,

3) Vocabulary

Without a wide vocabulary, we will not be able to use the structures and functions we may have learned for understandable communicative, which is crucial for the successful use of a second language. The ability to effectively communicate through language is a crucial skill. In addition to making it simpler for us to convey our ideas, emotions, and thoughts both orally and in

writing, a large vocabulary is the most crucial aspect of a language, especially while speaking. The terminology used when speaking has a tendency to be common and commonplace (Turk, 2003:87).

This means that in order to understand spoken language, the vocabulary employed must be very common and used in everyday conversation. The cornerstone of learning a language is vocabulary. Students must be familiar with the words' pronunciation, spelling, and definitions. In order to properly teach vocabulary, a teacher must clarify both the meaning and the spelling as well as the pronunciation. Understanding word meanings is a component of vocabulary. The fact that there are at least two different ways that words can be used— spoken and written—complicates this definition.

A set of terms that we use when speaking or reading aloud make up our oral vocabulary. Words in written language are those whose definitions are clear when we

write or read aloud. This is a crucial distinction to make because early readers are largely familiar with spoken representations of word strings. Written vocabulary has a bigger impact on students' literacy when they begin to read than spoken vocabulary does (Hiebert and Kamil, 2005:3). Additionally, according to Richards and Schmidt (2002:580), vocabulary is a collection of lexemes that includes single words, compound words, and idioms.

4) Fluency

Speaking clearly, fluently, and effectively is referred to as fluency. Speaking freely and without interruption is typically referred to as being fluent. If a teacher wants to assess a student's fluency during the teaching and learning process, the instructor should provide them unrestricted time to speak. The objective is to enable pupils to communicate naturally and fluently. The teacher doesn't correct right away even

though the theory is that too much correction ruins the conversation's flow (Pollard, 2008:16).

5) Comprehension

Understanding and processing a long passage of speech while creating a mental image of a sentence's meaning are two skills required for comprehension. Since understanding a second language cannot be directly observed, it must be deduced from open verbal and nonverbal cues, from instruments, or from the teacher's or researcher's intuition. Even though the technique is complicated and risky, understanding refers to the fact that participants completely comprehend the nature of the study activity (Cohen et al., 2005:51). In order to avoid information being misunderstood, it may be inferred that comprehension in speaking refers to the speaker's understanding of what they are expressing to the listener. In addition, its purpose is to make it simpler for listeners to understand information.

5. **Speaking Performance Type**

Every teacher has a unique approach to helping pupils improve their speaking abilities when studying such skills. English language instructors use many techniques to help their students improve their speaking skills in English so they can perform in front of the class. The teacher will instruct on how to make various materials. Short chats, monologues, dialogue, theatre, etc. are all possible forms of the method. Speaking performance can be divided into the following categories, according to Brown (2007:327).

1. Imitative

According to Darjowijojo's (2005:1) psycholinguistic theory, language use is not often especially challenging for people. Language use is simple since it has been practiced frequently and formed a habit. At that age, an infant will copy a word without understanding what it means when it is pronounced. Imitated one-word statements progress to two words, and then to complicated sentences.

Additionally, students are frequently required to rehearse their presentations after listening to talks by native speakers on tape, video, or another medium. This is done to designate a certain vowel sound or to try intonation counter. Imitation's objective is to concentrate on a small number of distinct aspects of language form rather than on meaningful relationships. As per Brown (2007:328), giving students the opportunity to listening to and verbally repeating certain language strands that may elicit some linguistic difficulties both phonological and grammatical.

2. Intensive

Imitative is not the same as intensive. While intense focuses on pronunciation or phonological aspects Imitation stresses pronunciation or other phonological elements in addition to the learner's requirement to comprehend the meaning in order to perform a task. Brown (2007:329) speaks extensively, moving past

imitation to cover any speaking act intended to instruct

a number of phonologists or grammatical features.

3. Responsive

Because it can encourage kids to answer
appropriately and effectively when someone asks a
question or makes a comment, responsiveness is crucial
in communication. As a simple illustration, when the
teacher asks, "How are you today?" pupils can respond,
"Good enough, very good, good, or other," and then ask
the other person, "What about you?" As a result,
speakers are encouraged to use suitable language. In
most cases, this is done in response to a brief dialogue,
a straightforward request, comments, and more.

4. Interactive

Responsive and interactive are nearly same. Both of
these two speaking styles aim to respond to the other
person's comments or inquiries throughout a
conversation. The quantity of participants in the
discourse is what distinguishes responsive from

interactive communication. In accordance with Rahmawati and Ertin (2014: 201) in the number of sources are also interactiveimportant because a conversation might occasionally involve more than two persons.

5. Extensive

Speaking for a long time requires a variety of speech production techniques. Since it involves extending one's speaking abilities, the area is speaking at its highest level or, to put it more generally is the most challenging type of performance talk. This is not only like answering in a brief discussion; the speaker needs to improve his speaking abilities in a lengthy one. Typically, a lot is accomplished through monologue when engaging in tasks like giving oral reports, speeches, summaries, storytelling, and more. Furthermore, it can be claimed that speaking frequently is one of the essential speaking abilities that calls for a

strong linguistic component (Rahmawati and Ertin, 2014: 201).

6. Speaking Activities

The teacher is free to use a variety of activities in the classroom to help students develop their speaking abilities. This is done to increase student interest and prevent boredom while they are learning. Students are expected to talk a lot in class and can freely express themselves when engaging in pleasurable and enjoyable activities. According to Harmer (2001), there are a number of activities to encourage speaking abilities in the classroom, including the following:

(1) Discussion

When two people confront each other to discuss their thoughts, feelings, or opinions, discussion results.

(2) Questionnaire

The questionnaire is a group of questions designed to gather information from a variety of people.

(3) Simulation and scientific approach examples of sequences of events used by teachers to teach students how to do something sequentially.

7. Speaking Assessment Rubric

Speaking evaluations must be based on content that takes into account the desired outcomes. The evaluation criteria in the rubric should place more emphasis on what pupils can do than on their limitations. There are two categories of evaluation techniques. First, a holistic assessment uses a performance-based grading system. This assessment method's benefit is that it doesn't require much time. Additionally, give a sufficient justification of the level of performance and requirements met. Students can view their level of achievement thanks to holistic assessment. The second technique, meanwhile, uses an

analytical score that offers distinct scores for various work components. This has the advantage of highlighting areas of strength and weakness, giving pupils a clearer understanding of the speaking skills they need to improve. The speaking skills of the pupils were evaluated by the authors of this study using an analytical score.

B. Scientific Approach

a. Curriculum

The word "curriculum" in Latin, which refers to a required long-distance race, is where the name "curriculum" is derived. The curriculum is viewed from a traditional perspective as a course that students must pass in order to receive a diploma. The term "curriculum," as defined by Romine, refers to all courses, activities, and experiences that students complete inside or outside of the classroom in accordance with school policy. The curriculum itself includes a learning plan with a vision and goals that make assumptions about individuals and the wider

world, which some people refer to as conceptualizing reality.

A curriculum is a collection of plans that include learning objectives, resources, and teaching strategies and serve as a manual for carrying out various learning activities in order to achieve the best educational objectives, according to Government Regulation Number 19 of 2005 concerning National Education Standards. Parents of students should use the curriculum as guidance when encouraging their children to study at home. According to the definition of curriculum given above, the curriculum is a set of instructions that includes goals and reading material to help students succeed in their educational program's teaching and learning procedures both inside and outside of the classroom.

The government replaced the 2004 Competency-Based Curriculum (KBK) with KTSP (School Based Curriculum). The curriculum aims to raise the standard

of instruction, particularly in English. The KTSP itself states that teaching English in junior high schools has several objectives, including the following: (2) encourage students to have a higher level of awareness of the importance of English to compete in a global society; and (3) develop communicative competence both orally and in writing in functional achievement literacy rate, (3) enhance students' comprehension of how language and culture interact. The goal of teaching English in KTSP, especially in English-related topics, is to promote students' ability to utilize the language both orally and in writing. However, written English has the most effect because it is anticipated that pupils can read textbooks and gain knowledge from them. Additionally, each subject is taught differently in KTSP. whereas the 2013 curriculum uses a science-based approach to teaching all subjects through the use of observation, questioning, associating, experimenting, and networking.

In response to the School-Based Curriculum (KTSP)'s flaws and limitations, Curriculum 2013 has started to be introduced. This is an effort by the government to address some of the issues that the modern educational landscape is now dealing with. It is also reasonable to hope that the 2013 curriculum will produce industrious, inventive, and effective Indonesians. It can also be a tool for improving attitudes, abilities, and knowledge. Students are urged to use greater creativity and innovation to locate the closest learning resources for others. The fact that the teacher's role is not the only source sets this curriculum apart from KTSP (Syahmadi, 2013). The teach-and-learn technique, also referred to as a student-centered approach, is more student-focused. In addition, students are expected to become autonomous learners or become more involved in their education. Because of this, the 2013 curriculum embraced a scientific approach.

According to the Ministry of National Education's 2013 Curriculum proposal, teaching English in junior high schools is meant to prepare pupils to use the language for everyday communication. Observing, inquiring, associating, experimenting, and sharing are the five steps of a scientific approach to teaching and learning.

b. **Scientific Approach and Supporting Theory**

The Ministry of Education and Culture (2013) asserts that a scientific approach can help students improve their attitudes, abilities, and cognition. The scientific method refers to an analysis of specific logical facts and occurrences in order to discover new information or to supplement existing knowledge. It encourages and piques pupils' interest in critical thinking. It implies that instructional materials can be obtained and understood by students from a variety of sources. Additionally, according to Carson (2009), the teaching method employs a scientific approach to help

pupils translate concrete items into abstract ideas that exist in the human mind.

A scientific approach is used in the teaching-learning process through five stages: watching, inquiring, associating, experimenting, and forming networks.

Moreover, implementing this strategy is guided by the basic principles of the scientific method, specifically: teaching and learning activities must be student-centered, creating student self-concepts, avoiding verbalism, allowing students to assimilate concepts, stimulating students to develop theoretical thinking skills, motivating students to learn something, increasing teacher motivation to teach their students, and motivating students to communicate. In addition, a scientific approach is applied to achieve distinct learning objectives. The scientific method aims to increase and improve students' intelligence, produce students who can approach problems methodically,

foster students' thinking, ensure that students achieve high marks during the teaching and learning process, teach students how to communicate their ideas and develop students' character, among other things. There are several educational guidelines that apply to scientific topics, such as the following:

1) Using the student-centered model in the teaching and learning process,

2) aiming to shape students' self-concept,

3) providing opportunities for students to assimilate the concepts and principles,

4) encouraging the improvement of students' thinking skills,

5) boosting student learning motivation and teacher teaching methods motivation, and

6) Provide opportunities for student engagement.

c. Teaching procedure scientific approach in speaking skills

It is stated in Permendikbud Number 81A of 2013 that the scientific method The five steps of a learning

activity are observation, inquiry, knowledge gathering, mixing, and communication. The following is an explanation of each of these steps:

a) Observing

By paying attention to (see, reading, and hear) an object or objects, the instructor helps pupils make observations. Students are expected to: gather information about a problem in order to grasp it as proof from earlier data through this activity.

Observation exercises can be performed in a variety of ways, including the following:

1) choose the thing to observe;

2) Create observation criteria; and record observations.

3) Specify which data will be observed;

4) Clearly explain how observations will be made so that data collection can be done quickly and efficiently;

5) Choose how to put the observations into practice and record the outcomes.

b) Questioning

Asking is an activity for asking questions to learn more about what is being seen. Competence fosters innovation, curiosity, and the capacity for questioning to foster critical thinking who need to live smart and learn throughout life.

There are several purposes for asking questions:

1. improve students' skills in speaking, asking questions, and giving answers with good and correct grammar,

2. Diagnosing student learning difficulties to find a solution,

3. Provide opportunities for students to demonstrate attitudes, skills, and understand,

4. Encourage student participation in discussing, arguing, developing thinking skills, and drawing conclusions, develop tolerance of students in group situations,

5. allows students to think spontaneously and quickly,

6. practicing politeness and generating the ability to empathize with others.

c) Exploration/Experimenting

In Permendikbud no.81A of 2013 the activity of collecting information is carried out through experiments, reading other sources besides student books, observing objects/events/activities of interviews with informants, and so on. The expected competence is to develop a conscientious, honest, courteous, respecting the opinions of others, speaking power, ability to collect data through various ways of learning to develop study habits and lifelong learning.

The third stage is a trial or trial try

1. Preparation

    - Determine and design the purpose of the experiment

    - Prepare tools or materials.

    - Give an explanation of what to treat and the steps to be taken.

2. Implementation

    - During the experimental activities, the teacher participates, guides, and observes process. Teachers should also provide encouragement and assistance with the difficulties students face.

    - The teacher also pays attention to the situation and helps students

    - solve problems that will hinder learning activities.

3. Follow up

- Students submit a report on the results of the experiment to the teacher.

- The teacher checks the results of student experiments.

- The teacher provides feedback on the results of student experiments.

- Teachers and students discuss the problems found.

- Teachers and students check again and save the materials and tools used.

  Some of the activities related to this step are experimenting with texts, reading texts and literature, make notes, and making conclusions about the results of the experiment. By doing this learning method students are expected to be able to develop themselves personal characteristics such as honesty, punctuality, courtesy, and respect.

d) Associating

The purpose of association in learning is to help learners organize distinct concepts and link related experiences so that memory fragments can be stored. Students are encouraged to evaluate their work and that of their peers when participating in association activities. Teachers can actively direct and guide this association's stages to ensure that it proceeds smoothly.

These tasks can be completed through in-class discussions. It enables pupils to refine their critical-thinking abilities and improve their understanding of what they are learning. In this situation, the teacher must also participate by providing feedback on the lessons that the students have learnt during the teaching process.

e) Communicating

Hosnan (2014: 75) asserts that the final activity a teacher performs before concluding a

learning activity in the classroom is communicating using a scientific approach. At this point, teachers need students to be able to explain the outcomes of group projects as well as their research and findings. Summarizing or recounting what was discovered during information-seeking activities, associating, and identifying patterns are all ways to carry out this task. The teacher evaluates these outputs as student learning outcomes or student groups during class.

The term "scientific approach" describes a variety of learning strategies used to build knowledge using the scientific method. Don't just concentrate on exam outcomes as your end objective; the learning process is also highly significant. Because the topical approach to science places a strong emphasis on the processing of skills that include knowledge-processing abilities into the system of material distribution. As a student in this

situation, I must actively participate in the learning activity. While just acting as a facilitator to direct and organize the students, the teacher. education procedure. The following traits characterize education based on scientific principles:

- focused and student-centered.
- Involve cognitive potential in stimulating students' intelligence.
- Stimulate the improvement of students' thinking skills.
- develop student character, problem-solving, and communication ideas.
- able to develop self-concept and student motivation.

Particularly in English as a Foreign Language (EFL) activities, the use of a scientific approach to teaching and learning was beneficial. Students' speaking abilities can be enhanced by using this strategy The steps are observation, inquiry, experimentation, associating, and communication. In order to guide student

participation, it is crucial to first observe learning activities. Using this technique, instructors urge students to research an issue by seeing, reading, or hearing about it. Other activities in this regard include watching movies or video conversations, listening to audio materials like English music on a tape recorder or radio, or reading any text found in newspapers, magazines, brochures, or the like. Students can increase their vocabulary as a stepping stone toward learning to speak English fluently and with confidence by completing this phase of observation.

Asking what can be done in the form of in-class or small-group conversations where students are free to ask questions of other students or their lecturers is the second step. Along with other advantages, it tries to increase understanding of the subject being studied. For instance, by asking questions, kids might develop their courage and

self-confidence and become more engaged in class. Additionally, it encourages pupils to respond to things critically. As a result, students comprehension of what they have learned can grow, and their academic performance will also improve.

Additionally, students' ability to master English, particularly in speaking parts, can be aided by their active participation in the learning process. Naturally, all of that requires the focus and assistance of the classroom teacher. That Teachers must be able to encourage their students to raise their hands and inquire about what they are learning, rather than just listening to the teacher's explanations. For students to dare to ask questions in English, teachers must assist them in doing so. This is due to the fact that most students do not want to. Beaumont, after all, is capable of forming inquiries and phrases in English.

Speaking English is a crucial part of the learning process after asking, experimenting, and associating. These techniques help pupils comprehend what they have already seen more fully. Naturally, those who comprehend more will be better at articulating their thoughts, especially when using English. Speaking abilities will be improved by communication exercises that encourage students to share their knowledge or ideas. Verbalizing ideas can encourage pupils to speak English more accurately and eloquently.

C. Previous Studies

Three earlier investigations by the same team of researchers found the same occurrence, the first of which was released in 2019 and was titled " The effects of earlier experiences of entrepreneurs on using a scientific method to decision-making: Evidence from a randomized control experiment", Our study, which encompassed 132 early-stage Italian start-ups, presents its conclusions. We found evidence

for the moderating influence of a businessman's prior managerial and entrepreneurial experience on the use of a scientific approach to decision-making.

This study provides professionals, academics, and decision-makers with new information. This essay adds to the body of knowledge on rational decision-making. Our findings shed light on the application of this decision-making methodology and imply that the outcomes are influenced by businessmen in human resources. On the one hand, it would seem that using a scientific approach to decision-making causes entrepreneurs without prior managerial or entrepreneurial expertise to put more of their entrepreneurial ideas on hold. On the other hand, it appears that business owners with prior managerial or entrepreneurial experience have an economic advantage when using a scientific approach to decision-making and earning more revenue.

In the second study (2020) Children aged 5 to 6 lack naturalistic intelligence as a result of a scientific approach Based on their findings at Bunga Panda PAUD, researchers

discovered issues with children's naturalistic intelligence. Children do not explore their natural surroundings, learning activities only concentrate on worksheets in children's textbooks, learning activities that are only carried out inside the classroom, learning activities that are afraid to get kids dirty or wet, learning activities that are more predominately calisthenics-based, learning activities that are centered on the teacher using the assignment method, and less-than-ideal approaches to learning activities are all examples of how learning activities are carried out. Therefore, there are still some kids who are unable to name the kind of plant that can already grow crops easily and is not yet able to preserve the environment.

youngsters often have little concern for the environment, do not keep it clean, and dislike being around animals. This is seen when youngsters litter and show no concern for vegetation. The scientific method enables young children to develop their own knowledge by looking for and learning about impact exploration conducted throughout learning

activities. Learning activities conducted in PAUD with scientific learning will alter the current state of learning. Solely teacher-centered learning activities will end up being child-centered. Children who are required to participate actively in learning activities are given the chance to learn on their own by observing, asking questions, gathering information, analyzing it, and sharing.

The final project is titled "Building Capacity to Apply Citizen Science Approaches in Policy and Practice for Public Health: Protocol for a Developmental Evaluation of Four Stakeholder-Led Projects" and will be implemented in 2021. In this paper, we outline our intended methodology for assessing stakeholder-driven citizen science initiatives in public health. Public health organizations need to be more responsive, engage the communities where they operate in the creation of programs and initiatives that will affect them, and gain a better understanding of the needs of those areas. A strategy to increase community participation is citizen science, however additional evidence that this strategy works

in practice and the need to develop stakeholder capacity in its implementation must come first approach (Marks et al. 2022). Although there is growing interest in the application of the citizen science approach groups, the stakeholder-led citizen science public health strategy has not yet been systematically supported or evaluated. This research will offer detailed and contextual insight into how policy and practice work stakeholders may apply a citizen science approach to their work and the benefits of doing so, as well as important factors to take into account when beginning this use method. Adopting a developmental approach to evaluation would enable the project team to build capacity, provide continuing feedback to aid decision-making, and provide insight into the bottlenecks and facilitators for using this approach as well as the contextual elements that affect its implementation and impact.

Based on the three preceding studies, they employed quantitative techniques to help participants enhance their speaking abilities, and the outcomes were nearly uniformly

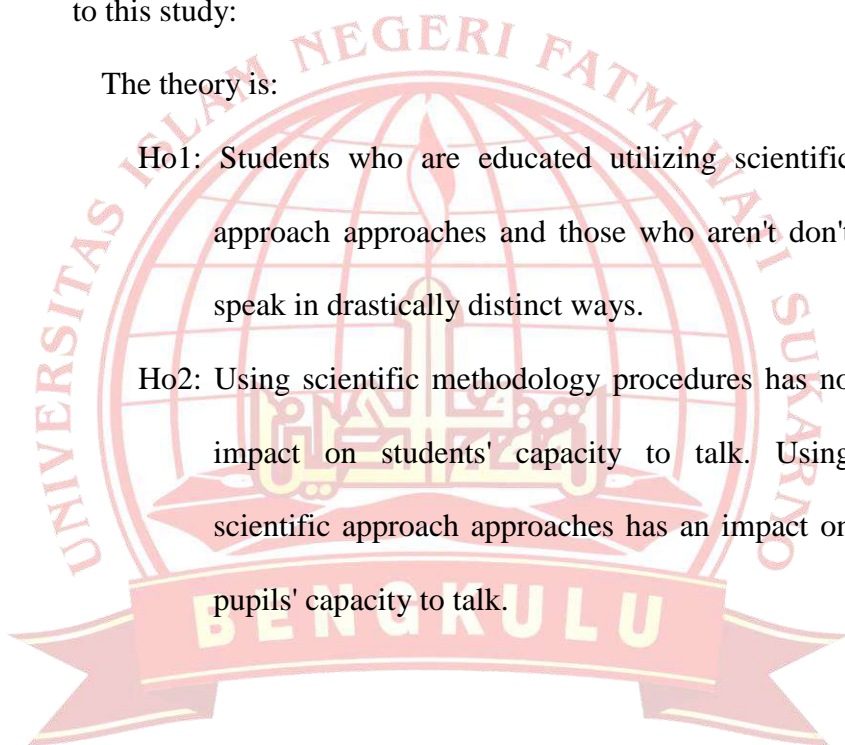favorable. My research is different from this. beneficial when learning methods are contrasted with the media.

D. Hypothesis

The researchers developed the following issues in relation to this study:

The theory is:

Ho1: Students who are educated utilizing scientific approach approaches and those who aren't don't speak in drastically distinct ways.

Ho2: Using scientific methodology procedures has no impact on students' capacity to talk. Using scientific approach approaches has an impact on pupils' capacity to talk.

E. Research procedure

Figure 2.1

```
        ┌──────────────┐
        │   Pre-test   │
        └──────────────┘
          /          \
┌──────────────┐   ┌──────────────┐
│ Experimental │   │Control group │
│    group     │   │              │
└──────────────┘   └──────────────┘
          \          /
        ┌──────────────┐
        │  Scientific  │
        │   approach   │
        └──────────────┘
                │
        ┌──────────────┐
        │  Post-test   │
        └──────────────┘
```