

**CHAPTER II**  
**IMPROVING STUDENTS' SPEAKING SKILL BY USING SCIENTIFIC**  
**APPROACH**

**A. The Nature of Speaking**

**1. Definition of Speaking**

Speaking is productive skill. Therefore, the students are supposed to be active in speaking practice. According to Widdowson (1978:57) “speaking and writing are productive skills whereas listening and reading are receptive skills”. It means, in speaking skill the students start to express their mind by speaking. They also need to interact each other as Brown (2000:269) states that speaking is interactive process in communication. Therefore, in speaking skill the students need to speak English with their classmates. In addition, speaking defines as meaningful interaction that involves receiving and processing information (Luoma, 2004:20). As a speaker, it is the point to make the listeners understand so that the listeners can give correct responses.

Based on the definitions above, the researcher inferred that speaking is a process of a meaningful interaction that involves producing, receiving, and processing information. In learning context, speaking is said productive skills as the opposite of receptive skills.

## 2. The Function of Speaking

The function of speaking is crucial to be analyzed in order to the advantages of learning speaking skill can be realized by students. There are three functions of speaking were described by Richards (2008:21):

### a. Talk as Interaction

Talk as interaction is when people interact each other. As examples, exchange greetings, engage in small talk, recount recent experiences, etc.

### b. Talk as Transaction

Talk as transaction is focus on what is said or done. It is about the message and making oneself understood clearly. As examples, classroom discussion, buying something in a shop, ordering food in a restaurant, asking someone for direction, etc.

### c. Talk as Performance

Talk as performance is when people perform in public or in front of classroom in learning context. As examples, speeches, oral presentations, stories, etc.

In conclusion, speaking skill is very important to be learnt by English language learners because they should do interaction, transaction, and performance during learning process. Talk as interaction can help the students interact with their classmates, talk as transaction can help them involve in discussion, and talk as performance can help them speak as a public speaker in front of the class.

### 3. Types of Classroom Speaking Performance

The types of classroom speaking performance can be used in designing learning material for students. Brown (2000:271) cites there are six types of classroom speaking performance; imitative, intensive, responsive, transaction (dialogue), interpersonal (dialogue), and extensive (monologue). The explanation of each step can be seen as follow:

a. Imitative

Imitative is focus on some particular element of language form. The students will imitate the words pronunciation including the sound vowel, consonant, intonation, and stress.

b. Intensive

Intensive speaking goes one step beyond imitative to include any speaking performance. The students will try to perform speaking that is designed to practice some phonological or grammatical aspect of language.

c. Responsive

Responsive is short replies to questions or comments. It can be greetings, or any expressions.

d. Transaction (dialogue)

Transactional language is an extended form of responsive language. It is carried out for the purpose of conveying or exchanging specific information.

e. Interpersonal (dialogue)

Interpersonal is more for the purpose of maintaining social relationship than for the transmission of fact and information.

f. Expensive (monologue)

Expensive requires the students to perform their ability in speaking in the form of oral resorts, summaries, short speeches, etc.

All the types of speaking are used in teaching speaking skill. Since the students were not natives, so it was important to teach them by imitating the english words from the teacher and pronounce the words well. Furthermore, the students intensively learned speaking with correct grammar and appropriate words usage in making sentences and learned about how to speak as monologue in front of the class.

#### 4. Component of Speaking

There are at least five components of speaking that can be used as the aspects to assess students' speaking skill. Those five components are pronunciation, grammar, vocabulary, fluency, and comprehension (Hughes, 2003:131). The description of each component can be seen as follow:

a. Pronunciation

Pronunciation is about sounds, intonation, and stress (Brown, 2000:283). Sounds are including vowels, consonants, and consonant clusters. Intonation is pitch changes including rising and falling pitch. Then, stress is contrasting noun.

b. Grammar

Grammar is a set of rules used to combine words into larger units (Greenbaum and Nelson, 2001:1). The students should be able to use simple structures to make sentences. So that they can speak in a good order.

c. Vocabulary

Vocabulary in speaking is the ability to recognize and use appropriate words while speaking. Luoma (2004:18) cites “speakers need to know what words and phrases to use”.

d. Fluency

Fluency in speaking is saying a steady flow of language for short period of time , without any self or other –correction at all (Brown, 2000:109). On the other words, fluency is speaking fluently without hesitation and pause too long.

e. Comprehension

In comprehension, the speakers should understand what is said when speaking and make the listeners to understand as well.

Pronunciation, grammar, vocabulary, fluency, and comprehension are the components of speaking that should be mastered by students in speaking skill. A good speaker will speak fluently, pronounce every word well like a native and no grammatical error in every sentence order. In addition, a good speaker also can choose appropriate words and understand what is said.

## **B. Scientific Approach**

### **1. Definition of Scientific Approach**

Scientific approach is a new language teaching. Scientific approach is learning process that guides students to solve problems based on planning, accurate data collection and data analysis to construct a conclusion. This approach requires the students to act like a scientist (Abidin, 2014:125). Besides, Baringer cites in Ibid (2014:125) scientific approach is learning process that encourage the students to think systematically and critically in solving a problem. According to the regulation of minister of education and culture regarding curriculum 2013 number 81A attachment IV scientific approach is study experience based on systematic and logic learning steps consist of observing, questioning, collecting information, associating, and communicating (Depdiknas: 2013).

Based on all explanations above, it can be inferred that scientific approach is a learning approach to solve problems through the systematic procedural sequence. The procedures of scientific approach are observing, questioning, collecting information, associating, and communicating.

### **2. Procedure of Scientific Approach**

Since Ministry of Education and Culture launched curriculum 2013 for primary and high schools, scientific approach is applied in this curriculum. The new lesson plan format requires five steps of scientific approach; observing, questioning, collecting information, associating, and

communicating. Abidin (2014:133) explain the detail procedures as follow:

### 1. Observing

Observing is learning activity such as listening, reading, and seeing (with or without tools). Besides, observing is meaningful learning. Through observation the students are supposed to find out a fact of correlation between the object being observed and learning material. The activities in doing observing phase were described below:

- a. Deciding the object that will be observed.
- b. Making observation guidance.
- c. Deciding the way to do observation in collecting data result.

### 2. Questioning

Questioning is asking information that can not be understood based on what being observed (from factual to hypohetic questions). In this step a teacher is supposed to inspire the students to ask questions. The teacher can use a technique to encourage the students in questioning section.

### 3. Collecting Information

Collecting information is doing experiment, reading other resources besides text book in school, observing object, event, or activity, and interview with informant. A teacher needs to provide interesting media to interact the students in collecting information.

#### 4. Associating

Associating is learning activity such as processing the information that has been collected from the result of observing and collecting information. In this case, the students try to apply the information. They have to answer the questions based on the observation result or do other tasks.

#### 5. Communicating

Communicating is presenting the result of observation and conclusion based on analysis result by spoken, written, or other media. In communicating, the students should be able to communicate effectively in conveying their idea.

Furthermore, some techniques can be added or modified in every learning step above. As examples, use identifying keyword technique in observing, brainstorming technique in associating, and free writing in communicating, etc. In addition, interesting learning media is required to interact the students' interest and curiosity.

### **3. The Advantages and Disadvantages of Scientific Approach**

Every teaching approach or method has advantages and disadvantages. The duty of teachers is using the appropriate teaching method based on the condition of the students, and the school environment. Besides that, the teacher should find the solution to solve the disadvantages of the teaching approach or method they choose. According

to Abidin (2014:148) the advantages and disadvantages of scientific approach can be seen as follow:

Advantages of scientific approach:

- a. Improving the students' ability in mastering the learning material.
- b. Developing the students' ability in solving problems.
- c. Building the students' sensibility of the life context.
- d. Improving the students' ability in communication.

Disadvantages of scientific approach:

- a. The time to prepare learning material and learning activities is quite long.
- b. The implementation of scientific approach requires more energy and cost.
- c. The creativity of both the teacher and the students are required in applying scientific approach.

Based on the disadvantages above, the researcher found solutions to avoid all the advantages of scientific approach. First, the learning material and activities for students had been prepared before doing the action. Besides, The researcher will prepare the interesting media that less cost such as pictures that had been printed. The last but not the least, in building the creativity for the students, the researcher will motivate and encourage them to involve in every learning steps of scientific approach.

## E. Teaching Speaking Skill by Using Scientific Approach

There are five steps of learning activity in scientific approach, observing, questioning, collecting information, associating, and communicating. In creating the interesting teaching learning condition, the researcher applied some techniques and interesting media in every step of scientific approach. The details can be seen as follow:

### 1. Observing

In this step, the students observed a monologue with interesting pictures. The activities that had been done by the students in observing were described below:

- a. The students were given a short monologue written on a paper with some pictures to be observed.
- b. The students observed the activities in the pictures to fill the observation questions.

### 2. Questioning

Based on the observing activity, the students will be stimulated to have questions in their mind relating to the object they observed. Questioning section can also happen during observation.

### 3. Collecting information

In collecting information, the students discussed their findings through observation so that they could collect the information from the discussing and the teacher's explanation.

#### 4. Associating

The students tried to make the same monologue. They could discuss with their friends while making a monologue.

#### 5. Communicating

The students presented their monologue as performance in front of the class without any transcript.

In conclusion, teaching speaking skill by using scientific approach were more meaningful because the students involved in all of the steps of learning activity. Moreover, they were more confident to speak in English because they had enough preparation and practiced before perform. In addition, the researcher did not force the students to improve their speaking skill quickly. Furthermore, in the implemetation of teaching, repetition was needed for them in improving speaking skill.

