

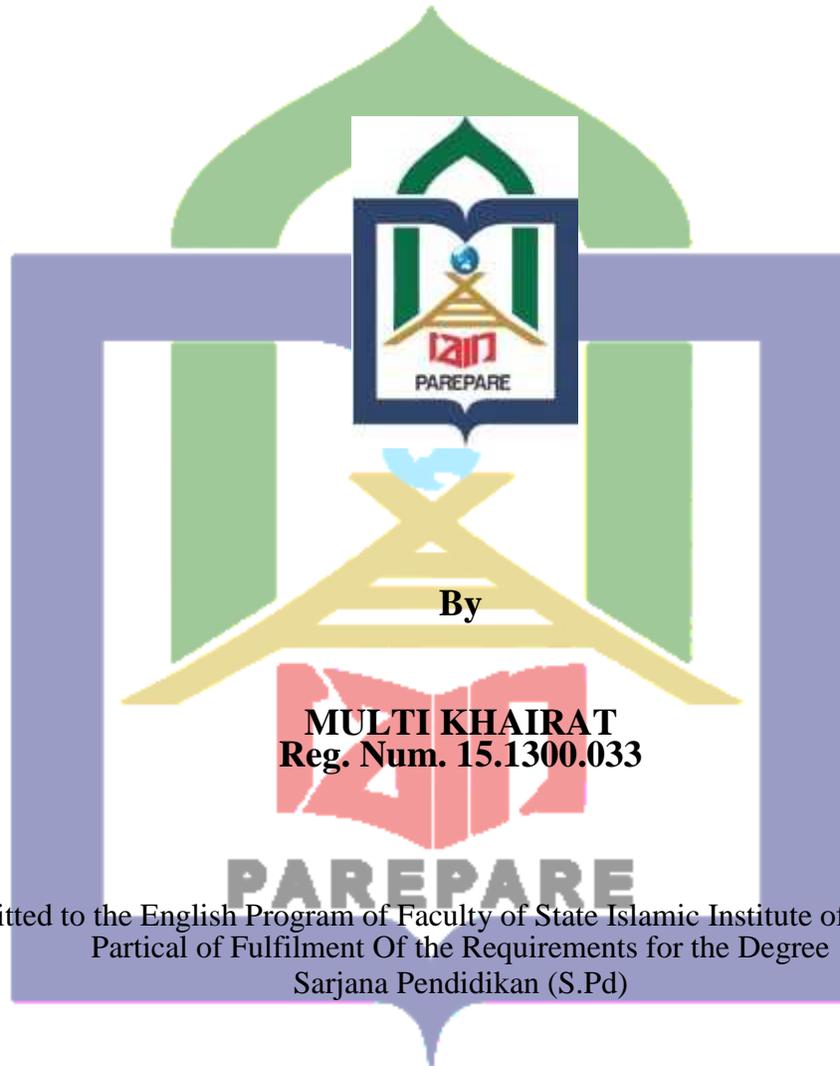
SKRIPSI
**APPLYING SCIENTIFIC APPROACH TO ENHANCE STUDENTS`
SPEAKING SKILL AT THE VIII CLASS OF MTS
NUHIYAH PAMBUSUANG**



**ENGLISH EDUCATION PROGRAM
TARBIYAH FACULTY
STATE ISLAMIC INSTITUTE (IAIN)
PAREPARE**

2020

SKRIPSI
APPLYING SCIENTIFIC APPROACH TO ENHANCE
STUDENTS' SPEAKING SKILL AT THE VIII
CLASS OF MTS NUHIYAH
PAMBUSUANG



By

MULTI KHAIRAT
Reg. Num. 15.1300.033

PAREPARE

Submitted to the English Program of Faculty of State Islamic Institute of Parepare in
Partical of Fulfilment Of the Requirements for the Degree
Sarjana Pendidikan (S.Pd)

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TARBIYAH FACULTY
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2020

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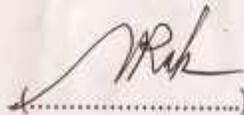
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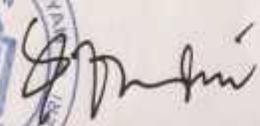
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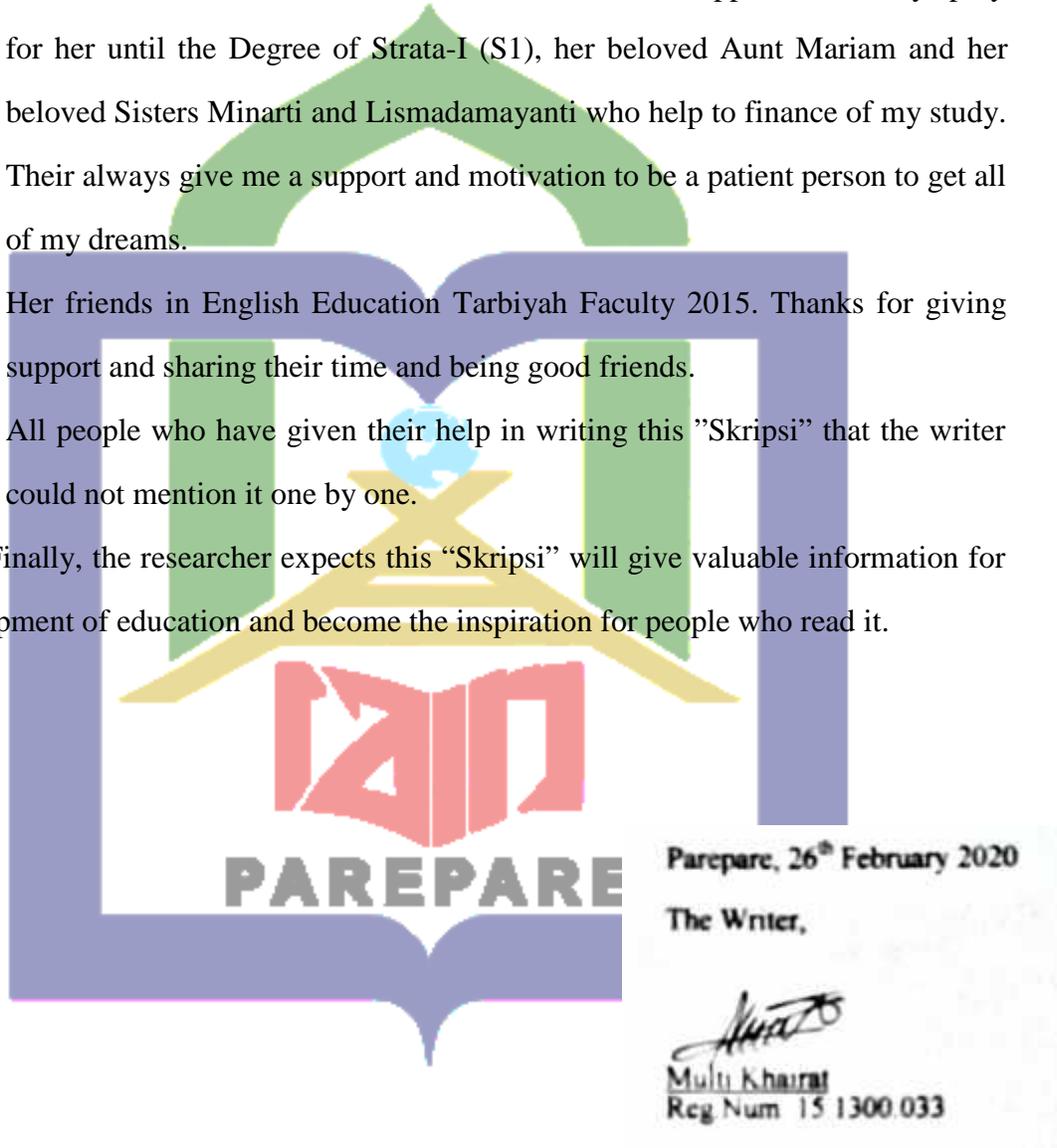
First and foremost, I would like to express my deepest gratitude to Allah s w t, the almighty for the blessing given to me in completing this final project.

Writing a skripsi, especially in such a limited time, was one of the most challenging things I have ever gone through. In this demanding process, I was lucky enough to have the support of several people.

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11. All people who have given their help in writing this "Skripsi" that the writer could not mention it one by one.

Finally, the researcher expects this "Skripsi" will give valuable information for development of education and become the inspiration for people who read it.

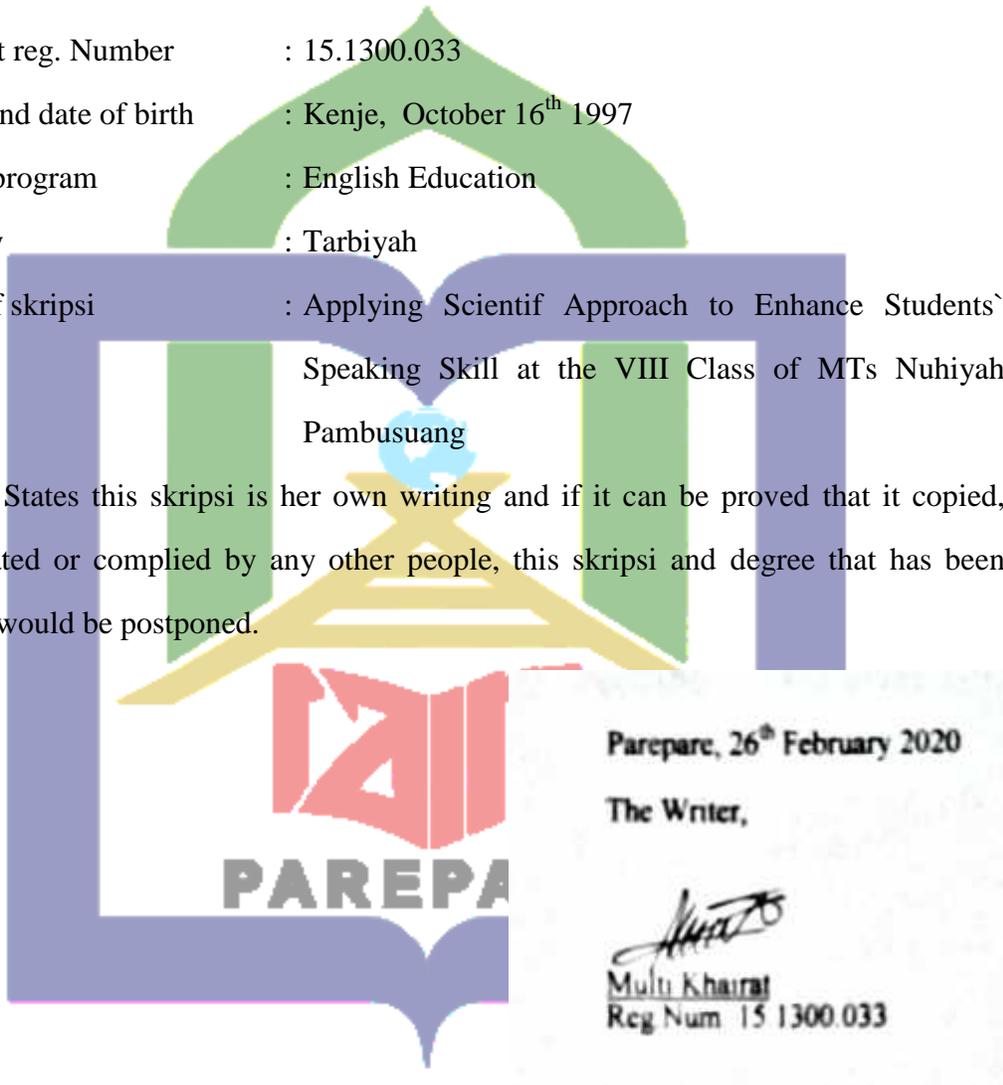


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States this skripsi is her own writing and if it can be proved that it copied, duplicated or complied by any other people, this skripsi and degree that has been gotten would be postponed.



ABSTRACT

Multi Khairat. *Applying Scientific Approach to Enhance Students` Speaking Skill At the VIII Class of MTS Nuhayah Pambusuang* (Supervised by Abd.Rauf Ibrahim and Amzah Zelle).

The purpose of this research was to find out at that implementing scientific approach is able to improve students` speaking skill the VIII class of MTs Nuhayah Pambusuang. The students found difficulties to speak. They have low proficiency level in speaking, they do not feel confident to practice speaking because they less pronunciation and vocabulary in speaking. To overcome the problem, The researcher implemented Scientific Approach. This approach was effective to make students` more active in and out classroom especially in practice speaking skill. Through the five stages of scientific approach gave students to train their speaking.

The subject of this research was VIII B class which is consisted of 20 students. The sample was taken by using cluster sampling. The design of this research was pre-experimental with the pre-test and post-test design. The researcher gave pre-test and post-test to know whether implementing scientific approach can improve students` speaking skill or not. In pre-test and post-test, the students give a picture with a topic what do you activity.

The findings of this result revealed that scientific approach is able to improve students speaking skill. It was showed in the students` mean score of post-test (82,5) that was greater that pre-test (46). Even, for the level significant (P) 5 % and $df = 19$ and the value of table is 2,093, while the value of t-test is 18,53. It means that the t-test value is greater that t-table. Thus, it can be concluded that there was an improvement of the students` speaking skill and the alternative hypothesis (H_a) is accepted. The writer suggested that the teacher can implemet scientific approach to help the students to explore theirselves to speak in and out classroom.

Keywords : *Scientific Approach, Speaking Skill, Experimental Research*

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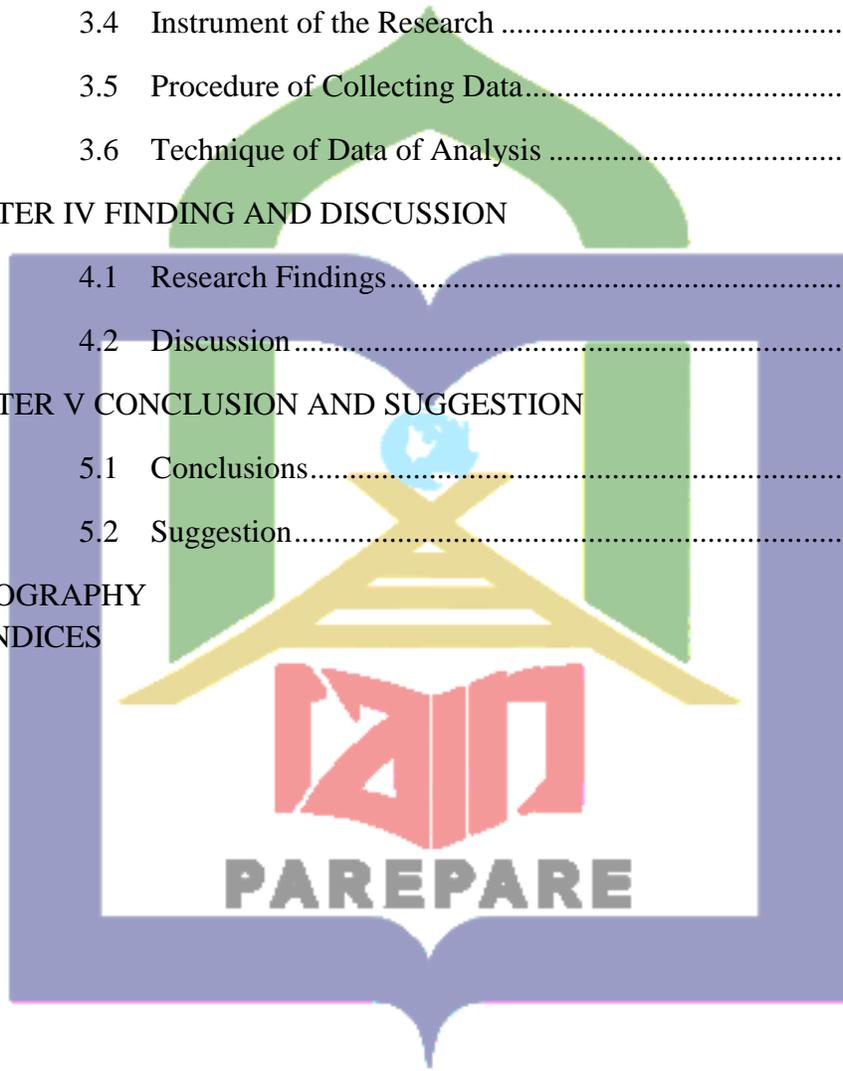
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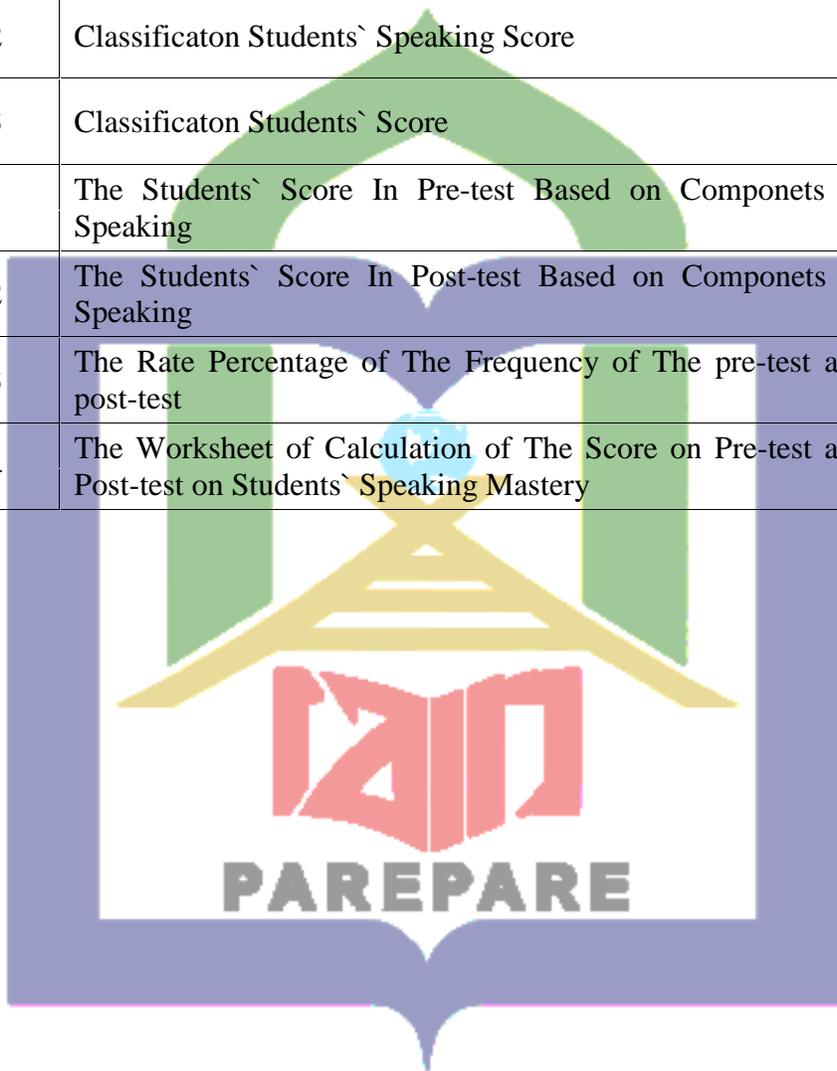
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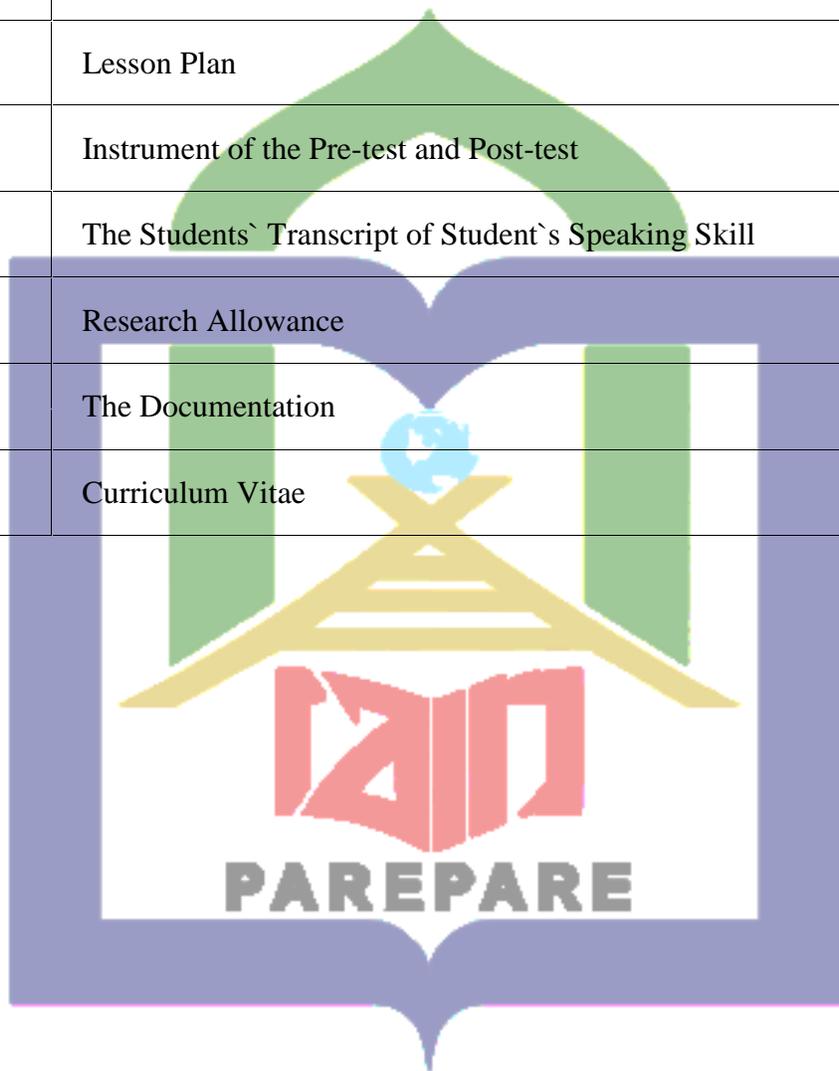
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CHAPTER I

INTRODUCTION

1.1 Background

In this world, there are many kinds of language and every country have different language. That is cause why the human need a tool to socialization in other state. In fact, English is an international language of the world and takes an important role of communication language used in many sector of life, is the education, economics, technology, social aspect, cultural aspect and many others. As the result, people should understand and master English.

Indonesia, as the one of country plays English as an important roles in both written and oral communication. Until recently, English has become the compulsory foreign language subject taught in Indonesia. English is one of the subjects in the core program curriculum. One of the curricular objectives of English teaching in Indonesia is to enable the students to speak English.

In this case, the researcher focuses her attention on one of the skills namely speaking skill. Speaking is a tool of communication to express the ideas, opinions, concepts, feeling and anything to the other. It is the most important way to express themselves through a language. According to Byrne, speaking is part of oral communication which involves two main components, they are speaker and listener Oral communication is an interaction process between speaker and listener which involves the productive skill of understanding.¹Bailey adds that speaking is the

¹Bunny Dunn, *Teaching English Trough English* (London: Longman Ltd, 1981), p. 32.

production skill that consists of producing systematic verbal utterances to convey meaning.²

Teaching speaking and help to enhance their speaking is not as easy as imagined. Almost the students are afraid of making mistakes and they feel that they less competent than the others. The problem is common happen in beginners in English language. They are not comfortable to speak English and they cannot speak in front of the others because they do not have confidence. Consequently, they lose a chance to practice in the class. According to research Rika Rahma Annisa, there are several problems that make the students to feel difficult. First, they experienced the feeling of anxiety, were reluctant and become afraid of making mistakes when speaking English. The second, the teaching method and materials often do not fulfill the students` need.³

The researcher chooses MTs Nuhayah Pampusuang as the object of this research because the researcher is one of the school alumnus of Islamic Boarding School Nuhayah Pampusuang. The researcher also knows a lot of about language skills of students in the school because she got a lot of information from the school` English teacher. Mostly of students especially the second class of MTs Nuhayah Pampusuang that will be the object of the research, they do not feel confident to speak because they less pronunciation and vocabulary in speaking. Finally they can not speak fluently and less confident to speak in the class.

²A. Kaharuddin Bahar, *Interactional Speaking* (Yogyakarta: Trustmedia Publishing Yogyakarta, 2014), p. 1.

³Rika Rahma Annisa, "The Scientific Approach For Enhancing Speaking Competence In The EFL Classroom (An Experimental Study of The Seventh Grade Students at SMP ISLAM PLUS ASSALAMAH UNGKARAN)" (Thesis; Faculty of Humanities, Diponegoro University, 2017), p. 2. [http:// www. eprints.undip.ac.id](http://www.eprints.undip.ac.id) (Access on May 2019)

Based on the researcher`s experience during field experience program activity in SMP Muhammadiyah Parepare. SMP Muhammadiyah Parepare is the one of school in Indonesia that used 2013 curriculum. The researcher taught English Language with using scientific approach. This approach can use in teaching English Language because it give students to learning by themselves and make the teacher be creative to teach.

The 2013 curriculum is the newest curriculum focusing on achieving students` competencies and character building. This curriculum apply an approach called Scientific Approach for all subjects including English. This approach is a focused on student approach which aims to develop students` affective skill, cognitive skill, as well as performative skill. This approach has five stages, they are: observing, questioning, experimenting/exploration, associating and communicating. The goal of teaching English in 2013 Curriculum is that the students are expected to be able to communicate in English orally and written.⁴

Based on the explanation above, the researcher is interesting in conducting a research title “Applying Scientific Approach to Enhance Students` Speaking Skill At The VIII Class of MTS Nuhiyah Pambusuang”

1.2 Problem Statement

According to background to study above, the researcher would like to formulate the problem statement:

1.2.1 Is The Scientific Approach able to enhance students` speaking skill at VIII Class MTs Nuhiyah Pambusuang ?

⁴Ria Eriani, et All, “Teacher`s Implementation Of Scientific Approach In Teaching Speaking Recount Text At The Eighth Graders Of Junior High School” International Conference on Educational and Science (ICONS)”, 2017. <http://icons.upy.ac.id> (Access On May 2019)

- 1.2.2 How does Scientific Approach enhance students` speaking skill at VIII Class MTs Nuhayah Pambusuang ?

1.3 Objective of the Research

Based on the background and problem statement already been stated previously, the researcher states the objective of the research are:

- 1.3.1 To find out that implementing Scientific Approach is able to enhance students` speaking skill at the second class of MTs Nuhayah Pambusuang.
- 1.3.2 To describe how this approach enhances students` speaking skill at the second class of MTs Nuhayah Pambusuang.

1.4 Significance of the Research

The significant of the researcher as follow:

- 1.4.1 To the teacher, this study is expected to give information and knowledge about students the approach.
- 1.4.2 To the students will fell e new experience in learning English and the student can share one another.
- 1.4.3 To other researchers, it can inspire them to improve scientific approach. It can be useful as a reference to conduct a similar research that deals with the same strategy.



CHAPTER II

REVIEW OF RELATED LITERATURE

This part deals with the review of related literature. This is important to elaborate some theories, which are used in this research in order to have an understanding of certain concepts. There were many related theories as the basic of the research.

2.1 Previous Research Finding

Some researchers have been reported to expose identification of applying scientific approach to enhance students` skill in learning make process move successful. Their findings are consecutively presented below:

Fahrul Zaman Fadhly and Nurendah, on their research entitled “*Applying Scientific Approach to Enhance Indonesia EFL Learners` Descriptive Writing Perfomance*”. The writer said that it could enhance students` writing performance and give positive impact to students. Based on the research, it could be proved by the result of their research. The result showed that the H_a was accepted and the H_o was rejected as the t observed was higher than t table. Students` descriptive writing skill in the experimental class enhanced since they were treated through scientific approach. It could be seen from the result of post-test (7.89) which increased significantly from pre-test result (3.697). This study also revealed that students` attitude toward the approach was positive during the treatment.¹

¹Fahrul Zaman Fadhly and Nurendah, “Applying Scientific Approach to Enhance Indonesia EFL Learners` Descriptive Writing Perfomance”, 2014, p. 6. <http://journal.uniku.ac.id/index.php/ERJEE> (Access On May 2019)

Rika Rahma Annisa, on her research entitled “The Scientific Approach for Enhancing Speaking Competence in The EFL Classroom (An Experimental Study of The Seventh Grade Students SMP Islam Plus Assalamah Urangan)”. The writer would like to conclude that the scientific approach is effective to improve students’ speaking. It could be proved by the students’ achievement in speaking competence. Who are thought through scientific approach and those without through the scientific approach were the mean score of experimental class for post-test is 61,73 and the mean score of control class for post-test is 49,83. It means that, there is a significant difference result between the students who thought speaking by scientific approach and the students who thought speaking without scientific approach. The writer suggested that the teacher can use scientific approach to improve students’ speaking competence.²

Aco Yaqub, on his research entitled “*Using Picture Series through Scientific Learning Approach to Improve the Students’ Speaking Skill of the Second Grade of SMAN 3 Parepare*”. The researcher explained that there is an effect of using picture series through scientific learning approach to improve students’ speaking skill at the SMAN 3 Parepare. It proved that the result of score post-test of students was 4,28. It showed that students’ speaking can improve.³

²Rika Rahma Annisa, “The Scientific Approach For Enhancing Speaking Competence In The EFL Classroom (An Experimental Study of The Seventh Grade Students at SMP ISLAM PLUS ASSALAMAH UNGKARAN)” (Thesis; Faculty of Humanities, Diponegoro University, 2017), p. 52. [http:// www. eprints.undip.ac.id](http://www.eprints.undip.ac.id)

³Aco Yaqub, “Using Picture Series Through Scientific Learning Approach to Improve The Students’ Speaking Skill Of The Second Grade Of SMAN 3 Parepare” (Skripsi Sarjana; Jurusan Tarbiyah dan Pendidikan Bahasa Inggris: Parepare, 2017), p. 47.

Based on the various related research finding above, the researcher could conclude that implementing scientific approach is able to make interest and effective in teaching English. Some of researchers was showed that there is a significant result of students` achievement before and after learning through scientific approach.

The research wants to try to make the students` easy to express their idea in speaking English through scientific approach. Scientific approach is the one of way to teach English and improve students` speaking ability because it is consist of interest approach that government apply in Indonesia`s education now.

2.2 Some Pertinent Ideas

2.2.1 The Concept of Speaking

There are some definitions of speaking, hence comprehending completely of this one should be elicit for providing some definitions of speaking, they are:

Jack C. Richards and Theodore S. Rogers stated that the primary function of language is for interaction and communication.⁴ According to Byrne, speaking is part of oral communication which involves two main components, they are speaker and listener. Oral communication is an interaction process between speaker and listener which involves the productive skill of understanding.⁵ Bailey assumes that speaking is the production skill that consist of producing systematic verbal utterance to convey meaning.⁶ Bahar defines that speaking is to say something from feeling and mind

⁴Jack Richards and Theodore, *Approaches and Methods in Language Teaching* (USA: Cambridge University Press, 1995), p. 18.

⁵Bunny Dunn, *Teaching English Trough English* (London: Longman Ltd, 1981), p. 32.

⁶A. Kaharuddin Bahar, *Interactional Speaking: A Guide to Enhance Natural Communication Skills in English* (Gowa: Gudarma Ilmu, 2014), p. 2.

expressed through the sequence of sound, vocabularies, phrase and sentence that contain meaning.⁷

Scott Thornbury in Jeremy suggests various dimensions of different speaking events in order to describe different speaking genres. For example, we can make distinction between *transactional* and *interpersonal* functions. Transactional function has as its main purpose conveying information and facilitating the exchange of goods and services, whereas the interpersonal function is all about maintaining and sustaining good relations between people.⁸

Based on the definitions above the researcher deduce that speaking is an action to express idea, opinion, feeling to another in oral communication through the sequence of sound, vocabularies, phrase, and sentences that contain meaning. It means that there are speaker and listener when the speaker tries to make listener understand what the speaker is talking and make a good relationship to one another.

2.2.2 The Components of Speaking

Many opinions have been proposed regarding to the components of speaking. There were some components in speaking that had to be considered by the speakers as follow:

2.2.2.1 Vocabulary

According the Nation the most useful vocabulary that every English language learner needs whether they use the language for listening, speaking, reading or

⁷A. Kaharuddin Bahar, *Speaking Skill For Better Oral Communication* (Yogyakarta: Trust Media, 2013), p. 1.

⁸Jeremy Harmer, *The Practice of English Language Teaching: Fourth Edition* (England: Longman Pearson, 2002), p. 343.

writing.⁹Vocabulary is the main point in communication. Vocabulary mastery is important to be achieved, since without vocabulary mastery the speaker can not to communicate and make them difficult to speak.

2.2.2.2 Grammar

Grammar is a description of structure of language and the way which unit such as words and phrase are combined to produce sentences in the language. Furthermore, Harmer states that grammar is the way in which words change themselves and group together to make sentence.¹⁰The grammar is needed for the speaker to arrange a correct sentence in conversation.

2.2.2.3 Pronunciation

Pronunciation refers to the way a word or language is spoken or the manner in which someone offers a word. Simply, Brown defined pronunciation as a component which includes the segmental features of vowel, consonant, stress, and intonation correctly to avoid misunderstanding in speaking process.¹¹

2.2.2.4 Fluency

Fluency can be defined as the ability to speak fluently and accurately. Fluency in speaking is the aim of many language learners. These signs indicate that the speaker does not have to spend a lot of time for the language items needed to express the message.

⁹David Nunan, *Teaching English to Speaker of Other Language* (New York and London: Routledge, 2015), p. 113.

¹⁰David Nunan, *Practical language English Teaching: Grammar* (Singapore: McGraw Hill, 2005), p. 2.

¹¹H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy* (San Fransisco: State University, 2004), p. 14.

Based on the theory above, the researcher can take conclusion that speaking is the way to express their idea, opinion, feeling to another with communicative interaction. Speaking is the components of language that using to communicate to one person to other. Speaking can work well if the components are also good. In the research, the researcher took two components as the priority to enhance the students` speaking skill. They are pronunciation and fluency.

2.2.3 Types of Classroom Speaking Performance

There are several categories apply to the kinds of oral production that students are expected to carry out in the classroom.

2.2.3.1 Imitative

A completely limited portion of classroom speaking time may also legitimately be spent producing “human tape recorder” speech, where, for instance, students practice an intonation contour or attempt to pinpoint a certain vowel sound. Imitation of this kind is accomplished now not for the motive of significant interaction, but for focusing on some particular element of language form.

2.2.3.2 Intensive

Intensive speaking goes one step beyond imitative to consist any speaking performance that is designed to practice some phonological or grammatical component of language. Intensive speaking can be self-initiated or it is able to even form part of some pair work activity, in which students are “going over” certain form language.

2.2.3.3 Responsive

A good deal of student speech in the classroom is responsive. Teacher and student initiated a question or comment. These replies are normally sufficient and do

not increase into dialogues, Such speaking may be meaningful and authentic: “How are you?, I am fine, thank you, and you?”

2.2.3.4 Transactional (Dialogue)

Transactional language, performed for the motive of conveying or changing precise facts, is an extended form of responsive language. Such conversations may want to quite simply be part of institution work interest as properly.

2.2.3.5 Interpersonal (Dialogue)

The other form of conversation mentioned inside the preceding chapter turned into interpersonal communicate, achieved more the cause of retaining social relationships than for the transmission of facts and information.

2.2.3.6 Extensive

Finally, students at intermediate to superior degrees are known as on to offer prolonged monologues inside the form of oral reviews, summaries, or perhaps brief speeches. Here, the register is more formal and deliberative. These monologues may be deliberate or impromptu.¹²

2.2.4 The Concept of Scientific Approach

Learning approach in general, approach can be understood as a way of looking at objects that will equal the entire course of the learning process (active, passive, dialogical, PAKEM, Contextual teaching and learning, Scientific approach, etc).¹³With regard to the implementation of the 2013 curriculum, the government stressed the modern pedagogical dimension of learning, namely sing a scientific

¹²H. Douglas Brown, *Teaching by principles: An Interactive Approach to Language Pedagogy* (San Fransisco: State University, 2004), p. 271-274.

¹³Taufik Nugroho, “Pendekatan Scientific, Model dan Strategi Pembelajaran dalam Kurikulum 2013”, p. 4, www.Academia.edu (Access On July 2019)

approach. The scientific approach is though through observing, questioning, experimenting, associating and communicating related to the material.¹⁴

Scientific approach is an approach which focuses on making students practice scientific procedure in their learning process. In scientific approach students should be critical, sensitive to others and faithful to God. The teachers function as the facilitator who make their students more active in and out of classroom.

Scientific approach is a learning approach that provides opportunities for students broadly to explore and elaborate the material being studied, while also providing opportunities for students to actualize their abilities through learning activities that have been designed by the teacher.¹⁵

Scientific approach is the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis.¹⁶ It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, correcting and integrating previous knowledge.¹⁷

Scientific approach is very relevant with three learning theories they are Bruner, Piaget and Vygotsky theory. Learning theory of Bruner also called with the discovery learning. There are four main things related to the theory of learning from Bruner. Firstly, an individual learn and improve their idea if they use their idea.

¹⁴Dr. Rusman, M.Pd, *Pembelajaran Tematik Terpadu: Teori Praktik dan Penilaian* (Jakarta: Rajawali Press, 2015), p. 231.

¹⁵Dr. Rusman, M.P.d, *Pembelajaran Tematik Terpadu: Teori Praktik dan Penilaian*, p. 232.

¹⁶M. Zaim, “*Implementing Scientific Approach to Teach English at Senior High School in Indonesia*”, *Asian Social Science*, Vol.13 No.2. (2017), p. 34. ass.ccsenet.org (Published by Canadian Center of Science and Education)

¹⁷Tang, X., Coffey, J. E.Elby, A., & Levin, D. M. (2009). *The Scientific Method and Scientific Inquiry: Tension in Teaching and Learning*. <http://dx.doi.org/10.1002/sce.20366>

Secondly, by doing the cognitive process in the discovery process, the students get sensation and satisfactory which is an intrinsic appreciation. Thirdly, there is one way that someone can learn one techniques in doing the discovery learning that is have an opportunity in doing the discovery learning. Four, by doing the discovery learning can force the memory retention. Those four things are appropriate with the cognitive process which is needed in the teaching and learning process using scientific approach.

The Piaget theory stated that learning related to the formation and development of schema. Schema is a mental structure and cognitive structure which enable the intellect to adaptation. Vygotsky in his theory stated that the teaching and learning works if the students learn to handle the tasks which did not learn but those tasks still in the scope of their skill.¹⁸

The researcher could deduce that scientific approach is a concept of teaching and learning which has a background about the method of teaching and learning which has a scientific characteristic. It means that scientific approach has characteristics of “doing science”. Scientific approach give a comprehension to students that a material or information can be found from anywhere and whenever which was depend on the information from the teacher.

2.2.5 The Criteria of Scientific Approach

1. The learning of material based on facts or phenomena that can be explained by certain logic or reasoning, not limited to estimates, fantasies, legends or fairy tales.

¹⁸Nurdiansyah and Eni Fariyarul Fahrni, *Inovasi Model Pembelajaran: Sesuai Kurikulum 2013* (Sidoarjo: Nizamia Learning Center,2016), p. 6-7.

2. The Teachers` explanation, the students` response and the educative interaction of students` are free from prejudice which is immediately, subjective thinking or reasoning that deviate from the flow of logical thinking.
3. Encourage and inspire students to think critically, analytically and appropriately in identifying, understanding, problem solving and applying learning material.
4. Encourage and inspire students are able to think hypothetically in seeing differences, similarities and links to each other from learning material.
5. Encourage and inspire students are able to understand, implement and develop thinking patterns in responding learning material.
6. Based on concepts, theories and empirical facts that can be justified.
7. The goal of learning are formulated in a simple and clearly, however interesting presentation system.¹⁹

2.2.6 The Procedure of Scientific Approach

This approach has five stages, they are: observing, questioning, experimenting/exploration, associating and communicating.

2.2.6.1 Observing

There are two main activities that should be done to lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. There are seven steps in observing process, (1)

¹⁹Dr. Rusman, M.Pd, *Pembelajaran Tematik Terpadu: Teori Praktik dan Penilaian* (Jakarta: Rajawali Press, 2015), p. 233.

determining the object to be observed, (2) determining the purpose, (3) determining the way of observation, (4) limiting the object, (5) doing observation carefully, (6) reporting the result of observation, and (7) comprehending the result.

2.2.6.2 Questioning

The function of questioning is to encourage and inspire students to actively learn and develop questions of and for themselves; to improve students` skill in talking, asking questions and the other can answer logically, systematically using appropriate and using grammar; to encourage students` participation in discussions, arguing, developing the ability to think and draw conclusions; and to establish an attitude of openness to give and receive opinions or ideas, enrich vocabulary and developing social tolerance in gregarious.

2.2.6.3 Experimenting

In experimenting, the steps are preparation, working and follow up. There are five activities that can be carried out in the experiment, (1) grouping students into several groups, (2) asking students to discuss, (3) record findings, (4) supervising the learning process to ensure that all students are actively involved in the discussion, and (5) directing groups that need help.

2.2.6.4 Associating

Associating is the ability to analyze and associate information that occurs in groups. Associating is the process of analyzing information to find relationship to between one information to other information and to find patterns of information linkages so that one can draw conclusions from the patterns found.²⁰

²⁰Kemdikbud. (2013), *Peraturan Menteri Pendidikan dan Kebudayaan Nomor 81 a Tahun 2013 tentang Implementasi Kurikulum 2013*. Jakarta: Kemdikbud Longman. 2014. Longman Dictionary Online. From <http://global.longmandictionariesw.com/>

2.2.6.5 Communicating

In the activity of communicating, students communicate or present the result of work both individually and in groups, this activity can be in the form of displays or meeting.²¹

2.2.7 The Role of Teacher in Scientific Approach Classroom

The role of teacher in the classroom is a facilitator. The teacher is not just letting students acquire or construct their own knowledge, but the teacher gives each assistance needed by students, such as a facilitator, arranging or directing learning activities, giving feedback, giving explanation and giving information.

2.2.8 The Benefits of Scientific Approach in Learning Activities

Scientific approach gives several advantages in learning and teaching activities. The advantages are that the learning process is more students-centered so that it allows active students in learning, the approach has systematic learning steps that make it easier for teacher to manage the implementation of learning, provide opportunities for teacher to be more creative and invite students to be active with various learning resources, learning steps involves science process in constructing concepts, laws or principles, the process of learning involves potential cognitive processes in stimulating the development of science, especially the high-level thinking skills of students, besides that it can also develop students character.²²

²¹Abdul Majid, Chaerul Rochman, *Pendekatan Ilmiah dalam Implementasi Kurikulum 2013* (Bandung: PT Remaja Rosdakarya, 2015), p. 92.

²²Lulu Anggi Rhosalia, “*Pendekatan Scientific dalam Pembelajaran Terpadu*”, www.academia.edu (Access On July 2019)

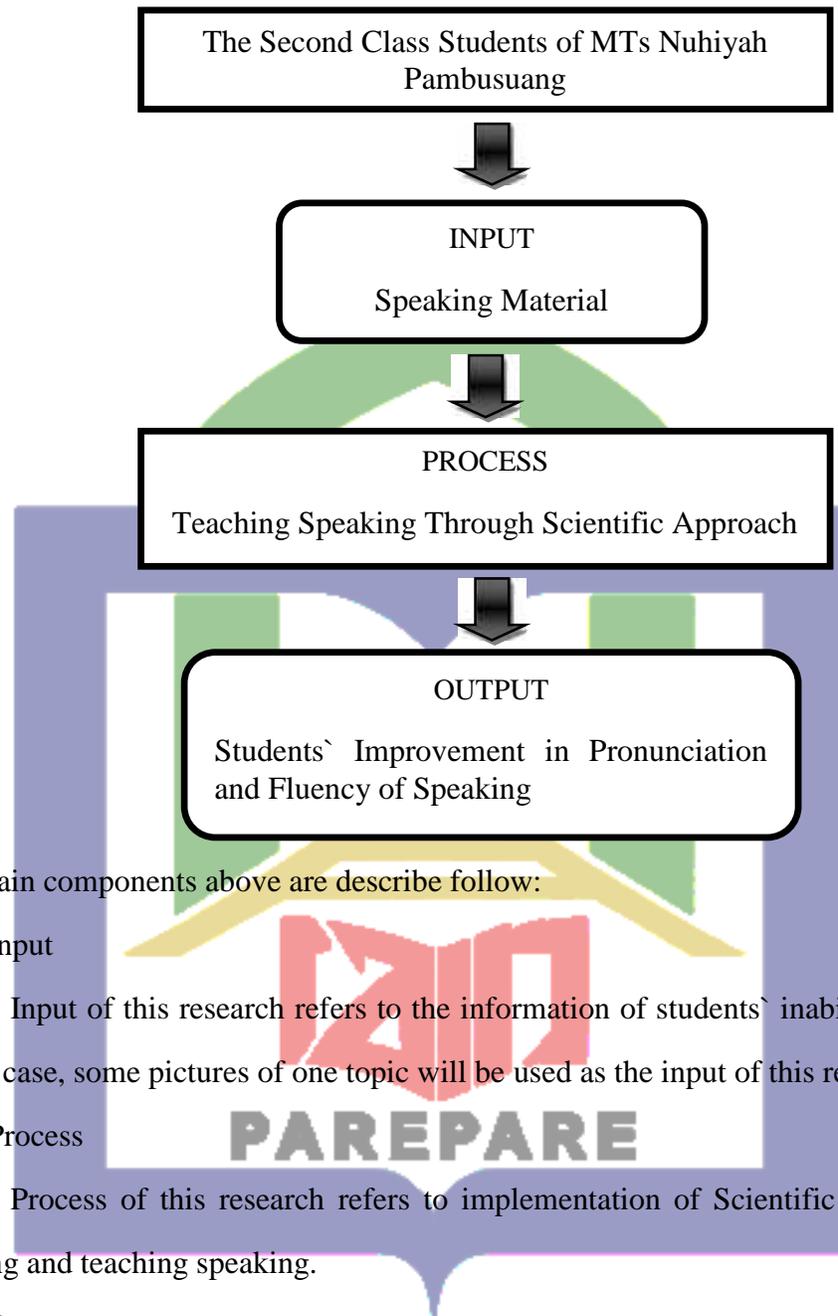
According to Regulation of Ministry of National Education No. 65, Scientific Approach in 2013 curriculum trains the students to: (1) be the center of learning, (2) involve the cognitive processes which is potential in stimulating intellectual development, specifically the high level of student; thinking skill, (3) give opportunities to the student to assimilate and accommodate concepts, laws and principles, (4) find knowledge through scientific process and use it in learning process, (5) learn from various sources, (6) promote acculturation and empowerment of students as lifelong learners, (7) apply values by giving exemplary things, build willingness, and develop creativity of the students in the learning process, (8) implement the principles in which everyone is teacher, everyone is student and everywhere is class.

Scientific Approach is paramount to improve the quality of teaching and learning. It directs the students to develop and integrate their attitudes, skills and knowledge. The approach can encourage students to be capable of observing, questioning, experimenting, associating, and communicating.²³

2.3 Conceptual Framework

This research focused to enhance students` speaking skill by implementing Scientific Approach. This approach will be applied in the classroom by using discovery learning and cooperative learning strategy then some appropriate technique such as group discussion and role play. The conceptual framework of this research is presented in the following diagram:

²³Sri Ratnaningsih, "Scientific Approach of 2013 Curriculum: Teacher Implementation in English Language Teaching", 2017, p. 34, <https://journal.uniku.ac.id/index.php/ERJEE> (Access on July 2019)



The main components above are describe follow:

2.3.1 Input

Input of this research refers to the information of students` inability to speak. In this case, some pictures of one topic will be used as the input of this research.

2.3.2 Process

Process of this research refers to implementation of Scientific Approach in learning and teaching speaking.

2.3.3 Output

Output of this research refers to the result of students` speaking skill after being taught by implementing scientific approach.

2.4 Hypothesis

The hypothesis of this research is formulated based on the theoretical foundation and framework then become the temporary answer of research question which its validity will be proven statistically. The hypothesis are as follow:

2.4.1 Null Hypothesis (H_0)

Implementing Scientific Approach is not able to improve students` speaking skill at the VIII class of MTs Nuhayah Pampusuang.

2.4.2 Alternative Hypothesis (H_a)

Implementing Scientific Approach is able to improve students` speaking skill at the VIII class of MTs Nuhayah Pampusuang.

2.5 Variables and Operational Definition of the Research

2.5.1 Variables of Research

Variable is symptoms that arise and become the focus of attention of researchers.²⁴ There are two variables involved this research namely, dependent variable and independent variable. Dependent variable is students` speaking skill, independent variable is the implementation of Scientific Approach.

2.5.2 Operational Definition

1. Speaking skill in this research is defined as the students` ability to transact their ideas, opinion or give information among others. The components of speaking includes vocabulary, grammar, pronunciation and fluency. In this research, the researcher will focus on students` gain in two components, they are pronunciation and fluency.

²⁴Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan* (Bandung: Alfabeta, 2016), p. 77.

2. Scientific Approach is a concept of teaching and learning which has a background about the method of teaching and learning which has a scientific characteristic. Scientific approach means that approach which make the students` have critical thinking and active in classroom.



CHAPTER III

RESEARCH METHODOLOGY

This chapter consists of guideline to attain the objectives of the research. It provides the reader some information about research design, location and duration of the research, population and sample, instrument of the research, procedure of collecting data as well as technique of data analysis.

3.1 Research Design

In this study, the researcher used pre-experimental design with one group, pretest-posttest design. In this design, the effect of treatment are investigated by analyzing the difference between the pre-test and post-test score. The comparison with a control group is not provide. Commonly, this design is presented as follows:

$$E = O_1 X O_2$$

Where

- E : Experimental Design
- O₁ : Pre-test
- X : Treatment
- O₂ : Post-test¹

3.2 Location and Duration of the Research

The research conducted in MTs Nuhiyah Pambusuang. The research focused at the second class of MTs Nuhiyah Pambusuang. It took more than one month for process in including initial study, research activities as well as data analysis.

¹Sugiono, *Metode Penelitian Pendidikan* (Cet. XX; Bandung: Alfabeta, 2014), p. 111.

3.3 Population and Sample

3.3.1 Population

According to Bungin, population is the whole of the object research which can be either humans, animals, plants, air, symptoms, values, events, attitudes and forth. So that these objects can be source of data.²Population in this research was academic 2019/2020 at the second class of MTs Nuhiyah Pambusuang. The total of population is 131 students.

Table 3.1 Number of Students

Class	Total
VIII. A	20
VIII. B	20
VIII. C	17
VIII. D	27
VIII. E	21
VIII. F	26
Total Students	131 Students

(Source: *administration of MTs Nuhiyah Pambusuang*)

3.3.2 Sample

Sample is part of the number and characteristics of the population therefore, the sample is an example taken from a portion of the research population that can represent the population.³The researcher used cluster random sampling technique.

²Ir. Syofian Siregar, M.M, *Metode Penelitian Kuantitatif Dilengkapi Perhitungan Manual & SPSS* (Penerbit: Kencana Prenamedia Group, 2013), p. 30.

³Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan* (Bandung: Alfabeta, 2016), p. 77.

Cluster random sampling is a technique to take a sample based on a random group.⁴ Because of the second grade of MTs Nuhayah Pambusuang consist of six classes with a big population consist of 131 students. The researcher took VIII.B that has 20 students as the sample of this research and the class was the English teacher recommended.

3.4 Instrument of the Research

The instrument is a tool which used to help researcher to find some data or information about things observed. In collecting data the researcher used speaking test. The way of the application of speaking test by allowing students explained a picture with one topic in front of class then the researcher recorded the students.

3.5 Procedure of Collecting Data

The procedure of collecting data in this research, as following:

3.5.1 Pre-test

Pre-test was given before giving the treatment in the first meeting. The researcher provided one topic. The students explained one picture with theme “What do you activity” with their own words. The researcher recorded it to know the students` speaking skill in pre-test which was given directly before treatment.

3.5.2 Treatment

After the pre-test, students were treated by implementing Scientific Approach which expected to be able to improve students` speaking skill. This treatment spent time for sixth meeting and each meeting run time 90 minutes.

⁴Jakni, *Metodologi Penelitian Eksperimen Bidang Pendidikan*, p. 84.

3.5.2.1 The First Meeting

At the first meeting, the researcher greeted to the students and asked them to read the prayer before learning. The researcher informed the material to be studied and the learning objectives to be achieved. The researcher gave a material to the students with the theme “Tell to us”. The researcher provided stimulants to students by giving a picture about the existence or location of people, thing and animal in surrounding environment. From this stages, students was required to find out what were the problems are faced, so that in this activity the students were given the opportunity to ask questions with the guidance and direction of the researcher. The researcher gave direction to find out the more information from the other source like from the book and also from the video that researcher showed them. The researcher divided the students become some group to collect information and work together in group. Then, the researcher gave a worksheet to reveal the data of existence or location about people, thing and animal in surrounding of them. In this activity, students would be asked in groups to collect information or data. This activity would spend time for fifth to tenth minutes. Then, the researcher would give direction to the students practice their speaking ability by discussing the result of their information gathering and train the presentation in group and the other member of group give suggestion to make better in training. The researcher gave opportunity to each student to present their presentation in front of the class and get respond and suggestion from the other group. The researcher and the students concluded all of learning materials and give an opportunity to talk about their difficulties in learning the materials. After that, the researcher gave motivation for students and closes the class by praying and greeting.

3.5.2.2 The Second Meeting

At the second meeting, the researcher greeted to the students and ask them to read the prayer before learning. The researcher informed the material to be studied and the learning objectives to be achieved. The researcher gave a material to the students with the theme “Tell to us”. The researcher provided stimulants to students by giving a picture about the existence or location of people, thing and animal in surrounding environment. From this stages, students were required to find out what were the problems are faced, so that in this activity students were given the opportunity to ask questions with the guidance and direction of the researcher. The researcher gave direction to find out the more information from the other source like from the book and also from the video that researcher showed them. The researcher divided the students become some group to collect information and worked together in group. Then, the researcher gave a worksheet to reveal the data of existence or location about people, thing and animal in surrounding of them. In this activity, students were asked in groups to collect information or data. This activity spent time for fifth to tenth minutes. Then, the researcher gave direction to the students practice their speaking ability by discussing the result of their information gathering and trained the presentation in group and the other member of group gave suggestion to make better in training. The researcher gave opportunity to each student to present their presentation in front of the class and got respond and suggestion from the other group. The researcher and the students concluded all of learning materials and gave an opportunity to talk about their difficulties in learning the materials. After that, the researcher gave motivation for students and closes the class by praying and greeting.

3.5.2.3 The Third Meeting

At the third meeting, the researcher greeted to the students and asked them to read the prayer before learning. The researcher informed the material to be studied and the learning objectives to be achieved. The researcher gave a material to the students with the theme “Tell to us”. The researcher provided stimulants to students by giving a picture about hometown. From this stages, students were required to find out what are the problems are faced, so that in this activity student were given the opportunity to ask questions with the guidance and direction of the researcher. The researcher gave direction to find out the more information from the other source like from the story and also from the video that researcher showed them. The researcher divided the students become some group to collect information and work together in group. Then, the researcher gave a worksheet to reveal the data about their hometown. In this activity, students were asked in groups to collect information or data. This activity spent time for fifth to tenth minutes. Then, the researcher gave direction to the students to practice their speaking skill by making dialog based on the result of their information gathering and trained the dialog in group and the other member of group give suggestion to make better in training. The researcher gave opportunity to each group to present their dialog in front of the class and get respond and suggestion from the other group. The researcher and the students concluded all of learning materials and give an opportunity to talk about their difficulties in learning the materials. After that, the researcher gave motivation for students and closes the class by praying and greeting.

3.5.2.4 The Fourth Meeting

At the fourth meeting, the researcher greeted to the students and asked them to read the prayer before learning. The researcher informed the material to be studied and the learning objectives to be achieved. The researcher gave a material to the students with the theme “My Routine”. The researcher provided stimulants to students by giving a picture. From this stages, students were required to find out what are the problems are faced, so that in this activity student were given the opportunity to ask questions with the guidance and direction of the researcher. The researcher gave direction to find out the more information from the other source like from the book and also from the video that researcher showed them. The researcher divided the students became some group to collect information and worked together in group. Then, the researcher gave a worksheet to reveal the data about their activity in school and home. In this activity, students were asked in groups to collect information or data. This activity spent time for fifth to tenth minutes. Then, the researcher gave direction to the students practiced their speaking ability by making dialog based on the result of their information gathering and trained the dialog in group and the other member of group gave suggestion to make better in training. The researcher gave opportunity to each group to present their dialog in front of the class and got respond and suggestion from the other group. The researcher and the students concluded all of learning materials and gave an opportunity to talk about their difficulties in learning the materials. After that, the researcher gave motivation for students and closed the class by praying and greeting.

3.5.2.5 The Fifth Meeting

The fifth meeting, the researcher greeted to the students and asked them to read the prayer before learning. The researcher informed the material to be studied and the learning objectives to be achieved. The researcher gave a material to the students with the theme “My Routine”. The researcher provided stimulants to students by giving a picture. From this stages, students were required to find out what was the problems were faced, so that in this activity students were given the opportunity to ask questions with the guidance and direction of the researcher. The researcher gave direction to find out the more information from the other source like from the book and also from the video that researcher showed them. The researcher divided the students became some group to collect information and worked together in group. Then, the researcher gave a worksheet to reveal the data about their activity in the school and home. In this activity, students were asked in groups to collect information or data. This activity spent time for fifth to tenth minutes. Then, the researcher gave direction to the students practice their speaking ability by making dialog based on the result of their information gathering and trained the dialog in group and the other member of group gave suggestion to make better in training. The researcher gave opportunity to each group to present their dialog in front of the class and got respond and suggestion from the other group. The researcher and the students concluded all of learning materials and gave an opportunity to talk about their difficulties in learning the materials. After that, the researcher gave motivation for students and closed the class by praying and greeting.

3.5.2.6 The Sixth Meeting

At the sixth meeting, the researcher greeted to the students and asked them to read the prayer before learning. The researcher informed the material to be studied and the learning objectives to be achieved. The researcher gave a material to the students with the theme “My Routine”. The researcher provided stimulants to students by giving a picture. From this stages, students were required to find out what the problems were faced, so that in this activity student were given the opportunity to ask questions with the guidance and direction of the researcher. The researcher gave direction to find out the more information from the other source like from the book and also from the video that researcher showed them. The researcher divided the students became some group to collect information and worked together in group. Then, the researcher gave worksheet to reveal the data about the activity in surrounding environment. In this activity, students were asked in groups to collect information or data. This activity spent time for fifth to tenth minutes. Then, the researcher gave direction to the students practiced their speaking ability by making dialog based on the result of their information gathering and trained the dialog in group and the other member of group gave suggestion to make better in training. The researcher gave opportunity to each group to present their dialog in front of the class and got respond and suggestion from the other group. The researcher and the students concluded all of learning materials and give a opportunity to talk about their difficulties in learning the materials. After that, the researcher gave motivation for students and closed the class by praying and greeting.

3.5.3 Post-test

Post-test was given after the researcher giving the treatment in eighth the researcher provided one topic. The students explained one picture with theme “What are you doing” with their own words. The researcher recorded it to know the students` speaking skill after the treatment.

3.6 Technique of Data Analysis

To analyze the data and test the hypothesis, the researcher processed it by using quantitative analysis with statistical method which is elaborated as follows:

3.6.1 Scoring Classification

Table 3.2 Classifying Students` Speaking Score⁵

ASPECTS OF ASSESSMENT				
1. Pronunciation		2. Fluency		SCORE
CRITERIA				
A	Almost Perfect	A.	Very Fluent	5
B	There were some errors but did not disturb the meaning	B.	Fluent	4
C	There were some errors and disturb the meaning	C.	Quite Fluent	3
D	A lot of mistakes and disturbing meaning	D.	Fluentless	2
E	Too meaning mistakes and disturbing meaning	E.	Not Fluent	1

⁵Siti wachidah, et All, *Buku Guru Bahasa Inggris: When English Rings a Bell* (Jakarta: Pusat Kurikulum dan Perbukuan, Balitbang, Kemendikbud, 2017), p. 16.

3.6.2 The Classification of Students' Score

Table 3.3 The Classification of Students' Score⁶

NO	Classification	Score
1	Very Good	86 – 100
2	Good	71 – 85
3	Fair	56 – 70
4	Poor	41 – 55
5	Very Poor	< 40

3.6.3 Scoring the Students' Speaking of Pre-test and Post-test

$$\text{Score} = \frac{\text{students correct answer}}{\text{the total number of item}} \times 100$$

3.6.4 Concluding the mean score of students' pre-test and post-test using this formula:

$$X = \frac{\sum x_i}{n}$$

Where:

X : Mean

x_i : Total score

N : The total number of students⁷

3.6.5 Calculating the rate percentage of the students' score:

$$P = \frac{F}{N} \times 100\%$$

⁶Suharsimi Arikunto, *Dasar-Dasar Evaluasi Pendidikan* (Jakarta: Bina Aksara, 2009), p. 245.

⁷Sugiono, *Statistik untuk Penelitian* (Bandung: Alfabeta, 2016), p. 49.

Where:

P : Percentage

F : Frequency of the correct answer

N : Total number of sample⁸

3.6.6 Testing Hypothesis

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

Where:

t : Test of significant

D : The mean score

$\sum D$: The summary total score of difference

$\sum D^2$: The square of summary total score of difference

N : The total sample⁹

Here are the criteria of testing hypothesis:

If t-test < t-table, H_0 is accepted and H_a is rejected (implementing Scientific Approach is not able to enhance students` speaking skill).

If t-test > t-table, H_a is accepted and H_0 is rejected (implementing Scientific Approach is able to enhance students` speaking skill).

⁸L.R Gay, *Educational Competence for Analysis and Application*, Second Edition (Columbus, Ohio: Charles E. Meril Publishing, 1981), p. 298.

⁹L.R Gay, *Educational Competence for Analysis and Application*, p. 331.

CHAPTER IV

FINDING AND DISCUSSION

This chapter consists of two sections, namely the research finding and the discussion of the research. The finding of the research covers the description of the result of data collected through a test that can be discussed in the section below.

4.1 Research Finding

To find out the answer to the research question in the previous chapter, the researcher administered a test. The test was a speaking test that was given twice test were pre-test and post-test. A pre-test was given before treatment to know the students' speaking skill before doing the treatment, while post-test was given after treatment that to know the students' speaking skills after doing treatment.

4.1.1 The Students' Score in Pre-test

The researcher gave a picture to the students' as the pre-test to know the student's speaking skill. Every student got the instruction to explain one topic based on the picture then the researcher recorded the students' explaining. After giving the pre-test to the students, the researcher found out the result of the students' speaking skill based on the criteria of speaking skill which are pronunciation and fluency before giving treatment. The result was shown in the following table:

Table 4.1 The Students` Pre-test Score based on Components of Speaking

NO	Name	Pronunciation	Fleuncy	Total	Score (X ¹)	X ₁ ²
1	Awalia	3	3	6	60	3600
2	Fitrah	1	1	2	20	400
3	Hamnia	3	2	5	50	2500
4	Harnisa	1	1	2	20	400
5	Hijrana	2	1	3	30	900
6	Kasma	3	2	5	50	2500
7	Luciana	3	3	6	60	3600
8	Musdalipa	3	3	6	60	3600
9	Nur Majidah	3	1	4	40	1600
10	Nurmi	3	2	5	50	2500
11	Nurul Aulia R.B	3	3	6	60	3600
12	Putri. L	2	1	3	30	900
13	Putri . A	2	1	3	30	900
14	Rezki	2	2	4	40	1600
15	Rusnia	3	3	6	60	3600
16	Adha	3	1	4	40	1600
17	Safina	2	2	4	40	1600
18	Sanrawati	3	3	6	60	3600
19	Tiara	2	1	3	30	900
20	Zaskia Syahrir	3	3	6	60	3600
	Total			89	920	46000

(Data Source: Students` Score of Pre-test)

The table shows that the result of students' speaking score before applying Scientific Approach. There are 10 students got very poor score, 3 student got poor score and 7 got fair score. The total score in pre-test is 920. It showed that the students' speaking skill was low. The students' speaking skill was low because most of students got very poor score. The following are the process of calculation to find out mean score on the calculation of students' score in pre-test of table 4.1

Mean score of pre-test:

$$X = \frac{\sum x}{n}$$

$$X = \frac{920}{20}$$

$$X = 46$$

Thus, the mean score (X_1) of pre-test is 46

4.1.2 The Students' Score in Post-test

After the researcher gave treatment by applying scientific approach, the researcher gave a picture. The students explained a picture with one topic. The post-test was given to find out students' progress in speaking. It was used to know the result of treatment. The result was showed in the following table:

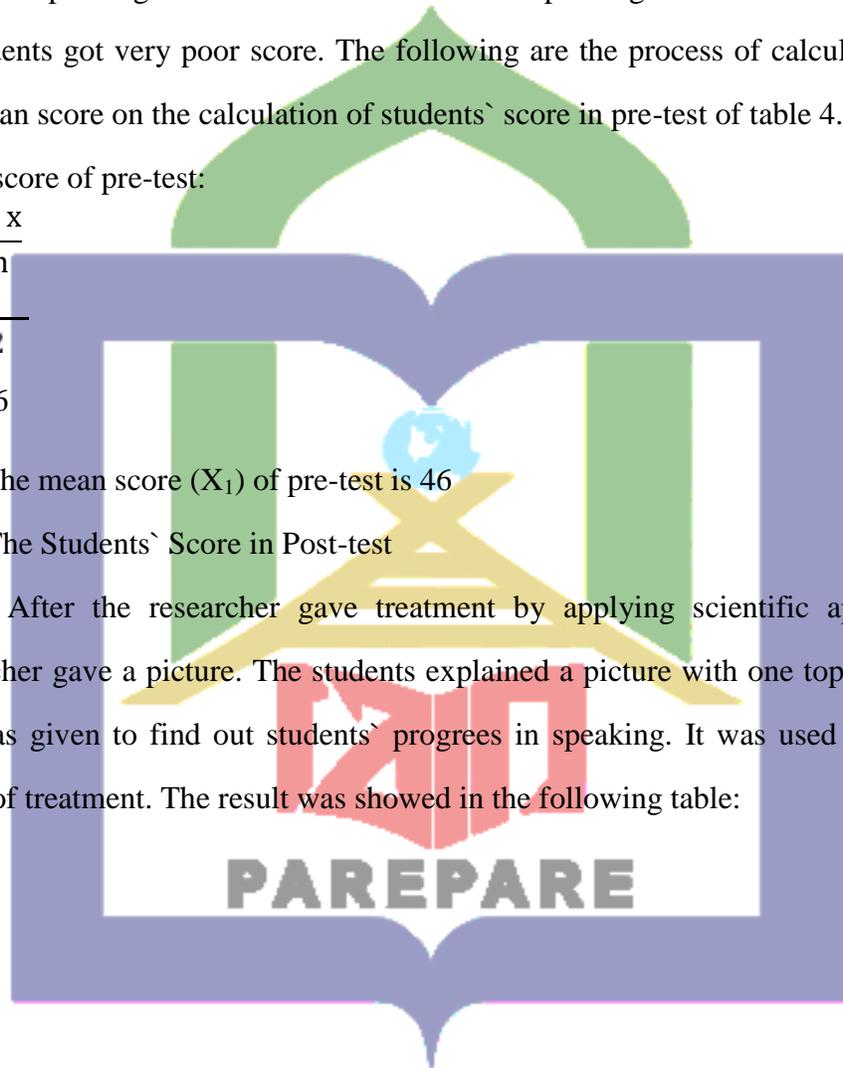


Table 4.2 The Students` Post-test Score based on Components of Speaking

NO	Name	Pronunciation	Fluency	Total	Score X_2	X_2^2
1	Awalia	5	5	10	100	10000
2	Fitrah	4	3	7	70	4900
3	Hamnia	5	4	9	90	8100
4	Harnisa	3	3	6	60	3600
5	Hijrana	3	3	6	60	3600
6	Kasma	5	4	9	90	8100
7	Luciana	5	4	9	90	8100
8	Musdalipa	5	4	9	90	8100
9	Nur Majidah	4	3	7	70	4900
10	Nurmi	4	4	8	80	6400
11	Nurul Aulia R.B	5	5	10	100	10000
12	Putri. L	4	3	7	70	4900
13	Putri . A	5	4	9	90	8100
14	Rezki	5	4	9	90	8100
15	Rusnia	5	4	9	90	8100
16	Adha	5	4	9	90	8100
17	Safina	4	3	7	70	4900
18	Sanrawati	5	4	9	90	8100
19	Tiara	4	3	7	70	4900
20	Zaskia Syahrir	5	4	9	90	8100
	Total			165	1650	139100

(Data Source: Students` Score of Post test)

The table shows that the result of students' speaking score before applying Scientific Approach. There are 12 students got very good score, 1 student good score and 7 got fair score. The total score in pre-test is 1650. It showed that there was an improvement after given treatment. The following are the process of calculation to find out mean score of post-test.

Mean score of post-test:

$$X = \frac{\sum x}{n}$$

$$X = \frac{1}{2}$$

$$X = 82,5$$

Thus, the mean score (X_2) of post-test is 82,5

4.1.3 The rating Percentage of the frequency of pre-test and post-test

Table 4.3 The Rate Percentage of The Frequency of Pre-test and Post-test

NO	Classification	Score	Frequency		Percentage	
			Pre-test	Post-test	Pre-test	Post-test
1	Very Good	86-100	0	12	0 %	60%
2	Good	71-85	0	1	0 %	5%
3	Fair	56-70	7	7	35%	35%
4	Poor	41-55	3	0	15 %	0 %
5	Very Poor	< 40	10	0	50%	0 %
	Total		20	20	100%	100%

The data of table shows that the rate of percentage of pre-test 7 (35 %) students got fair score, 3 (15 %) student got poor score and 10 (50 %) students got very poor, it means that mostly students has low skill in speaking. While the rate of percentage of post-test 7 (35%) students got fair score, 1 (5%) student got good score

and 12 (60 %) students got very good score, it means that the students got improvement in speaking. It shows that the students were able to enhance their speaking ability after did the treatment by applying scientific approach.

4.1.4 T-test Value

Table 4.6 The Worksheet of The Calculating of The Score on Pre-test and Post-test

NO	Name	X_1	X_2	X_1^2	X_2^2	$D(X_2-X_1)$	$D(X_2-X_1)^2$
1	Awalia	60	100	3600	10000	40	1600
2	Fitrah	20	70	400	4900	50	2500
3	Hamnia	50	90	2500	8100	40	1600
4	Harnisa	20	60	400	3600	40	1600
5	Hijrana	30	60	900	3600	30	900
6	Kasma	50	90	2500	8100	40	1600
7	Luciana	60	90	3600	8100	30	900
8	Musdalipa	60	90	3900	8100	30	900
9	Nur Majidah	40	70	1600	4900	30	900
10	Nurmi	50	80	2500	6400	30	900
11	Nurul Aulia R.B	60	100	3600	10000	40	1600
12	Putri. L	30	70	900	4900	40	1600
13	Putri . A	30	90	900	8100	60	3600
14	Rezki	40	90	1600	8100	50	2500
15	Rusnia	60	90	3600	8100	30	900
16	Adha	40	90	1600	8100	50	2500
17	Safina	40	70	1600	4900	30	900
18	Sanrawati	60	90	3600	8100	30	900
19	Tiara	30	70	900	4900	40	1600
20	Zaskia Syahrir	60	90	3600	8100	30	900
	Total	920	1650	46000	139100	760	30400

The table above showed that the difference between the mean score pre-test and post-test. In the other to see the students' score, the following t-test was statistically applied:

$$\text{Find out } D : D = \frac{\sum D}{n} = \frac{7}{2} = 3,5$$

The calculation of the t-test value and the t-test value is 18,53

4.1.5 Test of Significant

To find out degree of freedom (df) the researcher used the following formula:

$$DF = N-1$$

$$= 20 - 1$$

$$= 19$$

t-table = 2,093 and t- test value 18,53

The data above means that it can be obtained on t-table significance 5 % was 2,093 if it compared with the result of t-test was 18,53. It means that t-test 18,53 > t-table = 2,093, so H_a is accepted and H_0 is rejected. Therefore, the researcher can conclude that implementing Scientific Approach is able to enhance students' speaking skill.

4.2 Discussion

This part elaborates deeply about the findings of this research in accordance with the basic theories which elaborate in chapter II. It aimed to describe the achievement of the objectives of the research after the research activities. The first, objective is to find out that implementing scientific approach is able to enhance students' speaking skill at the second class of MTs Nuhayah Pambusuang.

Furthermore, the second objective is to describe how this approach enhances students' speaking skill at the VIII Class of MTs Nuhayah Pambusuang.

4.2.1 The Result of the Test

Based on the description of the data through the test, the researcher explained that in the previous section showed that the students' speaking skill had improved after given treatment. The students' score after given treatment was higher than before the treatment. Before the treatment, the students faced some of problem in speaking class activity. First, they felt anxiety where they was afraid to speak. Second, they had less confident to speak because their pronunciation was bad, they had less fluency also because they had a little vocabulary.

The researcher's explanation in chapter II, the researcher focused two components in speaking. The researcher gave a test to measure their improvement in pronunciation and fluency of speaking. In pre-test activity, the researcher opened the meeting, the students were asked praying. Then, the researcher explained what the students did in the meeting. The researcher showed a picture with the topic "What do you activity". The students were asked to choose a picture and the students explained in the class one by one and the researcher recorded them. The score of pretest was 46 and posttest 85,5. The mean score between pre-test and post-test had difference and the result of pre-test and post-test in which result of computation of t-test value (18,53) with the degree freedom (df) = $N-1 = 20-1=19$ for level significant $0,05 = 2,093$. It showed that the students had improvement in speaking.

4.2.2 The Scientific Approach in Teaching Speaking

The first meeting the researcher gave a treatment on Thursday October 31th 2019. The researcher began the meeting with greeting and checked the attending class. After that, the researcher informed the material with the theme “Tell to Us”. The researcher showed a picture about the existence of people, thing and animal in surrounding environment. In this process, the students divided in to a group. The students were asked to collecting the data or information about the material in the book and the other source. They discussed with the member of their group and trained the speaking before they showed with the other group. The researcher showed a video as a other resource and trained their pronunciation in speaking so that they spoke fluent in the class. The students showed their result about the identification the existence of thing in the class and their linguistic element.

The second meeting on Tuesday November 5th 2019. The researcher began the meeting with greeting and checked the attending class. After that, the researcher informed the material with the theme “Tell to Us”. The researcher showed a picture about the existence of people, thing and animal in surrounding environment. In this process, the students divided in to a group. The students were asked to collecting the data or information about the material in the book and the other source. They discussed with the member of their group and trained the speaking before they showed with the other group. The researcher showed a video as a other resource and trained their pronunciation in speaking so that they spoke fluent in the class. The students showed their result about the identification the existence of animal in the zoo and their linguistic element.

The third meeting on Thursday November 7th 2019. The researcher began the meeting with greeting and checked the attending class. After that, the researcher informed the material with the theme “Tell to Us”. The researcher showed a picture about the existence of people, thing and animal in surrounding environment. In this process, the students divided in to a group. The students were asked to collecting the data or information about the material in the book and the other source. The students were given a direction to make a dialog about their hometown. They discussed with the member of their group and trained the dialog before they showed with the other group. The researcher showed a video as a other resource and trained their pronunciation in speaking so that they spoken fluent in the class. The students explained the existence of the thing in their hometown through a dialog.

The fourth meeting on Tuesday November 12th 2019. The researcher began the meeting with greeting and checked the attending class. After that, the researcher informed the material with the theme “My Routine”. The researcher showed a picture about the activity or habit, a common event that really happened. In this process, the students divided in to a group. The students were asked to collecting the data or information about the material in the book and the other source. They discussed with the member of their group and trained the speaking before they showed with the other group. The researcher showed a video as a other resource and trained their pronunciation in speaking so that they spoke fluent in the class. The students showed their result about the identification the text and their linguistic element.

The fifth meeting on Thursday November 14th 2019. The researcher began the meeting with greeting and checked the attending class. After that, the researcher informed the material with the theme “My Routine”. The researcher showed a picture

about the activity or habit, a common event that really happened. In this process, the students divided into a group. The students were asked to collect the data or information about the material in the book and the other source. They discussed with the member of their group and trained the speaking before they showed with the other group. The researcher showed a video as another resource and trained their pronunciation in speaking so that they spoke fluently in the class. The students showed their result about the identification of the text and their linguistic element.

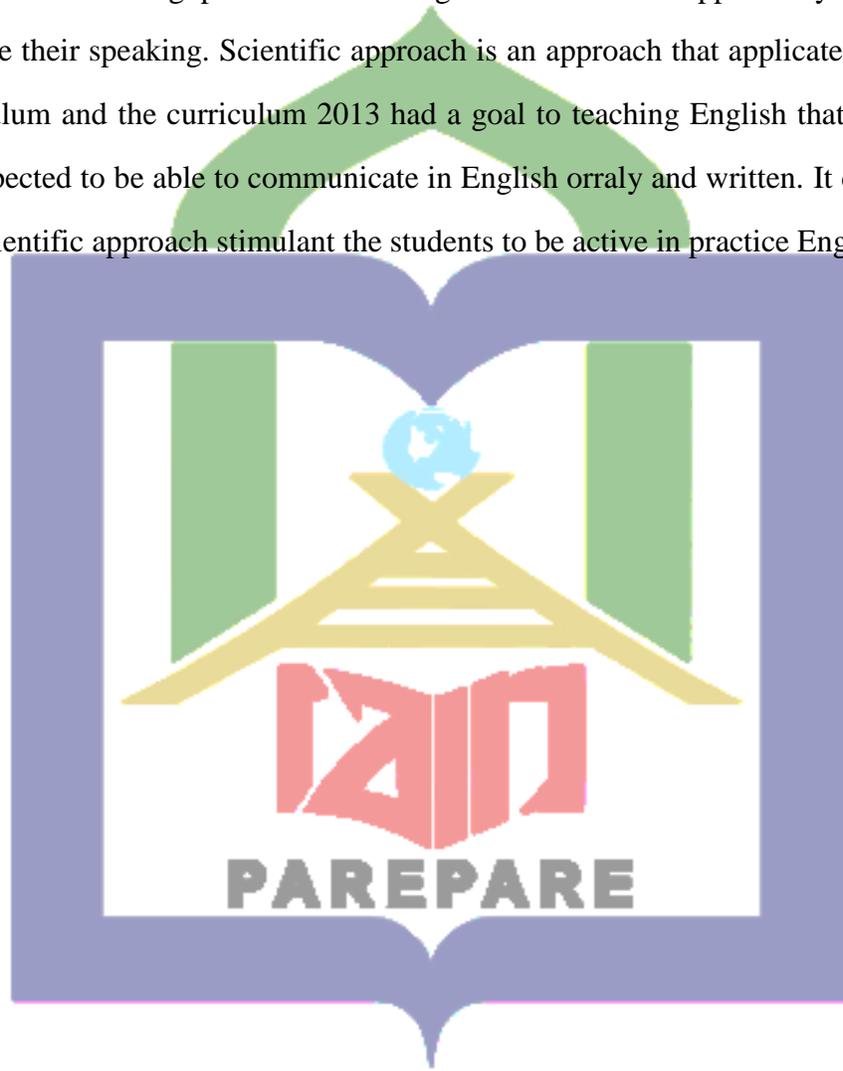
The sixth meeting on Tuesday November 19th 2019. The researcher began the meeting with greeting and checked the attending class. After that, the researcher informed the material with the theme "My Routine". The researcher showed a picture about the activity or habit, a common event that really happened. In this process, the students divided into a group. The students were asked to collect the data or information about the material in the book and the other source. The students were given a direction to make a dialog about their routine in their home. They discussed with the member of their group and trained the dialog before they showed with the other group. The researcher showed a video as another resource and trained their pronunciation in speaking so that they spoke fluently in the class. The students explained the routine in their home through a dialog.

After given the treatment through this approach, based on the writer's consent to know the students' improvement in pronunciation and fluency of speaking. There were some improvement which were achieved by the students. With the some procedures of scientific approach that apply in the class, the students can improve and explore themselves in speaking. The first, the observing activity, it helped students to get many vocabularies and sentences that help them to improve

their speaking fluently. They can get from the book, video, and the researcher. The second, the questioning activity, it helped students to practice asked a questioning with English by the teacher guidance and train their pronunciation. The third, the associating and experimenting through the discussion group. The task was done in group discussion, and the writer paid attention on the discussion process in which she asked the students to speak in English to the others. This activity gave the students more time to train their speaking especially their vocabulary and pronunciation until the students can speak fluently in front of class. The fourth, the communicating activity gave the students to report the discussion result orally. It got positive impact to students had an opportunity to practice speaking. It means that scientific approach able to improve the students' speaking skill and it helped the students to be active, gave the students an opportunity to get a material or information can be found from anywhere and whenever which was depend on the information from the teacher.

On the other side, the students became active in the class to apply a vocabulary, expression and sentence from the book, video or the researcher. When the researcher gave them an opportunity to explain the topic in the treatment activity step by step they can speak. The students can speak more fluently than before and they also more confidence to say something in the class such as apply an expression when they discussed, try to speak English with researcher when they wanted to take permission, asked questions, describing something or someone and try to speak with their friend outside.

However, making students to master in English was not easy as an imagined. They need to more study, practice seriously especially for speaking skill. The teacher must be creative to choose an approach, method and technique in teaching that can be effective in learning process and can give the students opportunity to train and practice their speaking. Scientific approach is an approach that applicated now in our curriculum and the curriculum 2013 had a goal to teaching English that the students are expected to be able to communicate in English orrally and written. It can conclude that scientific approach stimulant the students to be active in practice English.



CHAPTER V

CONCLUSIONS AND SUGGESTIONS

This chapter presents: Conclusions, and, suggestions based on the findings and interpretation in the previous chapter.

5.1 Conclusions

The research of data analysis showed that scientific approach is able to help students active in learning, the approach has systematic learning steps that make it easier for teacher to manage the implementation of learning, provide opportunities for teacher to be more creative and invite students to be active with various learning resources, learning steps involves science process in constructing concepts, laws or principles, the process of learning involves potential cognitive processes in stimulating the development of science, especially the high-level thinking skills of students, besides that it can also develop students character.

Speaking is one way to communicate which ideas and thought delivered through message orally. To enable students to communicate, we need to apply the language in real communication. Scientific approach is able to improve the students` speaking skill. It showed that there are a difference between the students` speaking skill before and after applying scientific approach. There are improvement of mean score of pre-test 46 to 85,5 on post-test, while the T-test value 18,53.

5.2 Suggestion

5.2.1 For the English Teacher

The teacher more creative and innovative to manage the use of method, technique, media in teaching English. The teacher should be to use some of technique that was suitable for the students` condition, it means that the teacher can build a

favorable atmosphere in teaching-learning process that support to carry the success of material to be taught. The teacher should gave a opportunity to practice their English in the class and make the more be active in teaching-learning process.

5.2.2 For the Students

The writer suggest the students to be more active to express themselves to be more interested in speaking English. The students should increase their knowledge of English pronunciation, grammar, vocabulary, fluency, and other aspects in speaking in order to have a good speaking and can be understood well by the listeners. The students should be brave to speak in front of class and practice English even in simple way.

5.2.3 For Other Researcher

For other researcher, it is advisable for other writer who are interested in conducting the same research by using Scientific Approach read more book, articles, and journal and learned about scientific approach deeply. The writer suggest to the other writers not only focus on scientific approach and speaking skill but they can implement in other skills such as reading, speaking, and writing. The other researcher should be creative to find another method, technique, strategy of teaching and conduct the resource valid to help the research.

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APPENDICES



APPENDIX .1 The test value:

$$t = \frac{D}{\sqrt{\frac{\sum D^2 - \frac{(\sum D)^2}{N}}{N(N-1)}}$$

$$t = \frac{38}{\sqrt{\frac{3 \cdot 4 - \frac{(7 \cdot)^2}{2}}{2(2-1)}}$$

$$t = \frac{38}{\sqrt{\frac{3 \cdot 4 - \frac{(5 \cdot 6 \cdot)}{2}}{2(1 \cdot)}}$$

$$t = \frac{38}{\sqrt{\frac{3 \cdot 4 - 2 \cdot 8}{3}}}$$

$$t = \frac{38}{\sqrt{\frac{1 \cdot 6}{3}}}$$

$$t = \frac{38}{\sqrt{4.210}}$$

$$t = \frac{38}{2,05} = 18,53$$

APPENDIX .2 Lesson Plan**RENCANA PELAKSANAAN PEMBELAJARAN****(RPP)**

Satuan Pendidikan : MTS Nuhayah Pampusuang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil (I)
 Materi Pokok : Menyatakan dan Menanyakan Keberadaan Orang, Benda, Binatang dalam Jumlah yang Tidak Tertentu
 Alokasi Waktu : 6 JP (3X Pertemuan)

A. Kompetensi Inti

- KI.1 : Menghargai dan menghayati ajaran agama yang dianutnya.
 KI.2 : Menunjukkan perilaku jujur, disiplin, tanggung jawab, peduli (toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI.3 : Memahami pengetahuan (fakta, konseptual, prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI.4 : Mencoba, mengolah dan menyaji dalam ranah konkret (menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung, menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.5 Menerapkan struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu sesuai konteks	3.5.1 Memahami struktur text dan unsur kebahasaan menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu. 3.5.2 Menyatakan ungkapan

penggunaannya.	menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu sesuai dengan struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosialnya.
4.6 Menyusun teks lisan dan tulisan untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dengan jumlah tidak tentu dengan memperhatikan fungsi sosial, struktur text dan unsur kebahasaan yang benar dan sesuai konteks.	4.6.1 Membuat teks tulis dan lisan tentang menyatakan dan menanyakan orang, benda, binatang dengan jumlah tidak tentu sesuai dengan unsur kebahasaan untuk melaksanakan fungsi sosialnya.

C. Tujuan Pembelajaran

Pertemuan Pertama, Ke Dua dan Ke Tiga:

1. Menumbuhkan sikap religius, jujur, kerja keras serta semangat belajar.
2. Siswa mampu memahami struktur text, unsur kebahasaan dari menyatakan dan menanyakan keberadaan orang, benda, hewan dengan jumlah tidak tentu.
3. Siswa mampu menyatakan ungkapan menyatakan dan menanyakan keberadaan orang, benda, binatang dengan jumlah tidak tentu untuk melaksanakan fungsi sosial.
4. Siswa mampu menyusun teks secara lisan dan tulis menyatakan dan menanyakan keberadaan orang, benda, hewan dengan jumlah yang tidak tentu secara lisan dan tulisan sesuai dengan struktur text, unsur kebahasaan, fungsi sosial yang benar dan sesuai.

D. Materi

Materi Pembelajaran

- Ungkapan there is / there are
- Ungkapan bertanya how many, how much, where
- Kosakata jumlah (Bits and Piece) yang tidak tentu: Much, Many, a Lot, Few, Little etc.
- Kata benda, kata sifat dan kata kerja yang berhubungan dengan orang, benda, di kelas, sekolah, rumah dan sekitarnya.
- Penggunaan nominal dan plural: a, an, the, this, those etc.
-

- E. Metode Pembelajaran
- Scientific Approach
 - Model pembelajaran Cooperative learning
 - Model pembelajaran Discovery Learning

- F. Media dan Bahan Ajar
 Media: Pictures, Video
 Bahan: Lp, Proyektor

- G. Sumber Belajar

Buku pegangan guru dan siswa

- H. Langkah-langkah Pembelajaran
 Pertemuan pertama dan ke dua (3 jam pembelajaran/180 Menit)

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	Guru mengucapkan salam Guru meminta siswa membaca doa Guru menginformasikan materi yang akan dipelajari dan tujuan pembelajaran yang ingin dicapai	10 Menit
Inti	Mengamati: Siswa mendengarkan serta mencontohkan beberapa kalimat yang menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu yang dicontohkan dan dibacakan oleh guru dan video yang diberikan. Menanya: Dengan bimbingan dan arahan guru, siswa mempertanyakan perbedaan antar berbagai kalimat yang menyatakan dan menanyakan orang, benda, binatang dalam jumlah yang tidak tentu dalam berbagai konteks. Mengumpulkan Informasi: Siswa mengumpulkan informasi dan menuliskan hasil pengamatan dari mendengarkan dan menyaksikan contoh yang diberikan oleh guru. Mengasosiasi: Guru membagi kelompok terbimbing Dalam kerja kelompok terbimbing siswa	70 Menit

	<p>membandingkan ungkapan menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah yang tidak tentu dari sumber yang diberikan oleh guru.</p> <p>Siswa mengidentifikasi unsur kebahasaan dari ungkapan menyatakan dan menanyakan keberadaan orang, benda, binatang dalam jumlah tidak tentu.</p> <p>Siswa menyimpulkan hasil analisis dan identifikasinya.</p> <p>Guru memberikan <i>Feedback</i> dari hasil kerja siswa.</p> <p>Mengkomunikasikan:</p> <p>Siswa menggunakan bahasa inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang dalam jumlah tidak tentu.</p> <p>Siswa membicarakan permasalahan yang dialaminya dalam menggunakan bahasa inggris untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang</p>	
Penutup	<p>Guru memberikan <i>review</i> materi secara singkat dan jelas</p> <p>Guru menutup kelas dengan salam</p>	10 Menit

Pertemuan ke Tiga (1 jam pembelajaran/90 Menit)

	Rangkaian Kegiatan	Waktu
pembuka	<p>Guru mengucapkan salam</p> <p>Guru meminta siswa membaca doa</p> <p>Guru mengecek kehadiran siswa</p> <p>Guru menginformasikan materi yang akan dipelajari dan tujuan pembelajaran yang ingin dicapai.</p>	10 menit
Inti	<p>Mengamati:</p> <p>Siswa mendengarkan dan menyaksikan guru menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang dalam jumlah tidak tentu dalam bahasa inggris dengan unsur kebahasaan yang sesuai dengan</p>	

	<p>fungsi sosialnya.</p> <p>Menanya: Dengan bimbingan dan arahan guru, siswa menanyakan dan mempertanyakan antara lain keberadaan orang, benda, binatang.</p> <p>Mengumpulkan informasi: Siswa mendengarkan dan menyaksikan banyak contoh interaksi dengan menyatakan keberadaan orang, benda, binatang dalam jumlah tidak tentu, dalam bahasa inggris dari film, kaset, buku teks dsb.</p> <p>Siswa menirukan contoh-contoh interaksi dengan menyebutkan dan menanyakan tentang keberadaan orang, benda dan binatang.</p> <p>Mengasosiasi: Dalam kelompok terbimbing siswa secara bersama- sama menyusun secara lisan dan tulisan menyatakan dan menanyakan keberadaan orang, benda dan binatang dalam jumlah tidak tentu.</p> <p>Mengkomunikasikan: Tiap Kelompok Belajar menampilkan dialog masing masing.</p> <p>Siswa membicarakan permasalahan yang dialaminya dalam menggunakan bahasa inggris untuk menyatakan dan menanyakan tentang keberadaan orang, benda, binatang</p>	
Penutup	<p>Guru memberikan <i>review</i> materi secara singkat dan jelas</p> <p>Guru menutup kelas dengan salam</p>	10 menit

Rubrik Penilaian

NO	ASPECTS OF ASSESSMENT	CRITERIA	SCORE
1	Pronunciation	Almost Perfect	5
		There were some errors but did not disturb the meaning	4
		There were some errors and disturb the meaning	3
		A lot of mistakes and disturbing meaning	2
		Too meaning mistakes and disturbing meaning	1
2	Fluency	Very Fluent	5
		Fluent	4
		Quite Fluent	3
		Fluentless	2
		Not Fluent	1

RENCANA PELAKSANAAN PEMBELAJARAN

(RPP)

Satuan Pendidikan : MTS Nuhayah Pampusuang
 Mata Pelajaran : Bahasa Inggris
 Kelas/Semester : VIII/Ganjil (I)
 Materi Pokok : Teks lisan dan tulis yang menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan secara rutin dan merupakan kejadian umum
 Alokasi Waktu : 6 JP (3 X Pertemuan)

A. Kompetensi Inti

- KI.1 :Menghargai dan menghayati ajaran agama yang dianutnya.
 KI.2 :Menunjukkan perilaku jujur, disiplin, tanggun jawab, peduli(toleran, gotong royong), santun dan percaya diri dalam berinteraksi secara efektif dengan lingkungan sosial dan alam dalam jangkauan pergaulan dan keberadaannya.
 KI.3 :Memahami pengetahuan (fakta, konseptual, prosedural) berdasarkan rasa ingin tahunya tentang ilmu pengetahuan, teknologi, seni, budaya terkait fenomena dan kejadian tampak mata.
 KI.4 :Mencoba, mengolah dan menyaji dalam ranah konkret(menggunakan, mengurai, merangkai, memodifikasi dan membuat) dan ranah abstrak (menulis, membaca, menghitung,menggambar dan mengarang) sesuai dengan apa yang dipelajari di sekolah dan sumber lain yang sama dalam sudut pandang/teori.

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Kompetensi Dasar	Indikator Pencapaian Kompetensi
3.6 Menerapkan struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang sedang dilakukan/berlangsung saat ini sesuai dengan konteks.	3.6.1 Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan secara rutin atau

	merupakan kebenaran umum sesuai dengan konteks penggunaannya.
4.7 Menyusun teks lisan dan tulis untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan secara rutin atau merupakan kejadian umum.	4.7.1 Membuat teks tulis dan lisan tentang menyatakan dan menanyakan tindakan/kejadian umum dalam bentuk lisan dan tulisan secara sederhana dan pendek.

C. Tujuan Pembelajaran

Pertemuan Pertama, kedua dan ketiga

1. Menumbuhkan sikap religius, jujur, kerja keras serta semangat belajar.
2. Siswa mampu Mengidentifikasi struktur text dan unsur kebahasaan untuk melaksanakan fungsi sosial menyatakan dan menanyakan tindakan/kejadian yang dilakukan secara rutin atau merupakan kebenaran umum sesuai dengan konteks penggunaannya.
3. Siswa mampu Membuat teks tulis dan lisan tentang menyatakan dan menanyakan tindakan/kejadian umum dalam bentuk lisan dan tulisan secara sederhana dan pendek.

D. Materi

Materi Pembelajaran

- Simple present tense
- Kosakata yang berhubungan dengan kegiatan sehari hari:
Kata kerja: Sleep, eat, study etc
Kata Sifat : Tired, Smart etc
Kata benda: Student, Teacher, Sun etc.
- Nominal singular dan plural: a, an, the, this, those, these, my, their etc.

E. Metode Pembelajaran

- Scientific
- Model pembelajaran Cooperative learning
- Model pembelajaran Discovey Learning

F. Media dan Bahan Ajar

Media : Pictures dan video

Bahan: Lp, Proyektor

G. Sumber Belajar

Buku pegangan guru dan siswa

H. Langkah-langkah Pembelajaran

Pertemuan pertama dan kedua (3 jam pembelajaran/180Menit)

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	Guru mengucapkan salam Guru meminta siswa membaca doa Guru menginformasikan materi yang akan dipelajari dan tujuan pembelajaran yang ingin dicapai	10 Menit
Inti	<p>Mengamati: Siswa mendengarkan dan menyaksikan berbagai contoh kalimat yang menyatakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan keberaran umum dalam bahasa inggris dengan unsur kebahasaan yang sesuai dengan fungsi sosial.</p> <p>Menanya: Siswa menayakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan secara rutin atau merupakan kejadian umum dalam bahasa inggris dengan yang ada di dalam bahasa inggris kemungkinan menggunakan ungkapan lain akibat jika tidak melakukan dan sebagainya dengan bimbingan dan arahan guru.</p> <p>Mengumpulkan Informasi: Siswa mengumpulkan informasi dan menuliskan hasil pengamatan dari mendengarkan dan menyaksikan contoh yang diberikan oleh guru. Dengan arahan dan bimbingan guru siswa mengidentifikasi ciri-ciri (fungsi, struktur teks, unsur kebahasaan) menyatakan dan menanyakan tindakan secara rutin dan merupakan kejadian umum.</p> <p>Mengasosiasi: Guru membagi kelompok terbimbing Dalam kerja kelompok terbimbing siswa membandingkan ungkapan menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan secara rutin dan merupakan</p>	70 Menit

	<p>kejadian umum dari sumber yang diberikan oleh guru.</p> <p>Siswa mengidentifikasi unsur kebahasaan dari ungkapan menyatakan dan menanyakan menanyakan tentang tindakan/kejadian yang dilakukan secara rutin dan merupakan kejadian umum</p> <p>Siswa menyimpulkan hasil analisis dan identifikasinya.</p> <p>Guru memberikan <i>Feedback</i> dari hasil kerja siswa.</p> <p>Mengkomunikasikan:</p> <p>Siswa menggunakan bahasa inggris setiap kali muncul kesempatan untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan secara rutin dan merupakan kejadian umum.</p> <p>Siswa membicarakan permasalahan yang dialaminya dalam menggunakan bahasa inggris untuk menyatakan dan menanyakan tentang tindakan/kejadian yang dilakukan secara rutin dan merupakan kejadian umum.</p>	
Penutup	<p>Guru memberikan <i>review</i> materi secara singkat dan jelas</p> <p>Guru menutup kelas dengan salam</p>	10 Menit

Pertemuan ke tiga (1 jam pembelajaran/90Menit)

Kegiatan	Rangkaian Kegiatan	Waktu
Pembuka	<p>Guru mengucapkan salam</p> <p>Guru meminta siswa membaca doa</p> <p>Guru menginformasikan materi yang akan dipelajari dan tujuan pembelajaran yang ingin dicapai</p>	10 Menit
Inti	<p>Mengamati:</p> <p>Siswa mendengarkan dan menyaksikan berbagai contoh kalimat yang menyatakan tindakan/kejadian yang dilakukan/terjadi secara rutin atau merupakan kebenaran umum dalam bahasa inggris dengan unsur kebahasaan yang sesuai dengan fungsi sosial.</p>	70 Menit

	<p>Menanya: Siswa menayakan antara lain tentang perbedaan antara cara menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan secara rutin atau merupakan kejadian umum dalam bahasa inggris dengan yang ada di dalam bahasa inggris kemungkinan menggunakan ungkapan lain akibat jika tidak melakukan dan sebagainya dengan bimbingan dan arahan guru.</p> <p>Mengumpulkan informasi: Siswa mendengarkan dan menirukan berbagai contoh kalimat menyatakan dan menanyakan tindakan/kejadian yang dilakukan /terjadi secara rutin atau merupakan kejadian umum. Dengan arahan dan bimbingan guru siswa mengidentifikasi ciri-ciri (fungsi, struktur teks, unsur kebahasaan) menyatakan dan menanyakan tindakan secara rutin dan merupakan kejadian umum.</p> <p>Mengososiasi: Dengan arahan dan bimbingan guru, siswa membentuk kelompok. Dalam kelompok terbimbing siswa secara bersama- sama menyusun secara lisan dan tulisan menyatakan dan menanyakantindakan secara rutin dan merupakan kejadian umum.</p> <p>Mengkommunikasikan: Tiap Kelompok Belajar menampilkan dialog masing masing. Siswa membicarakan permasalahan yang dialaminya dalam mngunakan bahasa inggris untuk menyatakan tentang tindakan/kejadian yang dilakukan/terjadi secara rutin atau menanyakan kejadian umum.</p>	
Penutup	Guru memberikan <i>review</i> materi secara singkat dan jelas Guru menutup kelas dengan salam	10 Menit

- Rubrik Penilaian

NO	ASPECTS OF ASSESSMENT	CRITERIA	SCORE
1	Pronunciation	Almost Perfect	5
		There were some errors but did not disturb the meaning	4
		There were some errors and disturb the meaning	3
		A lot of mistakes and disturbing meaning	2
		Too meaning mistakes and disturbing meaning	1
2	Fluency	Very Fluent	5
		Fluent	4
		Quite Fluent	3
		Fluentless	2
		Not Fluent	1

APPENDIX. 3 Instrument**Instrument of the pre-test**

Nama :.....

Class :.....

Instruction: The researcher will instruct the students to explain a picture about “What do you activity ? ” the research will record it to measure their ability in speaking skill. The student explains to me about “What are you doing? ” by their own words”.





Instrument of the post-test

Nama :.....

Class :.....

Instruction: The researcher will instruct the students to explain a picture about “What do you activity ? ” the research will record it to measure their ability in speaking skill. The student explains to me about “What are you doing? ” by their own words”.





APPENDIX. 4 The students` transcript in speaking skill

1. Pre-test

a. Low score

- Fitrah

My name is fitrah,

at the Thursday, I am study bahasa Inggris, after moment, enter SBK, After SBK, Ten o'clock, I and friends, I go to canteen, after I go to, I take a prayer together friends, I enter class study IPA.

maI/neIm/iz/fitrah/

t;/ **Dei** (ð ;)/ **Tusdei** (' :zdeI;)/ aI/ m;/ **Studei** ('stʌdi)/ bahasa Inggris/
' :ft (r)/**Moment** ('m m nt)/ 'ent (r)/ **SBK**, / ' :ft (r) /**SBK**/ **Tin** (ten)/ **Oklok** ('kl k)/
aI/ nd /**Pren** (frends)/ aI/ **Go** (g)/ t ;/ **Konten** (k n'ti:n)/ ' :ft (r)/ aI/ g / tu;/ aI/
teIk/ ;/**Prayer** (pre (r)) /**Tugeder** (t 'geð (r))/ **Prens** (frends)/ aI/ 'ent (r)/ kl :s/ **Studei**
('stʌdi)/ IPA.

- Harnisa

My Name is Harnisa, I will tell my activity in the school.

At The Monday, I study English language, after English language, I study SBK. After SBK. I take a rest, Then, I go to canteen after that I play together friends.

maI/neIm/iz/Harnisa/ aI /wIl/ tel/ maI/ **Iktifiti** (k"tiv ti)/ **En** (in)/ (sku:l)/

At (t;)/ **Dai** (ð ;)/ 'mʌndeI;/ aI/ **Studio** ('stʌdi)/**Englis**(I gli)/**Leksion** ('l gwId)/
Atsyen (' :ft (r)/ **Englis**(I gli)/ 'l gwId /aI/**Studio**('stʌdi)/ **SBK**/ ' :ft (r) /**SBK**/ aI/
teIk/ ;/ **Reis** (rest)/ **Deik** (ðen) / aI/ g / t ;/ **A`ksein** (k n'ti:n)/ ' :ft (r)/ **Deit** (ð t)/
aI/ pleI/ t 'geð (r)/ **Prins** (frends)/.

b. High Score

-Nurul Aulia RB

My name is Nurul Aulia, I will tell my activity in the school.

Like everyday, at school, I take broom and sweep a yardclass, after, I prepare to join ceremony in the field, after, I go to class to study. After bell ring and take a rest. I go to canteen together friends. After that, I go to field to play together friends.

maɪ/neɪm/iz/Nurul Aulia/ aɪ /wɪl/ tel/ maɪ/ kʰɪv ti/ m/ ð /; sku:l/

laɪk/ **Evridai** ('evrɪdeɪ)/ t;/ sku:l/, aɪ/ telk/ bru:m/ nd/ swi:p/ ;/ j :d/ kl :s/, ' :ft (r),
/ aɪ/ pri'pe (r) / t ;/ d In / m/ ð /; fi:ld/ ' :ft (r),/ aɪ/ g / t ;/ kl :s/ t ;/ 'stʌdi/
' :ft (r)/ bel/ ri / nd/ telk/ ;/ rest/. aɪ/ g / t ;/ k nʰi:n/ t 'geð (r)/ frends/. ' :ft (r)/
ð t/ aɪ/ g / t ;/ fi:ld/ t ;/ **Plai** (pleɪ)/ t 'geð (r)/ frends/.

-Luciana

My name is Luciana,

at the Thursday, I am study English language, after that I am study SBK. Then, I take a rest, and buy food. Then I back in class for study again. Then I do take a prayer together. After that I enter for study again, then I back to room.

maɪ/neɪm/iz/Luciana/

t;/ ð /; **Tusdai** ' :zdeɪ/ aɪ/ m;/ 'stʌdi/ I glɪ/ **Linngiwj** ('l ɪŋwɪd . /' :ft (r)/ ð t/
aɪ/ m;/ 'stʌdi/ SBK.ðen/ aɪ/ telk/ ;/ rest/ nd/ fu:d/. ðen/ aɪ/**Bekb** k/ In/ kl :s/ f (r):/
'stʌdi / **Againjit** (' geɪn)/ ðen/ aɪ/du: / telk/ ;/pre (r) /t 'geð (r). ' :ft (r)/ ð t/ aɪ/
'ent (r)/ kl :s/ f (r):/ **Studi** ('stʌdi)/ ' geɪn/ / ðen/ aɪ/ **Bak** b k.

2. Post-test

a. Low score

-Harnisa

My name is Harnisa, I will tell my activity in my home.

Everyday, I always help my mother, after that I clean house yard. Then, I go to bed, after that get up. I wash the dishes

maɪ/neɪm/ɪz/Harnisa/ aɪ /wɪl/ tel/ maɪ/ kʰɪv ti/ ɪn/ maɪ/ h ɒm/

Evrindei ('evrideɪ)/ aɪ/ **Olwes** (' :lweɪz)/ help/ maɪ/ 'mʌð (r) , ' :ft (r)/ ð t/ aɪ/ **Klin** (kli:n)/ ha s j :d/. ðen/ aɪ/ g / t ; / bed/. ' :ft (r)/ **Den** (ð t)/ get ʌp. aɪ/ w / ð ;/ **Disis** (dɪ es).

-Hijrana

My name is Hijrana, I will tell my activity in my home.

maɪ/neɪm/ɪz/Hijrana/ aɪ /wɪl/ **Del** (tel)/ maɪ/ kʰɪv ti/ ɪn/ maɪ/ h ɒm/

Everyday, I always clean my houseyard. After that I go to the kitchen for cooking and wash the dishes. After that I go to school.

'evrideɪ/ aɪ/ ' :lweɪz/ kli:n/ maɪ / ha s j :d/. ' :ft (r)/ ð t/ aɪ/ **Gu** (g)/ **Tu** (t ;) / **Kicen** 'kɪt ɪn / ' f (r):/ k ki / nd/ **Wos** (w) / ð ;/ **Disis** (dɪ es). ' :ft (r)/ ð t/ aɪ/ **Gu** (g)/ **Tu** (t ;) / sku:l/

b. High Score

- Nurul Aulia RB

My name is nurul aulia, I will tell my activity in my home.

Every sunday, I usually sweep houseyard and wash the shoes. After that I water the flowers in the houseyard.

maɪ/neɪm/ɪz/Nurul Aulia/ aɪ /wɪl/ tel/ maɪ/ kʰɪv ti/ ɪn/ maɪ/ h ɒm/

'evri 'sʌ deɪ, aɪ 'ju: u li: / swi:p/ ha s j :d/ nd/ w / ð ;/ u: / ' :ft (r)/ ð t/
aɪ/ 'w :te(r)/ ð ;/ 'fla (r)s/ m / ð ;/ ha s j :d/.

-Awalia

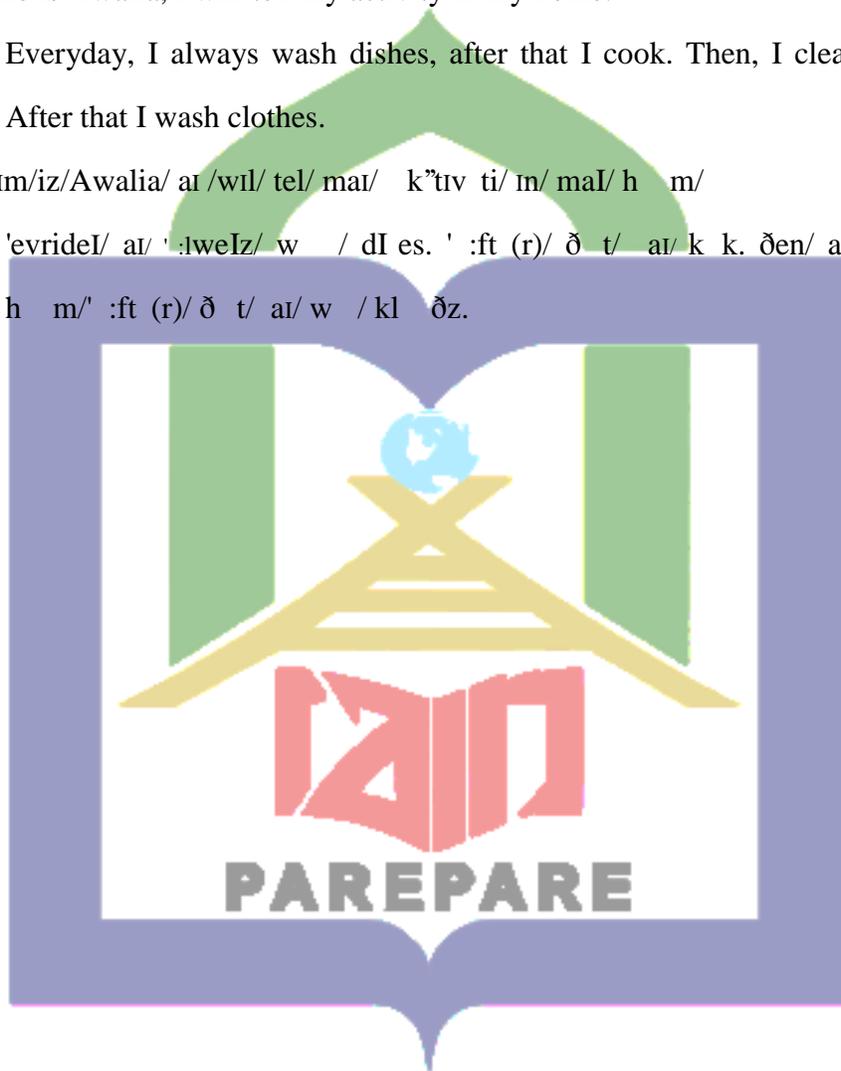
My name is Awalia, I will tell my activity in my home.

Everyday, I always wash dishes, after that I cook. Then, I clean my home.

After that I wash clothes.

maɪ/neɪm/iz/Awalia/ aɪ /wɪl/ tel/ maɪ/ k"tɪv ti/ m/ maɪ/ h m/

'evrɪdeɪ/ aɪ/ ' :lweɪz/ w / dɪ es. ' :ft (r)/ ð t/ aɪ/ k k. ðen/ aɪ/ kli:n/ maɪ/
h m/ ' :ft (r)/ ð t/ aɪ/ w / kl ðz.



APPENDIX. 5 Dokumentasi



Pre-test (The first meeting)

Treatment





The post-test activity (The eighth meeting)



APPENDIX. 6 Research Allowance

 **PEMERINTAH KABUPATEN POLEWALI MANDAR**
DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU
Jl. Manunggal NO. 11 Pekkabata Polewali, Kode Pos 91315

IZIN PENELITIAN
NOMOR : 603/885/IPL/DPMPTSP/X/2019

Dasar

1. Peraturan Menteri Dalam Negeri Indonesia Nomor 7 Tahun 2014 atas Perubahan Peraturan Menteri Dalam Negeri Republik Indonesia Nomor 64 Tahun 2011 tentang Pedoman Penerbitan Rekomendasi Izin Penelitian;
2. Peraturan Daerah Kabupaten Polewali Mandar Nomor 2 Tahun 2016 Tentang Perubahan atas Peraturan Daerah Nomor 9 Tahun 2009 Tentang Organisasi dan Tata Kerja Inspektorat Bappeda dan Lembaga Teknis Daerah Kabupaten Polewali Mandar;
3. Memperhatikan
 - a. Surat Permohonan Sdr (i) MULTI KHAIRAT
 - b. Surat Rekomendasi dari Badan Kesatuan Bangsa dan Politik Nomor : B-850/Bakesbangpol/B.1/410.7/X/2019, Tgl.23-10-2019

MEMBERIKAN IZIN

Kepada

Nama	: MULTI KHAIRAT
NIM/NIDN/NIP	: 151300033
Asal Perguruan Tinggi	: IAIN PAREPARE
Fakultas	: TARBİYAH
Jurusan	: PENDIDIKAN BAHASA INGGRIS
Alamat	: KENJE KEC. CAMPALAGIAN

Untuk melakukan Penelitian di MTs Nuhiyah Pambusuang Kecamatan Balaripa Kabupaten Polewali Mandar, terhitung tanggal 24 Oktober s/d 24 November 2019 dengan Judul " APPLYING SCIENTIFIC APPROACH TO ENHANCE STUDENTS' SPEAKING SKILL AT THE VIII GRADE OF MTS NUHIYAH PAMBUSUANG "

Adapun Rekomendasi ini dibuat dengan ketentuan sebagai berikut :

1. Sebelum dan sesudah melaksanakan kegiatan, harus melaporkan diri kepada Pemerintah setempat;
2. Penelitian tidak menyimpang dari izin yang diberikan;
3. Mentaati semua Peraturan Perundang-undangan yang berlaku dan mengindahkan adat istiadat setempat;
4. Menyerahkan 1 (satu) berkas copy hasil Penelitian kepada Bupati Polewali Mandar Uj. Kepala Dinas Penanaman Modal dan Pelayanan Terpadu Satu Pintu;
5. Surat izin akan dicabut dan dinyatakan tidak berlaku apabila ternyata Pemegang Surat Izin tidak mentaati ketentuan-ketentuan tersebut di atas.

Demikian Izin Penelitian ini dikeluarkan untuk dipergunakan sebagaimana mestinya.

Ditetapkan di Polewali Mandar
Pada Tanggal, 24 Oktober 2019

a.n. **BUPATI POLEWALI MANDAR**
KERALA DINAS PENANAMAN MODAL DAN
PELAYANAN TERPADU SATU PINTU




ANDI MASRI MASDAR, S.Sos., M.Si
 Pangkat : Pembina
 NIP : 19740206 199803 1 009

Tembusan

1. Unsur Forkopinda di tempat;
2. Ka. Kemenag Kab. Polman di tempat;
3. Camat Balaripa di tempat;
4. Ka. MTs Nuhiyah Pambusuang di tempat.



المعهد الاسلامي النوحية قيسونج

MADRASAH TSANAWIYAH NUHIYAH PAMBUSUANG
KEC. BALANIPA KAB. POLEWALI MANDAR



Alamat: Jl. Makassar Km.285 Desa Pambusuang Kec. Balanipa Kab. Polewali Mandar

SURAT KETERANGAN
 Nomor: 166 /MTs.31.03.023/PP.00.5/ 11 /2019

Yang bertanda tangan di bawah ini , Kepala Madrasah Tsanawiyah Nuhiyah Pambusuang Kecamatan Balanipa Kabupaten Polewali Mandar, menerangkan bahwa mahasiswi atas nama :

Nama	: MULTI KHAIRAT
NIM	: 15.1300.033
Fakultas/Jurusan	: Tarbiyah/ Pendidikan Bahasa Inggris
Asal Perguruan Tinggi:	Institut Agama Islam Negeri (IAIN) Parepare

telah mengadakan penelitian dengan Judul “ *Applying Scientific Approach To Enhance Students’ Speaking Skill At The VIII Grade of MTs Nuhiyah Pambusuang*” di Madrasah kami pada tanggal 24 Oktober s/d 24 November 2019.

Demikian surat keterangan ini, dibuat untuk dipergunakan sebagaimana mestinya.

wassalam

Pambusuang, 29 November 2019

Kepala Madrasah



Dr. H. MUHAMMAD JAFAR
 NIP. 19691231 199703 1 006

CURRICULUM VITAE



Multi Khairat, she was born in Kenje, Campalagian, West Sulawesi on October 16th1997. She started her formal education at SDN 028 Inp Lapeo and graduated in 2003-2009. After that, She continued her education at Junior high School 1 Campalagian and graduated in 2009-2012. Then, she continued her education at MAS Nuhiyah Pambusuang, she active in student council activities and became an administrator of ELCON (English Club of Nuhiyah) 2014 and became a junior high school English teaching team at her school.

In 2015, she decided to continued her education in IAIN Parepare dan take a focus in English education. While being a student, the writer was active in Intra and Ekstra organization activities. She is a member of MATAN (Mahasiswa Ahlit Thariqah Al-Mu`tabarah Al- Nahdiyah Parepare), IMDI (Ikatan Mahasiswa DDI)Komisariat Parepare, and administrator of the LIBAM (Lintasan Imajinasi Bahasa Mahasiswa) IAIN Parepare 2019, and focus on the Arabic Language Development division. The writer was also active in English Debate team and became a tutor or trainer of debate during her administration. She spends her lecture time with various activities sharing English and Arabic knowledge in the school. The writer has motto that each person in this world has a light valuable, so make our light in our way. The writer believes that she can be bright with her own way.







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