CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents The nature of Curriculum 2013, The nature of speaking, Teaching speaking, Discovery Learning, The application of Discovery Learning, The relations between Discovery Learning and Scientific Approach.

2.1 The Nature of Curriculum 2013

Curriculum changes in the education world, especially in Indonesia, has occurred nine times. According to Berlin (2014:31), this curriculum changes must occur to develop the quality of learners so that they can encounter the challenges in the future, the time is constantly changing and can not be avoided. Since 2013, the government has decided to change the curriculum running in Indonesia from KTSP (Education Unit Based Curriculum) to Curriculum 2013. According to Permendikbud No. 81 A, 2013, the learning process in the curriculum 2013 is an educational process that gives an opportunity for students to develop all their potential into the aspects of attitude (affective), knowledge (cognitive), and skills (psychomotor). The purpose of the establishment of the Curriculum 2013 is to prepare the students in Indonesia so that they have the ability to live as individuals and citizens who are religious, productive, creative, innovative, and effective. Students are also expected to give contribution to the society, nation, state and world civilization (in PERMENDIKNAS no. 68, 2013). This Curriculum 2013 is implemented both at the level of Elementary, Junior and Senior High School.

Curriculum 2013 applies inductive reasoning. It is an activity to draw conclusions that are taken from specific up to general information. The implementation of this curriculum focused on students (student centered), in the purpose of guiding the students to become more favorable in terms of observing, questioning, experimenting, associating and communicating data. Hosnan states that the application of learning in Curriculum 2013 is using scientific approach which consists of the five terms, it is different from curriculum previously and the final result after applying the Curriculum 2013 is increasing the balance between soft skills and hard skills to the learners (2014:37).

This approach is new one among school parts, so many teachers get confused about how to deal with it. Minister of Education and Culture, Prof. Ir. Mohammad Nuh states that he is trying further to provide training to the headmaster and teachers in all schools until now. There are several method of teaching that are suitable and get along with the scientific approach. These methods are Project-based learning, Problem-based learning and Discovery learning. These three method of teaching have its own advantages and disadvantages for sure. These three methods can be applied to the four skills or integrated skills (speaking, reading, listening and writing) in terms of teaching English. For this analysis' purpose, speaking skill is only the skill that is picked.

2.2 The Nature of Speaking

Humans are created by God as social beings who interact or communicate with other people in their environment and derived from Brown states that when

someone can speak a language, it means that he can carry on a conversation reasonably competently (2001:267). One of the ways that a person can use to communicate to others is using language. There are various varieties of language in this world that are used to communicate to each other. One of those languages is English. Most of people in the world considered that English is a second language which is very important to be learnt after the first language (mother tongue) which is possessed by someone, since they were born.

Speaking is one of the most important things in our life, especially for the students. According to Elizabeth Grugeon, Lyn Dawes, Carol Smith and Lorraine Hubbard (2005:11), the students were being encouraged to talk on their activities and observed the teacher's speaking way carefully. Then, the teacher gives opportunities to all of students for talking and for developing their confidence and fluency as speakers. Scrivener also contributes that fluency and confidence are important goals (2005:146). It means that the learners required for becoming fluency and confidence when they were given a chance for speaking to other person because both of them are important components and goals. At their schools, the students learn English as a foreign language which can be done by practicing in speaking. The students are asked to speak English fluently and confidently. Usually, speaking is more tends to oral activities. Oral activities are more interesting and easy way for the students through speaking or communication. The function of speaking itself is used to express their ideas or thought and to communicate to people in civilized world. But, most of the Junior High School students still feel difficult and they cannot speak English well.

Therefore, the researcher chooses only to observe on speaking skill at The First Grade students of SMP Institut Indonesia.

According to Brown (2004:140), speaking is a productive skill. It means that speaking could be observed directly and empirically. It requires the reliability and validity on oral production test. Therefore, students should be brave and active when the teaching and learning process ongoing because it is very connected with the effectiveness of the ability to speak English. The chance will be much obtained by students who are active in the classroom so that students can express their ideas and will add fluency in speaking English. After examining the theory about speaking above, it can be concluded that the teachers must be able to help their students to become a master of the language in the limited time. Beside that the students should study hard her/himself in order to be able to understand it well.

2.3 Teaching Speaking

The main goal of teaching speaking English is different from other teaching. The main goal in teaching speaking English is to improve the student's communication skill and to express their feeling, opinion or question freely by using a foreign language. The teacher should also be a master of speaking English in the classroom, because the teacher is the subject of teaching too.

The teacher's role in teaching speaking English is to invite and gives motivation so that the students are willing to speak English in bravery and confidence. According to Scott Thornbury (in Harmer, 2007:123), the successful

of teaching speaking depends on a classroom culture of speaking and it become talking classroom. It means that the teaching of speaking will be successful if there is a classroom culture of speaking. It can be done between the student and student or the student and teacher. Both of these speaking cultures must be in English so that the classroom can to be talking classroom. By the activation above, the student's speaking skill will improve and they are more confident for speaking English than before.

2.4 Discovery Learning

Discovery Learning is one of teaching methods in Curriculum 2013. Discovery Learning is commonly known as Bruner's learning theory on 1966. This method, requires the learners to become active in doing experiment, collecting the data, and analyzing the data. These activities are suitable to the implementation of student-centered learning that puts teachers as just a facilitator or expositor. It means that, the learners must be able to solve or guess the problems which are given by the teacher. It can make the learning process be more useful and effective because by giving the problem, the teacher tries to give stimuli for the students. The sentence is derived from Budiningsih (2005:39) states that on discovery problems, the problems are given to students which are created deliberately by the teacher, so that the students must be thinking and express their opinion to get a discovery. In addition, Djamarah and Zain (1996:22), the teaching materials are not presented in the form of final result, but the students are given the opportunity to look for and to find themselves related to

the materials. Mostly, in solving problems are very need a guidance from the teacher, but solving the problem itself is done by the learners. The practice of solving this problem will be transferred in their public life.

If there is a student cannot answer the question, a teacher should give an impulse and motivation to the students until he or she can find the answer or conjecture. According to Robert B.Sund in Malik, the definition of discovery learning itself is the mental process of assimilating concepts and principles in the mind (2001:219). Then, it can be concluded that discovery learning is a learning which invites the learners to be more active and independent in solving the problem which is given by teacher with the knowledge and analysis on their own so that the process always will be remembered by students in the long term.

According to Bruner (1962/1979:83), Discovery Learning has some benefits that are : it can increase intellectual potency, the modification of extrinsic to intrinsic rewards, the learning of the heuristics of discovering, and it can be an aid to conserving memory. It means that by implementing Discovery Learning, the students can increase their power of thought and memories. This benefits can improve problem solver skills and also change the condition of learning from passive become active and creative.

2.5 The Applications of Discovery Learning

After we know about what discovery learning is, this study will explain how to implement of Discovery Learning to teach speaking English at the Junior High School students. The application of Discovery Learning on English subjects

with other subjects are the same, it means that the implementation of Discovery Learning can be performed on all subjects.

There are six steps to implement Discovery Learning in the classroom are:

2.5.1 Stimulation

According to Syah (2004:244), after a teacher opens the class and the introduction of the material being taught, a teacher gives stimulation with the instructions for observing the objects, so that the students want to think toward what is the objects about. It means that the teacher asks the students to read a book, observe the objects, and other activities which can manage to problem solving.

2.5.2 Problem Statement

Syah states that a teacher gives opportunities to the students for identifying the problems based on the material. Then, choose one problem and formulated into a hyphotesis (2004:244). The students can explore the problems which are suitable with the material in class.

2.5.3 Data Collection

Afterwards is data collection. According to Syah (2004:244), a teacher gives an opportunity again, so that the learners wants to collect the data or information in large amount. The students can look for the data from many resources and it should be done to establish the data logically in their hyphotesis, whether true or not. In addition, Djamarah states that they can search the data by observing the objects, interviewing with resource, doing an experiment alone and others (1996:22).

2.5.4   Data Processing

Later the learners have collected the data for their hyphotesis, then Syah states that the learners have to process the data which they had got through interview, observation, and others (2004:244). Unconsciously, the activities had been occured presence the relation of problems with their own knowledge.

2.5.5   Verification

If the data processing had done, the next step is verification. According to Syah (2004:244), the learners are doing review of the rightness their hypotheses. It should be related with the result of processing data

2.5.6   Generalization

According to Syah (2004:244), generalization is the step where the process of taking conclusions that can be made as a general principle that applies to all problems, which is appropriate with the results of the verification. The other assumption from Djamarah states that this step should be based on the result of verification, the learners will study make a conclusion (1996:23). Generalization is the last step. If the learners have done the generalization, so they have been the master of material from someone's experience.

From those six steps above, this study concluded that if the learning process has gone well and it results are satisfactory, the student's success will be achieved. The way of application in discovery learning is a teacher gives an opportunity to the learners for discovering their own principles and knowledge. And surely, the implementation of Discovery Learning to teach speaking English will bring the greater benefits than the other method which is more traditional.

2.6 The Relations between Discovery Learning and Scientific Approach

Discovery Learning is a method of teaching, whereas Scientific Approach is the name of approach. In this paper, the researcher will explain about what the relations between Discovery Learning and Scientific Approach are. According to Smith et al (in Jamil, 2014:154), the definition of method itself is every activity which determined by the teacher or to achieve the purpose of learning. It means that method is a way of the teacher for conveying the material. The selection of this teaching method must be considered and selected by the teacher that suitable with the material will be taught so that the objectives of learning can be achieved. Discovery Learning is one example of the teaching methods.

On the other side, according to Sanjaya (2008:127), an approach is a point of view in our mind toward the learning process. It means that on the approach level, it affirmed the main importance of learning in a relaxed condition and has the good mental awareness. Whereas, Edward Anthony states that the definition of an approach was a set of assumptions dealing with the nature of language, learning, and teaching (in Brown, 2001:14). So, if the teacher uses an approach which suitable with the Curriculum that has been determined by the government, the learning process that allow for successful will be reached. Scientific Approach is the name of approach which are required by Curriculum 2013 and this approach applies inductive reasoning. In inductive reasoning, the students asked to be active and enthusiastic to participate in teaching learning process and can make the conclusion from specific to the general form.

Previously, Arends states that the term teaching method refers to a particular approach to instruction that includes its goals, syntax, environment, and management system (in Jamil, 2014:143). It can be concluded that an approach is the frame of a method of teaching because the teaching method is the part of an approach. If we want to set a teaching method, we should determine approach which will be applied in the classroom. So, Scientific Approach as a body of teaching method. In addition, Discovery Learning and Scientific Approach are interrelated each others because Discovery Learning is a part of Scientific Approach.

2.7 Previous Studies

Several researchers have conducted studies related to Discovery learning and Scientific approach. They are like Wasimin (2005) entitled "The Implementation of Discovery Learning in Curriculum 2013 for teaching English at Junior High School Students". This research investigated about Discovery learning as a teaching method to fulfill the student's need in the use of language that is English as a communication tool. He implemented six applications of Discovery learning to teach English at the Second Graders of Junior High School Students.

The other research was done by Reny (2014) entitled "The Implementation of Guided Discovery Learning to teach reading comprehension of narrative text to tenth graders of SMAN 2 Kediri". The research explained about Guided

Discovery learning as one of good teaching method implemented to teach reading comprehension and can make the students more active.

Another research was conducted by Suharyadi (2013) entitled "Exploring Scientific approach in English Language Teaching". This research explored the notions of scientific approach because scientific approach is a new approach to teach in English Language Teaching.

To explore Dicovery learning and Scientific approach are emphasized in this study. This study also analyzed whether the student's speaking skill at the First Grade of SMP Institut Surabaya can be increased by implementing the application of Discovery learning and the steps of Scientific approach required by Curriculum 2013. The result of this study would give good reactions for the students in teaching speaking at SMP Institut Surabaya.