

ABSTRACT

THE IMPLEMENTATION OF SCIENTIFIC APPROACH ON SPEAKING SKILL AT THE SECOND GRADE STUDENTS BASED ON LEARNING STYLES IN SMAN 1 PRINGSEWU

by

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The objectives of this study were to find out i) how the implementation of scientific approach could affect students' speaking achievement, ii) what aspect(s) of speaking which will improve better in learning speaking through scientific approach, iii) in what stage of scientific approach the students learn speaking optimally and iv) whether students' learning style preferences affect the students' speaking capability. The research used pre-experimental design. The subjects were 28 second year science class students of SMAN 1 Pringsewu. Questionnaires were employed to collect the data of the students' learning style preferences and speaking tests were conducted to identify students' speaking achievement. The implementation of scientific approach could improve the students' speaking skill since the students actively participated in the learning process by speaking through drills and repetitions in meaningful context. This is confirmed by a significant improvement of the students' speaking achievement with significant level 0.05. Students' learning style preferences also affected their speaking ability. The results suggest that scientific approach facilitates the students to improve their English proficiency. In addition, learning style preferences also contributed to the students' success in acquiring language.