



**TEACHER'S STRATEGIES IN USING  
SCIENTIFIC APPROACH TO TEACH  
SPEAKING SKILL FOR JUNIOR HIGH  
SCHOOL STUDENTS**



**PUTRI FIDIASARI**

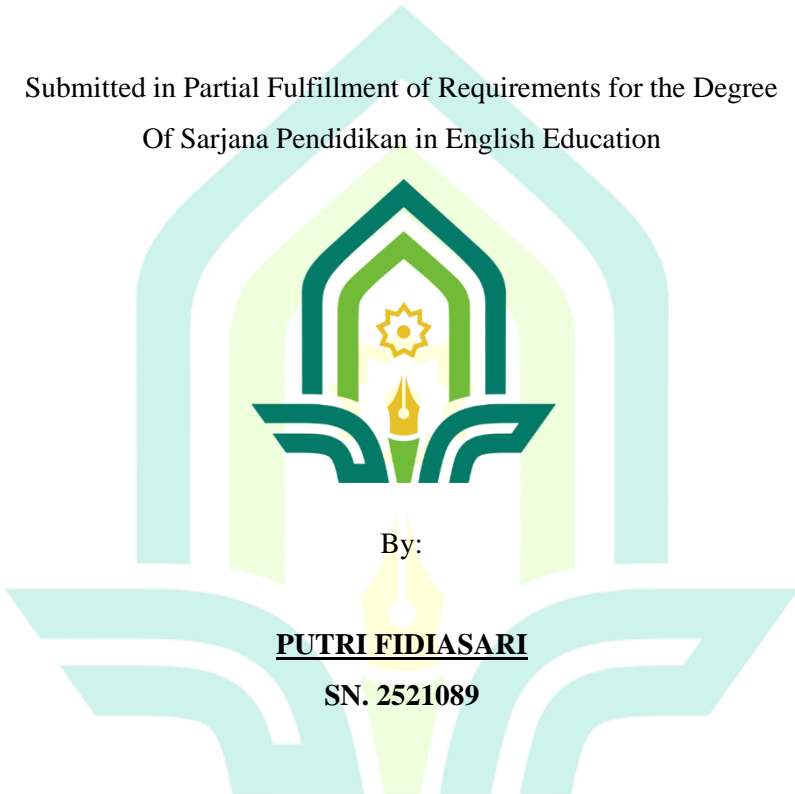
**SN. 2521089**

**2025**

**TEACHER'S STRATEGIES IN USING SCIENTIFIC  
APPROACH TO TEACH  
SPEAKING SKILL FOR JUNIOR HIGH SCHOOL  
STUDENTS**

**AN UNDERGRADUATE THESIS**

Submitted in Partial Fulfillment of Requirements for the Degree  
Of Sarjana Pendidikan in English Education



By:

**PUTRI FIDIASARI**

**SN. 2521089**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H ABDURRAHMAN WAHID PEKALONGAN  
2025**

**TEACHER'S STRATEGIES IN USING SCIENTIFIC  
APPROACH TO TEACH  
SPEAKING SKILL FOR JUNIOR HIGH SCHOOL  
STUDENTS**

**AN UNDERGRADUATE THESIS**

Submitted in Partial Fulfillment of Requirements for the Degree  
Of Sarjana Pendidikan in English Education



By:

**PUTRI FIDIASARI**

**SN. 2521089**

**ENGLISH EDUCATION DEPARTMENT  
FACULTY OF EDUCATION AND TEACHER TRAINING  
UNIVERSITAS ISLAM NEGERI  
K.H ABDURRAHMAN WAHID PEKALONGAN  
2025**

## PERNYATAAN KEASLIAN SKRIPSI

Saya yang bertanda tangan di bawah ini:

Nama : Putri Fidiasari

NIM : 2521089

Fakultas : Tarbiyah dan Ilmu Keguruan

Dengan ini menyatakan bahwa skripsi yang **berjudul**  
**"Teacher's Strategies In Using Scientific Approach To**  
**Teach Speaking Skill For Junior High School Students"**  
adalah benar-benar hasil karya penulis, kecuali dalam bentuk  
kutipan yang telah penulis sertakan sumbernya.

Demikian pernyataan ini saya buat dengan sebenar-benarnya

Pekalongan, 5 Mei 2025

Yang menyatakan,



PUTRI FIDIASARI

NIM. 2521089

## NOTA PEMBIMBING

Kepada,  
Yth. Dekan Fakultas Tarbiyah dan Ilmu Keguruan  
UIN K.H. Abdurrahman Wahid Pekalongan  
c.q. ketua Program Studi Tadris Bahasa Inggris  
di Pekalongan

*Assalamu'alaikum, Wr. Wb.*

Setelah melakukan penelitian, bimbingan, dan koreksi naskah skripsi  
saudari:

Nama : **PUTRI FIDIASARI**  
NIM : **2521089**  
Program Studi : **TADRIS BAHASA INGGRIS**  
Judul : **TEACHER'S STRATEGIES IN USING  
SCIENTIFIC APPROACH TO TEACH SPEAKING  
SKILL FOR JUNIOR HIGH SCHOOL STUDENTS**

Saya menilai bahwa naskah skripsi tersebut sudah dapat diajukan kepada  
Fakultas Tarbiyah dan Ilmu Keguruan UIN K.H. Abdurrahman Wahid  
Pekalongan untuk diujikan dalam sidang munaqasyah.

Demikian nota pembimbing ini dibuat untuk digunakan  
sebagaimana mestinya. Atas perhatiannya, disampaikan terima kasih.

*Wassalamu'alaikum, Wr. Wb.*

Pekalongan, 11 Maret 2025  
Pembimbing,



**Eros Meiliana Sofa, M.Pd.**  
**NIP. 198605092023212043**



KEMENTERIAN AGAMA REPUBLIK INDONESIA  
UNIVERSITAS ISLAM NEGERI

**KH. ABDURRAHMAN WAHID PEKALONGAN**  
**FAKULTAS TARBIIYAH DAN ILMU KEGURUAN**

Jl. Pahlawan Km. 5 Rowolaku, Kajen, Kabupaten Pekalongan 51161  
Website: [frik.uingusdur.ac.id](http://frik.uingusdur.ac.id) email: [frik@uingusdur.ac.id](mailto:frik@uingusdur.ac.id)

## APPROVAL SHEET

The Dean of Faculty of Education and Teacher Training  
Universitas Islam Negeri (UIN) K.H. Abdurrahman Wahid Pekalongan,  
confirm that the undergraduate thesis by:

Nama : PUTRI FIDIASARI  
NIM : 2521089  
Judul : TEACHER'S STRATEGIES IN USING SCIENTIFIC  
APPROACH TO TEACH SPEAKING SKILL FOR  
JUNIOR HIGH SCHOOL STUDENTS

Has been examined and approved by the panel of examiners on Monday, 26<sup>th</sup> May 2025 as a partial fulfillment of the requirements for the Degree of Sarjana Pendidikan (S.Pd.) in English Education.

The Examiners,

### Examiner I

**Examiner II**

Ahmad Burhanuddin, M.A.  
NIP. 198512152015031004

**Fachri Ali, M.Pd.**  
**NIP.198901012020121013**

Pekalongan, 11<sup>th</sup> June 2025

Assigned by

**The Dean of Faculty of Education and Teacher Training**



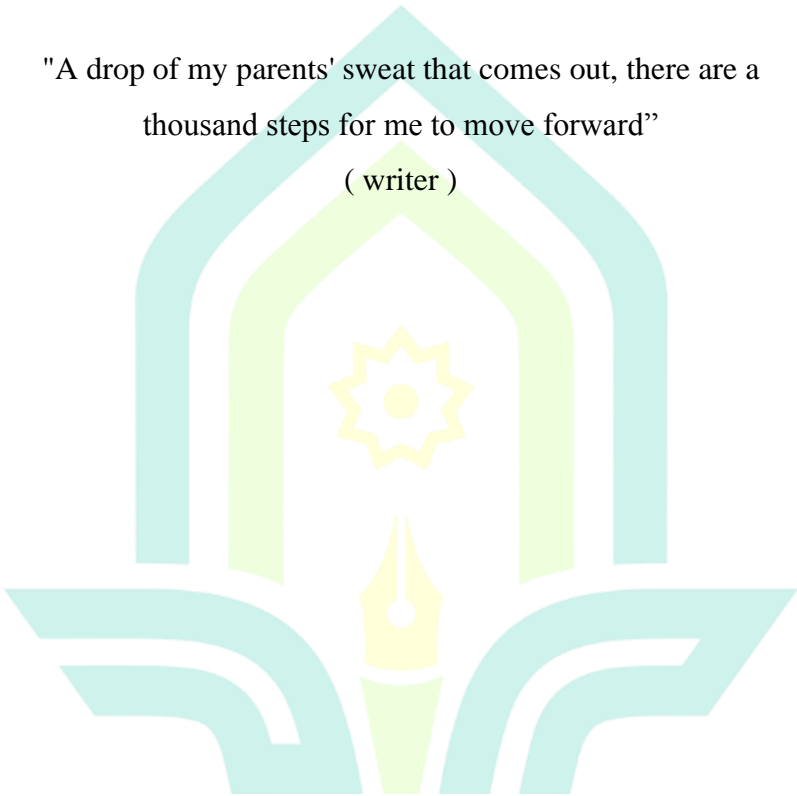
## MOTTO

God didn't say life is easy. But Allah promises, that indeed  
with difficulty there is ease.

(QS. Al-Insyirah: 5-6)

"A drop of my parents' sweat that comes out, there are a  
thousand steps for me to move forward"

( writer )



## ACKNOWLEDGMENTS

All praise be to Allah, the Most Gracious and Most Merciful. May peace always be upon my Prophet Muhammad SAW. I am grateful that my thesis has been realized and received support from many parties. Therefore, I would like to express my deepest gratitude to all of them.

1. First, My first love and role model, Father Suwarno and the door to heaven, Mother Casriyah. Thank you for all the sacrifices and sincere love given. He did not have the chance to experience college education, but they were able to always give the best, tirelessly pray and give attention and support until the author was able to complete his studies to obtain a bachelor's degree. May father and mother be healthy, long-lived and always happy.
2. Second, I express my gratitude to my supervisor, Mrs. Eros Meilina Sofa, M.Pd. I appreciate your advice, support, and your kind help from the start of the draft process to the end of this academic work.
3. Third, I would like to express my deepest gratitude to all the lecturers in the English Language Education Department who have taught and helped me understand all the new things that I have learned in the academic world, especially regarding English.
4. I want to express sincere thanks to my dear siblings who gave support and assistance during my academic journey up to this moment.
5. I am very grateful to my dearest friend since semester three, Adillah Apriliyah, who is ever present and supports me in hard times.
6. Lastly, for myself who still survives until now when the author does not believe in myself, but the author still remembers that every small step that has been taken is part



of the journey, even though it feels difficult or slow. Not only that, when the obstacle of "people come and go" always haunts the mind that has hampered the process of completing this thesis which also motivates the author to continue to be ambitious in completing this thesis, thank you for being able to survive and be able to complete this study on time.



## ABSTRACT

Speaking ability is the most important thing to facilitate effective communication. To improve students' speaking competence, the application of scientific approach methods can be used. This study aims to explore the scientific approach in improving junior high school students' speaking ability in learning English. Through interviews with several EFL teachers, this study identified various strategies used in teaching speaking, including strategy variations, relaxation, preparation, and conversation experiments. The results showed that strategy variations, such as making vlogs and discussion films, increased student engagement and built their confidence. Relaxation strategies helped reduce student anxiety, creating a supportive learning environment. Preparation before learning encouraged students to dare to speak, while conversation experiments encouraged critical thinking and collaboration. In addition, this study identified three factors that influenced the use of the scientific approach: logical thinking skills, the ability to observe, collect, and organize data, and the ability to formulate and test hypotheses. These findings indicate that the development of students' speaking skills depends not only on language proficiency, but also on critical and collaborative thinking skills. By implementing the right strategies and creating a supportive learning environment, it is expected that students can improve their English speaking skills significantly. This research contributes to the development of English language teaching methods that are more effective and relevant to the needs of students in the modern era.

**Keywords :** Speaking skill, Scientific Approach, Teacher's Strategies, Influential factors

## ABSTRAK

Kemampuan berbicara merupakan hal terpenting untuk memfasilitasi komunikasi yang efektif. Untuk meningkatkan kompetensi berbicara siswa, penerapan metode pendekatan saintifik dapat digunakan. Penelitian ini bertujuan untuk mengeksplorasi pendekatan saintifik dalam meningkatkan kemampuan berbicara siswa SMP dalam pembelajaran bahasa Inggris. Melalui wawancara dengan beberapa guru EFL, penelitian ini mengidentifikasi berbagai strategi yang digunakan dalam pengajaran berbicara, termasuk variasi strategi, relaksasi, persiapan, dan eksperimen percakapan. Hasil penelitian menunjukkan bahwa variasi strategi, seperti membuat vlog dan film diskusi, meningkatkan keterlibatan siswa dan membangun kepercayaan diri mereka. Strategi relaksasi membantu mengurangi kecemasan siswa, menciptakan lingkungan belajar yang mendukung. Persiapan sebelum pembelajaran mendorong siswa untuk berani berbicara, sementara eksperimen percakapan mendorong pemikiran kritis dan kolaborasi. Selain itu, penelitian ini mengidentifikasi tiga faktor yang memengaruhi penggunaan pendekatan saintifik: keterampilan berpikir logis, kemampuan mengamati, mengumpulkan, dan mengatur data, dan kemampuan merumuskan dan menguji hipotesis. Temuan ini menunjukkan bahwa pengembangan keterampilan berbicara siswa tidak hanya bergantung pada kemahiran berbahasa, tetapi juga pada keterampilan berpikir kritis dan kolaboratif. Dengan menerapkan strategi yang tepat dan menciptakan lingkungan belajar yang mendukung, diharapkan siswa dapat meningkatkan keterampilan berbicara bahasa Inggris mereka secara signifikan. Penelitian ini berkontribusi pada pengembangan metode pengajaran bahasa Inggris yang lebih efektif dan relevan dengan kebutuhan siswa di era modern.

**Kata kunci:** Keterampilan berbicara, Pendekatan Ilmiah, Strategi Guru, Faktor-faktor yang mempengaruhi

## PREFACE

Puji syukur kami panjatkan kehadirat Allah SWT, yang telah melimpahkan rahmat dan karunia-Nya serta memberikan petunjuk, kesehatan, dan kesabaran kepada saya sehingga proses penulisan skripsi saya yang berjudul “ **Teacher’s Strategies In Using Scientific Approach To Teach Speaking Skill For Junior High School Students**” dapat diselesaikan. Skripsi ini diajukan ke Jurusan Pendidikan Bahasa Inggris, UIN K.H. Abdurrahman Wahid Pekalongan, untuk memenuhi salah satu persyaratan memperoleh gelar Sarjana Pendidikan pada Jurusan Pendidikan Bahasa Inggris, Fakultas Ilmu Pendidikan dan Keguruan UIN K.H. Abdurrahman Wahid Pekalongan. Skripsi ini dapat terlaksana berkat dukungan dari berbagai pihak. Maka pada kesempatan ini, saya ingin menyampaikan rasa terima kasih yang sebesar-besarnya kepada:

1. Prof. Dr. H. Zaenal Mustakim, M.Ag., the rector of UIN K.H. Abdurrahman Wahid Pekalongan.
2. Prof. Dr. H. Muhlisin, M.Ag., the dean of the Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
3. Ahmad Burhanuddin, M.A., the head of the English Education Department, Faculty of Education and Teacher Training of UIN K.H. Abdurrahman Wahid Pekalongan.
4. My supervisor, Mrs. Eros Meilina Sofa, M.Pd., has given me suggestions, guidance, and time to write this thesis.
5. All lecturers and staff of UIN K.H. Abdurrahman Wahid Pekalongan's English Education Department always give knowledge, support, and information.

## TABLE OF CONTENTS

COVER.....	i
PERNYATAAN KEASLIAN SKRIPSI .....	ii
NOTA PEMBIMBING .....	iii
APPROVAL SHEET .....	iv
MOTTO .....	v
ACKNOWLEDGMENTS.....	vi
ABSTRACT.....	viii
ABSTRAK.....	ix
PREFACE.....	x
TABLE OF CONTENTS .....	xi
TABLE LIST .....	xiii
CHAPTER I.....	1
INTRODUCTION .....	1
1.1. Research Background.....	1
1.2. Research Question.....	3
1.3. Aims of the study .....	4
1.4. Operational Definition.....	4
1.5. Significance of The Research .....	4
CHAPTER II.....	6
LITERATURE REVIEW .....	6
2.1. Theoretical Framework .....	6
2.2. Previous Studies .....	20
2.3. Conceptual Framework .....	23
CHAPTER III .....	24
RESEARCH AND METHODOLOGY.....	24
3.1. Research Design.....	24
3.2. Setting and Participants .....	24
3.3. Data Collection.....	25
3.4. Data Trustworthiness.....	26
3.5. Data Analysis .....	27
CHAPTER IV .....	28
FINDINGS AND DISCUSSION .....	28

4.1. Findings.....	28
4.2. Discussion .....	50
CHAPTER V .....	64
CONCLUSIONS AND SUGGESTION .....	64
5.1. Conclusions .....	64
5.2. Suggestions .....	65
REFERENCE.....	67



## TABLE LIST

Table 3.1 Demographic data of the participants .....	25
Table 4.1 Findings .....	39



## **CHAPTER I**

### **INTRODUCTION**

#### **1.1. Research Background**

Speaking is the most important English skill that students must master (Brown, 2001). This speaking skill allows students to communicate effectively in various situations. Speaking means conveying something so that it can be understood by the listener. Brown (2004) argues that "speaking is an interactive process in constructing meaning that involves oral production, reception, and processing of information." In this context, it is very important to emphasize the role of speaking in education. The role of speaking in education is very important, because this skill supports the process of effective communication between students and teachers. Speaking skills allow students to express ideas, argue, and interact actively in learning. In addition, speaking helps students develop critical and creative thinking skills in learning. Speaking skills are very important in education because they are directly related to the overall learning process (Intiana, 2023). Although learning plays a role in education, students often face various difficulties, such as lack of confidence, difficulty pronouncing words correctly, limited vocabulary, and fear of making mistakes. In addition, ineffective teaching methods can also cause students to be less enthusiastic and have difficulty improving their speaking skills. In this case, a pronunciation teaching strategy is needed by teachers for their students.

Teaching strategies in pronunciation are an important approach in the language learning process, which aims to improve students' ability to speak and understand proper pronunciation. According to Nuraeni (2014), learning



strategies are general patterns of teacher and student behavior in realizing teaching and learning activities. Pronunciation strategy Refers to techniques or approaches used in pronouncing words or sentences clearly and effectively. In the context of communication, this strategy aims to ensure that the message conveyed can be understood well by the listener. Teaching pronunciation not only helps to distinguish sounds but also improves overall speaking skills (Harmer, 2007). In addition, teaching speaking is associated with the approach. The approach used in learning to speak greatly affects the effectiveness and achievement of student learning outcomes. By choosing the right approach, the speaker can ensure that the message is conveyed clearly and easily understood, thereby reducing the possibility of misunderstanding. The approach is designed to encourage students to think critically, communicate well, and apply speaking skills with the right approach, namely using a scientific approach (Syah, 2010).

The scientific approach is a learning process designed in such a way that students actively construct concepts, laws, or principles through the stages of observing, formulating problems, proposing or formulating hypotheses, and collecting data using various techniques (Hosna, 2014). In addition, the application of scientific methodology in educational activities not only improves students' ability to carry out observation or experimental tasks but also fosters the development of critical and creative cognitive skills needed for innovation and creation. Scientific methodology has the potential to foster students' attitudes, knowledge, and competencies. Therefore, teachers should use a scientific approach in the teaching and learning process (Zaim, 2017).

Educators who have extensive knowledge and innovative ideas are important components in the learning process, because they play an important role in refreshing classroom dynamics, thus encouraging student engagement and communicative participation. In the teacher's learning

process, of course, a strategy is needed so that learning can take place effectively. Porter (2012) defines strategy as an organization's unique approach to achieving its goals and how to convey its values. In addition, according to Nickols (2016), strategy is "perspective, position, plan, and pattern." He added that the formulation of a strategy depends on the goals to be achieved. Therefore, the methodology used in teaching and learning to speak must be in line with the goals that have been set from educational practices. However, the most important factor that supports the process of delivering and acquiring knowledge is the learning strategy used by the teacher. Teachers apply various learning strategies to achieve effective educational goals and improve students' speaking skills (Harmer, 2007). One common strategy used is cooperative learning, where students work in small groups to teach and support each other, thus creating a collaborative learning atmosphere. In addition, inquiry learning encourages students to explore and ask questions, which can develop their critical and creative thinking skills. Thus, these two strategies complement each other in creating a dynamic and interactive learning environment.

Thus, this study will focus on teachers' strategies in using scientific approach methods towards junior high school students' speaking skills, in addition to various factors that influence educators in facilitating students' speaking skills in English through the application of scientific approach methods. The main objectives of this study are to examine the strategies used by teachers in implementing scientific approaches to improve junior high school students' communication skills, as well as to determine the factors that influence the success of their teaching of speaking skills in the context of English learning.

## **1.2. Research Question**

According to the explanations above, this research has two questions that must be answered:

1. What strategies do teachers use to implement a scientific approach to teaching speaking to junior high school students?
2. Why do the teachers use strategies for teaching student's speaking skills using the scientific approach method?

### **1.3. Aims of the study**

The objectives of this study are as follows:

1. Analyze the strategies used by teachers in implementing a scientific approach to teaching speaking to junior high school students.
2. Describe factors that influence teachers in teaching speaking skills using the scientific approach method.

### **1.4. Operational Definition**

Based on the title of the a thesis proposal, the researcher provides several definitions as follows:

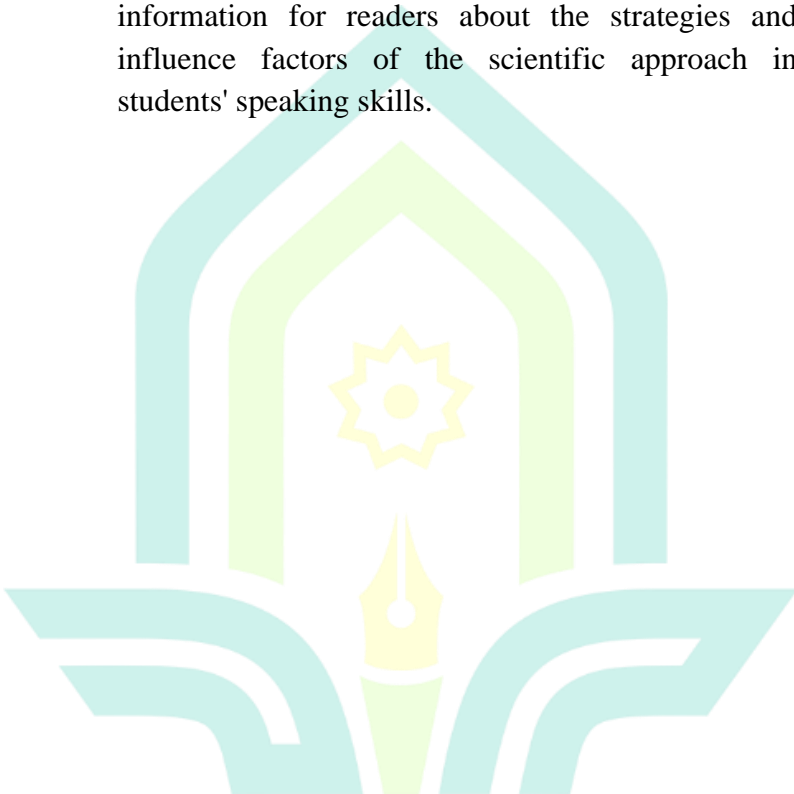
1. **Speaking Skill** : Speaking is one of the language skills that is very important for students to master in order to become good communicators (Brown, 2001).
2. **Scientific Approach** : The scientific method is the most efficient strategy in education, as it helps students acquire knowledge through their own endeavors during the learning process (Bruner, 1962).
3. **Influence Factors** : Factors that influence learning success, especially in the scientific approach, involve students' active participation in constructing their own knowledge (Rusman,2017).

### **1.5. Significance of The Research**

1. **Theoretical Significance** : This research will enhance the scientific approach theory through offering empirical proof on the efficacy of strategies

and methods for teaching speaking skills. By analyzing the experiences of teachers who have taught using the scientific approach method

2. Empirical Significance : This study will identify and analyze the factors that influence the scientific approach in improving students' speaking skills.
3. Practical Significance : This study provides information for readers about the strategies and influence factors of the scientific approach in students' speaking skills.



## **CHAPTER V**

### **CONCLUSIONS AND SUGGESTION**

#### **5.1. Conclusions**

The application of a scientific approach in learning speaking skills at the Junior High School (SMP) level shows high effectiveness in improving students' communication skills. In the learning process, teachers apply various strategies that encourage students to be actively involved, such as discovery-based learning, active learning, and constructive learning. These strategies provide space for students to not only receive information passively, but also to explore, discover, and build their own understanding of the material being studied. In addition, teachers also use a cooperative approach through group discussions, role plays, and oral presentations, which allow students to practice speaking in situations that resemble real contexts. In this way, students can improve their speaking skills gradually, starting from using simple language to being able to convey ideas coherently and logically. This scientific approach is in line with the three stages of knowledge representation proposed by Bruner, namely the enactive, iconic, and symbolic stages, which together strengthen students' conceptual understanding and communication skills.

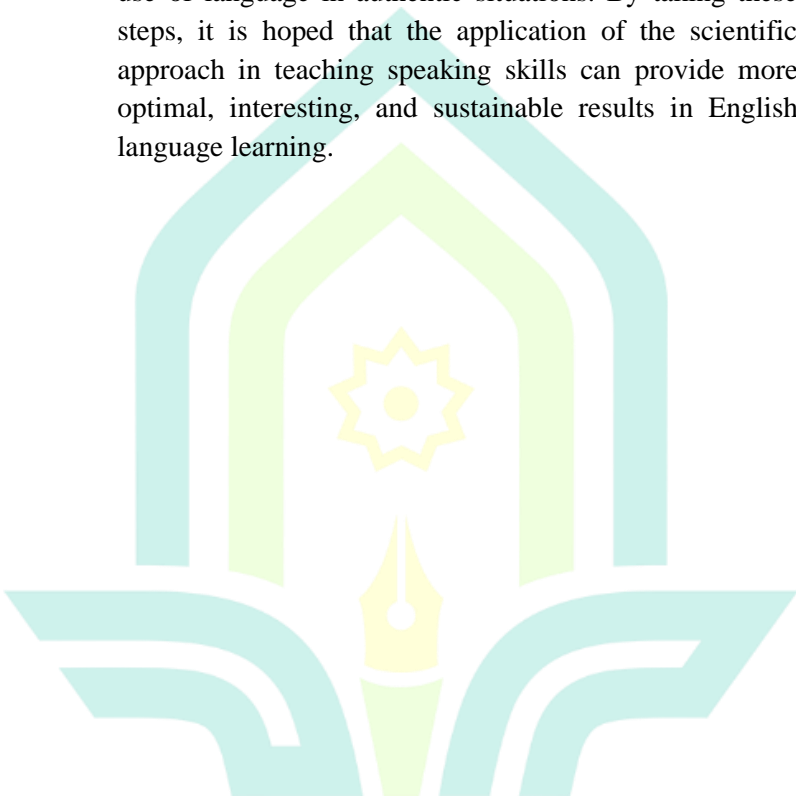
The success of implementing a scientific approach in teaching speaking skills is influenced by a number of important factors. One of the main factors is the active participation of students in every stage of learning, starting from observation, questioning, experimentation, to communication of results. This participation is key so that students feel in control of their learning process. In addition, support from teachers is also very influential, both in the form of guidance, feedback, and psychological encouragement that helps increase students' confidence in

speaking. An inclusive and supportive learning environment is also an important factor in creating a comfortable atmosphere for students to express themselves without fear of being wrong. Teachers are required not only to be conveyors of material, but also as facilitators who are able to create a classroom atmosphere that is conducive to the growth of students' social and emotional skills. This study also recommends training for teachers to expand their knowledge and skills in using innovative and interactive learning methods. In addition, the use of learning technology, such as audio-visual media, language learning applications, and digital platforms, is also recommended as a tool to increase student interest and involvement in the learning process. Overall, the scientific approach to learning speaking skills not only focuses on the technical aspects of speaking, but also supports the development of students' character, creativity, and critical thinking skills as important provisions in facing future challenges.

## 5.2. Suggestions

The suggestions from this study emphasize the importance of ongoing training for teachers so that they better understand and are able to apply the scientific approach effectively. In addition, the development of a curriculum that supports active learning strategies is needed, so that students have more opportunities to interact and collaborate. The use of technology in the learning process is also recommended for further research, namely to increase student engagement and provide access to various resources. Further research is needed to explore the long-term impact of the scientific approach in language teaching, as well as the effectiveness of the strategies applied in different contexts and levels of education. Further research can also investigate how students with different learning styles respond to the scientific approach, and how the approach can be adapted to support inclusive

and differentiated teaching. For teachers, it is important to continue to reflect on their teaching practices, actively seek professional development opportunities, and collaborate with fellow educators to share best practices in applying the scientific approach. Teachers are encouraged to integrate real-life contexts and communicative activities into speaking lessons to increase students' confidence and use of language in authentic situations. By taking these steps, it is hoped that the application of the scientific approach in teaching speaking skills can provide more optimal, interesting, and sustainable results in English language learning.



## REFERENCE

- A., Muhammad, Syafar., Rofiqoh, Rofiqoh., Maghfirah, Maghfirah. (2022). Applying Scientific Approach to Improve the Recommended Competencies of English Junior High School Teachers in Palu City. *Education Quarterly Reviews*, doi: <https://doi.org/10.31014/aior.1993.05.01.452>
- Adeoye-Olatunde, O. A., & Olenik, N. L. (2021). Research and scholarly methods: Semi-structured interviews. *JACCP: JOURNAL OF THE AMERICAN COLLEGE OF CLINICAL PHARMACY*, 4(10). 1358-1367. <https://doi.org/10.1002/jac5.1441>
- Anderson, LW (2001). Taksonomi untuk Pembelajaran, Pengajaran, dan Penilaian: Revisi Taksonomi Tujuan Pendidikan Bloom.
- Anggraeni, W., Wahibah, W., & Faqihuddin Assafari, A. (2020). Teachers' strategies in teaching speaking skills at SMAN 1 Palopo. *FOSTER: Journal of English Language Teaching*, 1(1), 83–97. <https://doi.org/10.24256/foster-jelt.v1i1.9>
- Bell, R. L., Blair, L. M., Crawford, B. A., Lederman, N. G. (2010). Engaging Students in Scientific Practices: A Review of Literature. *Journal of Research in Science Teaching*, 47(3), 265-290.
- Botley, S. (2017). English Pronunciation: A Handbook for Teachers and Learners. *Cambridge University Press*.
- Braun, V., & Clarke, V. (2006). Menggunakan analisis tematik dalam psikologi. *Penelitian Kualitatif dalam Psikologi*, 3(2), 77-101. <https://doi.org/10.1191/1478088706qp063oa>
- Brown, H. D. (2001). Assessing Speaking (Oral Proficiency Scoring Categories). California: Edits publishers.
- Brown, H. D. (2004). Language Assessment: Principles and Classroom practice Practices, USA: Longman
- Bruner, J. S. (1962). On Knowledge: Essays for the Left Hand. Cambridge, MA: Harvard University Press.
- Bruner, J. S. (1966). The Process of Education. Cambridge,



MA: Harvard University Press.

Dewey, J. (1938). *Experience and Education*. New York: Macmillan.

Faisal, Razi., Asnawi, Muslem., Dohra, Fitrisia. (2021). Teachers' strategies in teaching speaking skills to junior high school students. *English Education Journal*, doi: <https://doi.org/10.24815/eej.v12i3.19136>

Harmer, Jeremy. 2007. *How to teach English*. England: Pearson Education Limited.

Hattie, J. (2009). *Pembelajaran yang Terlihat: Sintesis Lebih dari 800 Meta-Analisis yang Berkaitan dengan Prestasi*. Routledge.

Heidy, Wulandari. (2020). Strategies in Teaching Speaking used by Teachers of Young, Junior High School, Senior High School, and University Students. doi: <https://www.doi.org/10.33633/ES.V3I02.4225>

Helda, Syahrani. (2022). National Standards of Education in Contents Standards and Education Process Standards in Indonesia. *Indonesian Journal of Education (INJOE)*.

Herlina, E., Gatriyani, N. P., Galugu, N. S., Rizqi, V., Mayasari, N., Feriyanto, Junaidi, Nurlaila, Q., Rahmi, H., Cahyati, A., Wahyudi, Ratnadewi, Azis, D. A., & Saswati, R. (2022). *Strategi Pembelajaran*. TOHAR MEDIA.

Hosnan. 2014. *Pendekatan Saintifik Dan Kontekstual Dalam Pembelajaran Abad 21*. Bogor: Ghalia Indonesia.

Indah, Citra, Raflesia, Juwita, Boneka, Sinaga. (2019). Application of scientific approach to improve students' speaking ability.

Johnson, D. W., & Johnson, R. T. (1994). *Learning Together and Alone: Cooperative, Competitive, and Individualistic Learning*

Johnson, D. W., Johnson, R. T. (2009). An Educational Psychology Success Story: Social Interdependence Theory and Cooperative Learning. *Educational Psychologist*, 44(2), 95-104.

Jondeya, R.S. The Effectiveness Of Using Information Gap On Developing Speaking Skills For The Eighth Graders

- In Gaza Governorate Schools. Diss.Al-Azhar University-Gaza, 2011.
- Kiki, Septaria, Reny, Rismayanti. (2022). The Effect of Scientific Approach on Scientific Creativity and Cognitive Learning Outcomes of Junior High School Students. *Journal of Research and Assessment of Educational Sciences*, <https://doi.org/10.36312/esaintika.v6i3.955>
- Lulus, Irawati., Uphy, Riska, Nirmalasari., Erlik, Widiyani, Styati. (2021). Teacher's Questioning Strategies Used in the English Speaking Class of Junior High School. *Journal on English Language Teaching*, doi : <https://dx.doi.org/10.21462/jeltl.v6i2.566>
- Maharani, P. Y., & Murdiono, M. (2021). Vlogs as a learning media to foster students' creativity and communication skills. *Jurnal Pendidikan Sosial*, 31(2), 120-128. <https://doi.org/10.21831/jps.v31i2.xxxx>
- Mardawani. 2020. *Praktis Penelitian Kualitatif*. Yogyakarta: Deepublish Moleong, L. 2015. *Metodologi penelitian kualitatif* (Edisi revisi). Bandung : PT Remaja Rosdakarya.
- Maria, Orsela, Dwi, Mudyastuti., J., Priyanto, Widodo. (2019). Improving students' ability in speaking using the scientific approach of eighth grade of smpk panti parama pandaan. <https://doi.org/10.37081/ED.V7I4.1379>
- Nunan,D.(2002). Listening in Language Learning In J. C.Richards&W. A.Renandya (Eds.), *Methodology in Language Teaching:An Anthology of Current Practice* (pp. 238–241). Cambridge: Cambridge University Press.
- Nuraeni, 2014. *Strategi Pembelajaran Untuk Anak Usia Dini*. PRISMA SAINS Vol 2 No 2.
- Tomlinson, C. A. (2001). *How to Differentiate Instruction in Mixed-Ability Classrooms*.
- Porter, M.E. (2012). *Competitive Strategy: Techniques for Analyzing Industries and Competitors*. New York: Free Press.

- Razi, F., Muslem, A., & Fitrisia, D. (2021). Teachers' strategies in teaching speaking skills to junior high school students. *English Education Journal*. <https://doi.org/10.24815/EEJ.V12I3.19136>
- Rusman 2017 Belajar & Pembelajaran Berorientasi Standar Proses Pendidikan Jakarta: Prenada Media Group.
- Rohana Hariana Intiana, S. (2023). Kemampuan Berbicara Siswa Kelas V SD Dalam Pembelajaran Bahasa Indonesia. 9(4), 2164–2170. <https://doi.org/10.31949/educatio.v9i4.6250>
- Shelawati, Rizqi Ningsih., Muhamad, Sofian, Hadi. (2019). 2. Multiple Intelligences (MI) on Developing Speaking Skills. doi: 10.24853/ELIF.1.2.127-136
- Syah, M. 2010. Psikologi Pendidikan dengan Pendekatan Baru. Bandung: PT. Remaja Rosdakarya.
- Vebionita, Megi, Putri., Yaswinda, Yaswinda. (2022). Developing Scientific Based Pop Up Media for Children Speaking Skill Development. *Advances in social science, education and humanities research*, <https://doi.org/10.2991/assehr.k.220602.053>
- Vigotsky, A. D., Halperin, I., Lehman, G. J., Trajano, G. S., & Vieira, T. M. (2018). Interpreting signal amplitudes in surface electromyography studies in sport and rehabilitation sciences. *Frontiers in physiology*, 985.
- Wahyuni, S., & Setyorini, L. (2000). *English Grammar: A Guide to Sentence Structure and Meaning*.
- Yamin, M. (2013). Strategi dan Metode dalam Model Pembelajaran. Jakarta: Gaung Persada Press.
- Yin, R. K. (2003), Case Study Research: Design and Method (S. Robinson (ed.); 3rd ed., Vol. 5). SAGE Publication, Inc.
- Zaim, M. (2017). Implementing a scientific approach to teach English at senior high school in Indonesia. *Asian Social Science*, 13(2), 33–40. <https://doi.org/10.5539/ass.v13n2p33>
- Zimmerman, B. J. (2002). Becoming a self-regulated learner: An overview. *Theory into Practice*, 41(2), 64–70.

## **CURRICULUM VITAE**

Name : Putri Fidiasari  
Student Number : 2521089  
Place and Date of Birth : Pemalang, 10 March 2004  
Address : Desa Blendung Wetan, RT 03/ RW  
09, Kecamatan Ulujami,  
kabupaten Pemalang Jawa Tengah

### **Educational Background :**

1. SD Negeri 02 Kertosari (2014)
2. MTS Nurul Ulum (2017)
3. MASS Hadirul Ulum (2020)
4. English Education Department, Faculty of Tarbiyah and Teacher Training, UIN K.H. Abdurrahman Wahid Pekalongan (2025)