CHAPTER I
INTRODUCTION

This chapter presents the nature of the research. In detail, this chapter consists of the background of the research, research questions, aims of the research, limitation of the research, significance of the research, clarification of the key terms, and organization of the paper.

1.1 Background of the Research

On July 2013, the education system in Indonesia has been changed to a new curriculum namely the 2013 curriculum. According to the new structure and content in the 2013 curriculum, there are some changes, including improving and balancing soft skills and hard skills which is needed to be done by students and lead by teachers. It means that with new curriculum being used, all people related to educational world would be affected directly from any changes in the curriculum. This is supported by Arifin (2012) saying that curriculum change means also changing humans, namely teachers, coaches of education, and those who care about education.

Alberty in Nasution (1988, p. 11) defines curriculum as all the activities provided to students under the responsibility of the school so that the curriculum is not only limited to the activities in the classroom, but also covers the activities done by the students outside of the classroom. Curriculum can be said as a book or a document that is used as guidance for teachers in the learning process. The curriculum can also be seen as a product that is expected to be achieved by students and as a process to achieve it. The success of a curriculum is not something that can be achieved in a short time. The curriculum can also be interpreted as something that is alive and valid for a certain period of time and need to be revised periodically in order to keep relevant with the times (Benchmark. 2010). This is in line with Lie (2012) that the success of a

curriculum is a long process, starting from the crystallization of ideas and ideals of education, curriculum design, formulation, preparation of teachers and other personnel, and facilities and infrastructure, governance of curriculum implementation including learning and assessment in the curriculum.

The 2013 curriculum provides a new approach to the teaching and learning process. This gave rise to the scientific approach which aims to develop the students' attitude, skill and knowledge. It is listed in the constitution No.20/2003 that the learning outcome of the teaching and learning activity using a scientific approach in the 2013 curriculum is to produce Indonesian people that are productive, innovative creative, affective, through the attitude, skill and knowledge that are integrated. So, it is necessary for the students to be more active in the learning process that will support the aspects mentioned above. Dyers (2011) stated that the ability of creativity can be obtained through observing, questioning, experimenting, and associating. It is necessary for the curriculum to be based on observing, questioning, experimenting and associating in order to improve the creativity of learners. In addition, McCollum (2009, p. 71), the important components of teaching using scientific approach are providing learning that can increase a sense of curiosity, developing the skill of observation, analyzing and communicating.

On English subject, there are four language skills, namely speaking, listening, reading and writing that should be mastered by the students. Speaking is a difficult skill to perform by junior high school students due to several reasons like anxiety and unconfident. Most of the students got stuck because they did not know what they wanted to say. They made many mistakes in speaking English like grammatical and pronunciation errors. Regarding this, Harmer (2007, p. 121) says that there are two elements of speaking, which become problems for students that are accuracy and fluency. He further says that if students want to speak English fluently and accurately, they need to be able to pronounce the words

correctly and speak without mistakes in grammar. Those elements are very important for students in speaking English. This is in line with Brown (2001, p 118), he said that one of the important skills in language learning classroom is speaking. Speaking is also defined as active productive skill of oral communication. However, there are several factors that hamper students in developing speaking skill: (1) the limited opportunities for the students to speak in class, (2) the lack of variety of teaching techniques used by the teacher in class, (3) the teaching strategy application was monotonous that made the students bored and disinterested in studying English (Buzanni, 2008). However, this should be a challenge for the teachers to develop an interesting and motivating technique to make the students involved in the classroom activities.

Regarding a number of statements above, the implementation of 2013 curriculum can't be separated from the role of a teacher. In teaching speaking based on the 2013 curriculum, there are two things that must be done by the parties involved in the 2013 curriculum. The first thing is the role of teachers in teaching speaking based on the 2013 curriculum in which it will affect the outcome of the 2013 curriculum. In other words, the success of teaching speaking based on the 2013 curriculum is strongly affected by how the teachers teach in the class and whether or not the steps used by the teachers in teaching and learning activities in the classroom have been appropriate to the steps in the 2013 curriculum. The second is the readiness of teachers in facing the difficulties in teaching speaking based on the 2013 curriculum that will often occur in teaching speaking.

There had been very few research on the implementation of teaching, speaking based on the 2013 curriculum. The similar studies that can be found are conducted by Tutus (2014) who investigated the problem faced by English teachers in implementing the 2013 curriculum and Wahyu (2015) who investigated the procedure of teaching English and to describe the evaluation system in teaching using the 2013 curriculum.

Therefore, in conducting this study, the writer tried to investigate classroom practices in teaching speaking based on the 2013 curriculum in Junior High School and based on the integrated skills, the focal point of this research will be teaching speaking based on the 2013 curriculum.

1.2 Research Questions

Based on the background mentioned before, the researcher would like to address the following questions:

1. How do teachers teach speaking based on the 2013 curriculum?
2. What are the difficulties of applying the 2013 curriculum in teaching speaking?

1.3 Aims of the Research

In the previous section, the background information regarding the topic has been presented briefly. Hence, the aims of the research will be:

1. To investigate how teachers teach speaking based on the 2013 curriculum.
2. To find the difficulties faced by teachers in applying the 2013 curriculum in teaching speaking.

As the result, this research will determine teachers' suitability in applying the 2013 curriculum and the difficulties that they faced in teaching speaking.

1.4 Limitation of the Research

Based on the research question above, this study will focus on investigating whether or not the 2013 curriculum is truly implemented in teaching speaking and to find out the teachers' understanding regarding to the implementation of the 2013 curriculum. The context of the study was limited to teaching speaking, especially seventh grade of junior high school in Bandung.

1.5 Significance of the Research

Since this study is aimed at investigating classroom practices in teaching speaking based on the 2013 curriculum, it is hoped that the contribution in theory and practice will be given for future research.

In terms of theory, it is hoped that this study will have an important role in developing theories of classroom practices in teaching speaking based on the 2013 curriculum.

In practice, it is hoped that this research can be used as a reflection for future classroom practices in teaching speaking based on the 2013 curriculum. Therefore, the demerit of classroom practices in this research can be perfected for future generation.

1.6   Clarification of the Key Terms

To avoid misunderstanding in this chapter, the researcher has clarified the following terms:

The terms used in this study need to be clarified in order to understand more the idea underlying the title of this study.

1. Curriculum

The curriculum is an educational device that answers to the needs and challenges of society. Etymologically, Curriculum is derived from the Latin word *currere* meaning run fast and advanced rapidly. Many definitions of curriculum have been ever suggested by experts. The definitions are operational and help the process of curriculum development, but the understanding proposed is never complete. There is an expert who argued that the curriculum is a written plan (Tanner, 1980), while 2013 curriculum is a curriculum that is set up to prepare for the rise of education sector in Indonesia with a system in which students are more active in learning activities.

2. Speaking

Speaking is an interactive process of constructing meaning that involves producing and receiving and processing information (Brown, 1994; Burns & Joyce, 1997).

1.7   Organization of the Paper

This paper is organized into five chapters as follows:

CHAPTER I: INTRODUCTION

This chapter presents the background of the research, research questions, aims of the research, limitation of the research, significance of the research, and the clarification of the key terms.

CHAPTER II: THEORITICAL BACKGROUND

This chapter deals with theoretical frameworks related to the topic of the research.

CHAPTER III: RESEARCH METHODOLOGY

This chapter describes the methods of the research, techniques for collecting and analyzing the data.

CHAPTER IV: FINDINGS AND DISCUSSION

This chapter reports result of data analysis including findings and discussions of translation procedures found in the text, and finding and discussion on translation quality of the text.

CHAPTER V: CONCLUSION AND SUGGESTIONS

This chapter conveys conclusion and suggestions which are in accordance with the result of the research.

1.8   Concluding Remark

This chapter has presented a brief introduction of the study covering the background of the research, research questions, aims of research, the scope of the research, the significance of the research, clarification of the key terms, and

organization of the paper. In the next chapter, the theoretical foundation of this research will be elaborated.