

**STRATEGIES USED BY THE TEACHER IN TEACHING SPEAKING
IN *MERDEKA CURRICULUM* AT SMP N 13 SURAKARTA**



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APPROVAL

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Abstrak

Pembelajaran bahasa asing khususnya bahasa Inggris telah dijadikan sebagai alat strategi dan strategi pengembangan sumber daya manusia pada berbagai masa dalam sejarah pendidikan di dunia ini. Mengajar bahasa Inggris bukanlah hal yang mudah. Dengan tingkat keterampilan yang berbeda di setiap kelas, guru harus menggunakan strategi yang efektif yang memungkinkan siswa untuk mempelajari materi. Strategi belajar mengajar dapat disebut sebagai metode yang dipilih oleh guru untuk menyampaikan materi pembelajaran dalam lingkungan belajar tertentu, sehingga tujuan pembelajaran dapat tercapai secara efektif dan efisien. Dari pernyataan tersebut, peneliti menganalisis strategi yang digunakan oleh guru dalam mengajar berbicara di Kurikulum Merdeka. Tujuan penelitian ini adalah (1) Untuk mengetahui strategi guru dalam mengajar berbicara dalam Kurikulum Merdeka; (2) Mendeskripsikan penerapan strategi-strategi yang digunakan guru dalam mengajar berbicara dalam Kurikulum Merdeka; (3) Untuk mengetahui tantangan apa yang dihadapi guru dalam mengajar berbicara dalam Kurikulum Merdeka. Desain penelitian ini adalah deskriptif kualitatif. Subyek penelitian ini adalah dua guru Bahasa Inggris yang mengajar di kelas VII SMP Negeri 13 Surakarta. Data penelitian ini dikumpulkan dengan kuesioner dan didukung dengan wawancara. Data yang terkumpul dianalisis dengan teori Miles dan Huberman dalam Sugiyono, yaitu reduksi data, penyajian data, dan penarikan kesimpulan. Untuk menunjukkan keterpercayaan data, penelitian ini menggunakan triangulasi metodologi. Hasil penelitian ini menunjukkan bahwa guru bahasa Inggris menggunakan dua strategi dalam mengajar berbicara dalam Kurikulum Merdeka yakni menggunakan strategi bermain peran dan tanya jawab. Kemudian, guru menerapkan strategi tersebut berdasarkan modul dan prosedur pengajaran yaitu pra kegiatan, inti kegiatan dan pasca kegiatan. Kemudian, tantangan yang dihadapi oleh guru bahasa Inggris ketika diajarkan berbicara adalah hambatan siswa seperti siswa merasa malu, tidak percaya diri, khawatir membuat kesalahan, kemudian kurangnya kosa kata siswa, pasif dalam berpartisipasi, lebih suka menggunakan bahasa asli daripada bahasa Inggris, dan kesulitan dalam menerapkan kebijakan kurikulum baru.

Kata Kunci: Strategi Mengajar, Pengajaran Berbicara, Kurikulum Merdeka

Abstract

Learning foreign languages, especially English, has been used as a strategy tool and strategy for human resource development at various time in the history of education in this world. Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teaching and learning strategies can be referred as the method chosen by the teacher to deliver learning material in a particular learning environment, so that learning objectives could be achieved effectively and efficiently. From these statements, the researcher analyzed strategies used by the teacher in teaching speaking in *Merdeka Curriculum*. The objectives if this research were (1) To find out the teacher strategies in teaching speaking in Merdeka Curriculum; (2) To describe the implementation of the strategies used by the teacher in teaching speaking in Merdeka Curriculum; (3) To find out what challenges faced by teacher in teaching speaking in *Merdeka Curriculum*. The design of this research was a descriptive qualitative. The subjects of this research were two English teacher who teach in seventh grades of SMP Negeri 13 Surakarta. The data of this research was collected by questionnaire and supported by interview. The collected data was analyzed by Miles and Huberman theory in Sugiyono, they were data reduction, data display, and drawing

conclusion. To pointed out trustworthiness of the data, this research used methodological triangulation. The result of this research showed that English teachers used two strategies in teaching speaking in *Merdeka Curriculum*. They were role play and answer question as strategies in teaching speaking. Then, the teachers implemented these strategies based in module and teaching procedure which were pre activity, whilst activity and post activity. Subsequently, the challenges faced by English teacher when taught speaking were students' inhibition such as the students felt ashamed, unconfident, worried about making a mistake, then the students' lack vocabulary, passive in participation, used preferred to speak native language than English, and difficulties in applying new curriculum policy.

Keywords: Teaching Strategies, Teaching Speaking, Merdeka Curriculum

1. INTRODUCTION

Learning foreign languages, especially English, has been used as a strategy tool and strategy for human resource development at various time in the history of education in this world. Indonesia education system obliging, students at junior high school and senior high school level must pass an English examination for graduating. That means learning English as a foreign language is very important especially in the world of education. This is also based on the explanation from Balan (2011) which states the importance of English as an international language where by education and cultures are exchanged at all levels. In educating students, the teacher plays an important role in the school. According to Fedderholdt (1997) the importance of using appropriate language learning strategies can increase language skill in a better way.

Teaching English is not easy. With different levels of skill in each class, teachers must use effective strategies that allow students to learn the material. Teaching and learning strategies can be referred as the method chosen by the teacher to deliver learning material in a particular learning environment, so that learning objectives can be achieved effectively and efficiently. In relation to teaching and learning, the use of the term strategy is intended as a teacher's effort to create an environmental system that allows the teaching process to occur. It means that the teaching objectives that have been formulated previously can be achieved in terms of usefulness and results. Teachers are required to have the ability to manage all the components needed so that the teaching materials provided can be well received by students.

However, the current situation has altered everything. The new environment, particularly in education, began at the end of 2019, when the world, including Indonesia, was confronted with the coronavirus, also known as the covid-19 pandemic. The COVID-19 outbreak is still ongoing. However, signs of everyday life are becoming more visible. However, the previous two years' events have left the Indonesian educational system with a number of

issues. There was a delay in completing the 2013 Curriculum due to students studying online at home. Following the COVID-19 epidemic, the government issued the Merdeka Curriculum Policy. The autonomous curriculum was launched on February 11, 2022. This was done in an attempt to revive learning during the Covid 19 pandemic. The government, led by the Minister of Education, announced a plan for enhancing the Independent Curriculum as the final step in reestablishing learning that had been disrupted by the pandemic (Yudhawasthi & Christiani, 2021). As an additional option to reestablish picking up in 2022–2024, this instructional program is provided to training units. In 2024, the government will evaluate the public education system and provide assessments during the period of learning recovery.

The model educational program now goes by the name Merdeka Curriculum, which was duly dispatched by the Minister of Education and Technology. The Human Resource *'Kurikulum Merdeka'* from Design to Implementation in the School: What Worked and What Not in Indonesian Education educational program to be used in each school's unique training units might still be chosen at this time. 2013 choices about educational programs include Emergency and Independent Curriculum. The Independent Learning Curriculum represents the development and implementation of a crisis educational program launched to address the effects of the Covid-19 pandemic. Understanding Independent Learning is a process that is used to allow students to select the things that interest them (Supriyono, 2022).

2. METHOD

This study belongs to qualitative research. In this case, the researcher concerned with one of the educational institutions, that was, SMP Negeri 13 Surakarta. As an object of observation is the strategies used by the teacher in teaching speaking in Merdeka Curriculum. The subjects involved in this research were two English teacher at seventh grade. The object of this study was the strategies used by the teacher in teaching speaking in Merdeka Curriculum.

The primary data were the answers to the document and field notes of interview and observation result. By doing the methods, the researcher could get some information needed which deal with the teacher strategies in teaching speaking in Merdeka Curriculum. The documents included the ATP, the material, the students' worksheets, field notes of observation and recording.

The data were collected through guided interview, direct observation, and documentation. To measure data validity, the researcher used triangulation method. In this study, the researcher used methodological triangulation. The researcher compared the data he

found in observations, data from interviews and documents to validate the data. The technique of data analysis in this research was qualitative analysis.

3. RESULT AND DISCUSSION

3.1 Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum

Based on the findings of the observation sheet, the researcher discovered three strategies for teachers to use when teaching speaking skills in the *Merdeka Curriculum* at SMP Negeri 13 Surakarta. They were role play and answer and question. The researcher discovered that the role play strategy can be used to improved students' speaking skills and was extremely beneficial in the classroom. Both teacher participants believed that role play helped students to improved their speaking skills and gave them the opportunity to acted out a given situation.

The findings showed that there were two strategies used by teacher in teaching speaking in *Merdeka Curriculum*, they are Role Play and Answer and Question technique as strategy to teach speaking. Kayi (2006) mentioned there were some techniques that teacher could use in teaching English speaking such as role play, discussion and answer question. The findings were aligned with a study by Anjaniputra (2013) which explained that the strategies used by the teacher were cooperative activities, role-play, creative tasks, and drilling. In the meantime, students' response towards the strategies resulted in positive attitude as they responded that the strategies helped them to speak, as well as concerned oral production of students whose participation was emphasized. Role plays can be used effectively in the classroom to provide students with real-world scenarios to helped them learn. Therefore, the researcher discovered that the teacher at SMP Negeri 13 Surakarta used another strategy, which was answer and question. This strategy can help students to improve the speaking ability.

3.2 The Implementation of Strategies in Teaching Speaking in Merdeka Curriculum

In applied the role play strategies in teaching speaking, the teachers asked students to made a group and acted out based on the situation or scenario, then with their friend the students asked to presented in front of the class based on the situation or scenario the got. This result was similar to the study from Handayani (2019) stated that the students create a dialogue in which the expression "giving instructions" is used. After finishing the dialogue, the students must come forward to present their work orally. Fitriasia (2021) implied that in the classroom, both of the teachers intended to apply the scripted role play. Teachers used role play to have students act out specific ways of interacting with others in fictitious situations. After that, the students asked to acted the dialogue based on the situation in front of the class. Therefore, Zuri (2019) pointed out that in implemented role play technique as strategy to teach speaking, the students

are asked to take on roles, communicate with others, and interact with their classmates. This could certainly improve students' speaking abilities, even if their dialogue, sentences, and vocabulary are limited, but it could still help their ability to speak English.

Then the second strategies found in this research was answer and question. The researcher pointed out that when they implemented the answer question technique, the teachers gave students a picture to triggered questions from students and encouraged them to think. As maintained by Wilhelm (2007), students were able to develop their ideas using guided question. In term of classroom procedure, learning activities with these strategies consisted of 3 (three) stages, namely pre activity, whilst activity, and post activity. It was similar with a study by Rochman (2014) which implemented of role play in teaching English through pre activity, whilst activity, and post activity.

3.3 Challenges faced by the teacher in teaching speaking in *Merdeka Curriculum*

Challenges faced by the teacher in teaching speaking were students' inhibition such as students felt unconfident, shy, frightened about making an error or mispronouncing, students' lack of vocabulary, students' lack motivation, and students preferred to responded or spoke in their native language rather than English. According to Penny Ur (2000), other problems that teachers frequently face are related to individual learners' personalities and attitudes toward the learning process, particularly learning to speak. Fear of making mistakes, losing face, criticism, and shyness, students struggle to find motivation to speak, form opinions, or make relevant comments. Low or uneven participation is frequently caused by the tendency of some students to dominate the group.

Learners find it easier or more natural to express themselves in their native language, which is especially common in less disciplined or less motivated classes. This finding was similar with the study from Wijayanti (2018), she revealed that the students are lack vocabularies, some students are silent and did not brave to talk, and also mispronunciation. Therefore, Maryanti (2018) implied that there were five obstacles during the teaching process; some students disturb their friends, ignore the learning process, bully their friends, lack in vocabulary, and possess limited teaching and learning duration. Then, Arodjiah (2020) inferred that the problems faced by the English teacher is the speaking problems as stated by Penny Ur (2000) they are: inhibition, nothing to say, low or uneven participation, and mother-tongue use.

Therefore, the obstacle faced by the teacher was difficulties in applying new curriculum policy. Because of the Merdeka curriculum, there's a bigger vision and targets that needed to be achieve, therefore it's difficult for teacher to apply it in class as it's still a new thing we as a teacher experience. It aligned with study conducted by Damayanti and Muhroji (2022), she

revealed that the difficulty of the teachers in managing the class, especially in adjusting between the learning steps that have been prepared in the lesson plans with teaching and learning activities, particularly for the lower-tier classes; in the syntax learning steps, the learning method is not appropriate or not in sequence. Mu'arifin (2022) said that the teachers have difficulty and do not know in compiling or making learning tools or what is currently known is teaching modules that emphasize soft skill elements. It could be conclude that implementing the existing developed freedom curriculum in the sense of the development would be challenging.

4. CLOSING

Strategies used by the English teacher to teach speaking in Merdeka Curriculum at SMP Negeri 13 Surakarta were role play and answer question. Role play use by the teacher in teaching specific material such as expression of greeting and parting. The best and most effective strategies for teaching students to speak are role plays and answer question strategies, which have been implemented by teachers. Because this strategy is thought to be effective in teaching students to speak. Students' responses to the strategies reveal positive attitudes, as they stated that the strategies assisted them in speaking, as well as concern for oral production of students whose participation was emphasized. Thus, it is suggested that teachers use strategies for teaching speaking that are appropriate for the characteristics and level of proficiency of their students, and that they provide materials that encourage students to be active by applying different available media for the implementation of teaching speaking.

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