CHAPTER I

INTRODUCTION

A. Background of Study

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).

Dealing with this new normal, Daud (2020) argues the learning revolution during the pandemic. This revolution demands us to have (1) New mindset; (2) New Learning Approach; (3) New Normal Curriculum; (4) New Media; (5) New Pedagogy (6) and New Assessment. First, our mindset should be changed during this pandemic. We can not teach the students in the same manner as we usually use. Online learning is a must during this pandemic. Therefore, the teacher should prepare a lot of tools and skills to adapt to this new normal. Thus, the learning revolution has become a challenge during this new normal, especially in speaking class.

According to Mrs. AK, one of the English teachers at SMP N 13 Surakarta, was explaining that the implementation of the learning process in normal times is very different from learning done today because the short time is a challenge that teachers have to go through, especially teachers at SMP N 13 Surakarta. So, it is necessary to apply a strategy that can make the learning process run effectively and get the goals that have been set in accordance with the learning objectives in the current curriculum.

The curriculum is one of the important tools in achieving the success of quality education. Without a good and appropriate curriculum, it will be difficult to achieve the educational goals and objectives that are aspired to. The curriculum needs to provide a broad place for the application of science and technology for students and the younger

generation in general because advances in science and technology have caused education to always need to maintain relevance and balance with existing conditions. It is the reason why the curriculum has a central position in the entire educational process.

To analyze how the teacher used appropriate strategies to teach speaking in Merdeka Curriculum. So, in this research, the researcher wants to study further by conducting research with the title *"Strategies Used by the Teacher in Teaching Speaking in Merdeka Curriculum at SMP N 13 Surakarta"*

B. Identification of the Problems

The problems of this research can be identified as follows:

1. A change in the learning system
2. A change in learning models
3. The difficulties in explaining the material
4. Teacher needs more efforts to make student to be more confident in speaking English.
5. Teacher needs more ways to make student are interested in English.
6. Teaching strategy is less precise affecting student.
7. Daily conversation is not applied effectively.

C. Scope and Limitation

The scope of this research was focused on teaching speaking at SMP N 13 Surakarta. The problem is limited as teacher strategies in the new curriculum policy in teaching English of the seventh grader student at SMP N 13 Surakarta.

D. Problem Statement

Based on the problem limitation above, the researcher formulated some problem as follows:

1. What are the strategies used by the teacher in teaching speaking in Merdeka Curriculum at SMP Negeri 13 Surakarta?
2. How did the teachers implement these strategies at SMP Negeri 13 Surakarta in Merdeka Curriculum?

3. What are the challenges faced by the teacher in teaching speaking skill in "Merdeka Curriculum" at SMP Negeri 13 Surakarta?

E. The Objectives of the Study

Based on the problem statements above, the objectives of this research are:

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 the challenges faced by teacher in teaching speaking in Merdeka Curriculum.

F. The Benefits of the Study

This study is significance. The research result is expected to be able to give some benefits both theoretically and practically:

1. Theoretically Benefits

This research can be useful as a source of reference for relevant on strategies in teaching speaking and as input for increasing knowledge about strategies in teaching speaking in Merdeka Curriculum at Secondary School.

2. Practically Benefits
   a. For Teacher

   Teacher can implement strategies in teaching speaking that is efficient for the learning process, and facilitate students to improve learning outcomes.

   b. For Students

   The result of this study was expected to help students gain the knowledge about learning speaking in Merdeka Curriculum.

   c. For the Researcher

   The result of this study was expected to be used as consideration or preview for the next researchers in doing the same field of the study.