

## CHAPTER I

### INTRODUCTION

#### 1.1. Research Background

Nowadays many schools in Indonesia are implementing 2013 Curriculum as the reference in the teaching and learning process. 2013 Curriculum is designed to meet the learning model of 21<sup>st</sup> century education. The purpose of 2013 Curriculum is creating new model in teaching and learning English. According to Ministry of Education and Culture as stated in Permendikbud No. 58 Tahun 2014, 2013 Curriculum is competency-based curriculum which has characteristic namely, (1) the formulation of basic competencies are developed from core competencies, (2) learning indicators are formulated from the basic competencies, (3) learning activities are designed to achieve learning indicators, and (4) learning indicators are used to measure the students' competence.

There are some differences and strengths between 2013 Curriculum and the previous curriculum which called as School-Based Curriculum. The strength is 2013 Curriculum is producing productive, creative, and innovative human resource by strengthening the integrated affective, cognitive, and psychomotor domain. Then one of the differences of 2013 Curriculum and the previous curriculum can be seen in terms of approach which is applied in designing the learning activities. In the previous curriculum the approach used was different for every subject matter. The learning process in School-Based Curriculum more focused on the knowledge, in which the students learnt through exploring, elaborating, and confirming information. Meanwhile, according to Permendikbud No. 13/2014 2013 Curriculum applies scientific approach for all subject matters.

The learning process in 2013 Curriculum is not only focused on the knowledge, but also focused on the skills and the affective. The learning activities which applies Scientific Approach are designed in five main procedures namely, (1) observing, (2) questioning, (3) exploring, (4) associating, and (4) communicating. By integrated those five main procedures the students will change their role from the passive participant who only listen to the teacher's explanation become the active participant. It means that the students not only listen to the teacher's explanation, but they also required to involved themselves into the learning process by read, write, speak, and discuss or to be engaged in solving the problem and gaining knowledge.

English as the Foreign Language in 2013 Curriculum has several skills that should be involved in the learning process in 2013 Curriculum such as writing, listening, and speaking. In this research the writers tend to focus on the speaking skills during the learning process as speaking is the important skills in language learning and it is the key of the active communication. Hammer (2007) as cited in Wahyuni (2016) defines speaking as the ability to speak fluently and presupposes not only knowledge of language features, but also the ability to process information and language 'on the spot'. While Chaney (1998) in Wahyuni (2016) states that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context.

Based on the preliminary observation in SMP Negeri 1 Singaraja, the researcher found that the teacher implemented and integrated the Scientific Approach in the learning process. In implementing the five main procedures of Scientific Approach in the learning activity the researcher still found out several

problems. Based on 2013 Curriculum the Scientific Approach consists of five main procedures that should be integrated in the class. The details of the activities should be in accordance with the stages of the Scientific Approach in which the first stage is Observation, the second is Question, the third is Exploration, and then continued by Association, and the last is Communication. Reflecting on the provisions the first problem that is often found is the teacher sometimes does not apply it well. The researcher observed that the teacher sometimes missed several stages. In 2013 Curriculum the students are required to become active participant in the classroom and have to follow the teacher's instruction during the lesson. The second problem that often found by the researcher is in the process of communicating each of the learning phases in 2013 Curriculum there still several problems such as the students which is not fully engaged in the classroom and the communication which sometimes goes in one way communication. To trigger the students to be active in the classroom the teacher should communicate the lesson well and use appropriate communication strategies.

Communication is the act of transferring information from one person to another person, in terms of education and learning, the communication can be formulated as teacher's act in transferring the knowledge to the students. In the process of education communication is really important to do by the teacher and the students because communication is the act of transferring knowledge from the teacher and the students. In another case the teacher will also convey the goals of teaching and learning by doing the communication, instead of explaining the teaching material to the students. Besides that the students also will use the communication in responding to the teacher act, the students also communicate

with the teacher regarding to the learning material and process through communication.

In terms of the way how to communicate, communication can be divided into three types namely, verbal communication, non-verbal communication, and written communication. Verbal communication means the communication which use spoken words to communicate the message. Non-verbal communication is the communication which includes body language, gestures, and facial expression or even postures. The non-verbal communication can set the tone of communication. While the written communication is the communication which is essential for communicating complicated situation such as statistic or data. Written communication used when the verbal communication cannot fully convey the intended message. In learning process, the three types of communication can be used by both the teacher and the students. In using each types of communication certain strategies can be applied in order to help the communicator in conveying the message. The strategies which employed by a speaker to convey the message, and express his or her meaning when faced with some difficulties called communication strategies. The teaching and learning process who has aim to transfer and receive knowledge between the teacher and the students would require communication strategy in the process.

There are several researchers who have raised the topic about communication strategy in the learning process. Uglu (2013) have conducted the study about communication strategy. Uglu et al (2013) investigated the kinds of communication strategies used by the Iraqi students. In conducted the study they used Dornyei and Scott's taxonomy. The result of the study showed that there are

several communication strategies used by the students in order to overcome difficulties during the communications. Uglu found that the strategies that mostly used by the Iraqi students are code switching and self-repair.

The second researcher Alawi (2016) also conducted the study in the same field. Alawi conduct the study that aimed to investigate the communication strategies used by Omani EFL Students. The subject is the Oman students in which the mother tongue is Arabic. In that study, Alawi found that the students are likely to use different communication strategies in order to convey their intended idea and remain in a communication.

The third researcher that conducted the study in the same field is Yuliantari (2014) in which she conducted the study about communication strategies in SMA Negeri 1 Kuta Utara. The study conducted by Yuliantari aimed to analyze the types of communication strategies used by the teacher and the students during EFL teaching and learning included the strategies that mostly used by the teacher and the students. Yuliantari also analyze the reason of using the communication strategies.

In this research, the researcher is interested in raising the same topic about communication strategy used in the learning process. The difference from the research that were done by other researchers lies in the curriculum used in the learning process. The researcher emphasizes on the use of communication strategies in speaking based on 2013 Curriculum. In this research the researcher is interested in investigating the communication strategies used by the teacher and the students in speaking class based on 2013 curriculum..

## **1.2.Problem Identification**

Based on the research background above the researcher found that, there were still many problems during the communication process in speaking class. The communication sometimes still goes one way. The researcher is interest in investigating what communication strategies were used by the teacher and the students in communicating each other during the learning stages in speaking class.

## **1.3.Research Problems**

From the background of the study, the problem statement can be formulated as follows:

1. What are the communication strategies implemented by the EFL teacher in speaking class in SMP Negeri 1 Singaraja based on 2013 Curriculum?
2. What are the communication strategies used by the students in speaking in SMP Negeri 1 Singaraja based on 2013 curriculum?

## **1.4.Research Objectives**

Based on the problems above, the objectives of the study are:

1. To analyze the communication strategies implemented by the EFL teacher during speaking class in SMP Negeri 1 Singaraja based on 2013 Curriculum.
2. To investigate the communication strategies used by the students during speaking class in SMP Negeri 1 Singaraja based on 2013 curriculum.

## **1.5.Research Significances**

The researcher hopes that the study can give benefits theoretically and practically:

1. Theoretically

It is expected that the result of the study can give an idea to the teacher about how the form activity of the active and passive student, so that the teacher can organize and manage the classes well and also use good strategies in communicating with the students.

## 2. Practically

Practically the result of this study can help the students to participate in the classroom an improve the situation as well as the direction of communication in the classroom.

### **1.6. Research Scope**

Scope of this study is SMP Negeri 1 Singaraja. The researcher will observe and then analyze the communication strategies implemented by the teacher and the students in speaking based on 2013 curriculum. The researcher conducted the study in Buleleng Regency.

### **1.7. Definition of Key Terms**

The conceptual and operational definitions of key terms employed in this study are provided below.

#### 1. Conceptual Definition

##### a. 2013 curriculum

Curriculum is a plan of teaching which aims to give knowledge, develop skills and change behavior to which all of it s experiences for students who guided by the schools (Meinindartato, 2014). According to Indonesian National Ministry of Education and Culture (2013) as cited in Anggara and Madlazim (2015), the 2013 Curriculum emphasizes on mindset improvement, strengthens governance

curriculum and the process of learning, expand students' creativity and adjust burden in learning with the learning objectives.

b. Communication Strategy

Dornyei (1995) in Tiono et al (2012) defined the communication strategies as systematic technique employed by a speaker to express his or her meaning when faced with some difficulties. While Abdulrahmahn et al (2015) present definition of communication strategies from two experts which viewed from two perspective. Tarone (1983) as cited in Abdulrahmahn (2015) define communication strategies from interactional perspectives. Tarone (1983) define communication strategies as a mutual attempt of two interlocutors to occur on a meaning in situations where requisite meaning structure do not seem to be shared. On the other hand Faerch and Casper (1983) as cited in Abdulrahmahn et al (2015) seen from the psycholinguistics perspectives define communication strategies as a potentially conscious plan for solving problems encountered on the path towards achieving a particular communicative goal.

2. Operational Definition

a. 2013 curriculum

2013 Curriculum is a program plan which is designed to enable students get knowledge and learning experiences in order to improve their competency and balance their affective, cognitive, and psychomotor domain.

b. Communication Strategy

Communication strategy is the strategy used among teacher and the students in doing the communication during the learning activity.