CHAPTER 1

INTRODUCTION

1. 1.   Background of the Study

Nowadays, English has become a global language. One of the advantages of using English is that we can contact speakers of other languages for our specific purpose like business, study, science, and technology. For instance, when we want to become an entrepreneur and we want to develop our business to another country, absolutely, we use English to communicate with the foreigners. Also, if we desire to go abroad for educational experiences, we have to master English. Thus, there are many advantages of mastering English language.

Because mastering English is very important, teaching English is also important. The method of teaching English has been developed from period to period. Grammar translation method, direct method, audiolingual method are some examples of the methods used in the previous era. Each method has its own characteristics. The teachers and researchers try to find the effective ways of teaching second or foreign language. Today, we are familiar with the term "communicative language teaching (CLT)". Beside those teaching methods, there are other teaching activities such as syllabuses, techniques, and exercises (Brown, 1995, p. 28). The teaching activities cannot be separated with the curriculum activities.

Curriculum has an important role in the process of learning and teaching. Rodgers argued that curriculum is not only what pupils learn, but how they learn

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it, how teachers help them learn, using what supporting materials, styles and methods of assessment, and in what kind of facilities (as cited in Richards, 2001, p.39). The better curriculum schools have, the easier students get the knowledge. On the other hand, the worse curriculum schools have, the more difficult students get the knowledge. Therefore, the Indonesian government always tries to improve the quality of the education curriculum in Indonesia periodically.

Recently, the ministry of education and culture has changed the curriculum from School-Based Curriculum (KTSP) to the Curriculum 2013 (K-13). The Curriculum 2013 attempts to make the students more active in learning and teaching process. This curriculum is also called character-based curriculum. This curriculum gives the priority to the understanding, skills, and character building where the students are demanded to understand the material, active in discussion and presentation and to have the good attitude and discipline. On the other hand, the KTSP emphasized more on the scientific aspect. The time allocation in KTSP is less than the time allocation in K-13, but the number of the subjects in KTSP is more than the number of the subjects in K-13.

In the curriculum 2013, the English lesson is not the subject for the elementary school. It is only taught at the junior and senior high school students. Muhammad Nuh, the Minister of Education and Culture period 2009-2014, informed that the English book used in curriculum 2013 is presented by using text-based approach, both oral and written, and places English as a communication tool. The understanding of the type, rule, and context of the text is emphasized so that the students can catch the meaning of the text. Also, the

students can present their idea in the appropriate text form which can be understood by the other people (as cited in Khatimah, Gunawan, & Wachidah, 2014).

The focus of this research is to analyze the English teaching techniques used in curriculum 2013. Furthermore, this research describes the differences between English teaching techniques used in K-13 and KTSP. Anthony stated that teaching technique is a particular trick, plan, or tool used to succeed in teaching. He also stated that all activities which take place in a language class are techniques (as cited in Richards & Rodgers, 2001, p. 19). In language teaching, the actions are the techniques and the thoughts are the principles (Larsen-Freeman, 2000, p. 1). In other words, the techniques are the actions done by the teachers in the classroom and the principles are the thoughts that the teachers have in their mind. Based on the English handbook of curriculum 2013, the characteristics of teaching English in curriculum 2013 are learning through example and exemplary, observation by doing, asking and calling something into question, trying to do something autonomously and directly, improving the reasoning skill by using the teaching materials from other sources and doing various activities by using English language.

There have been some studies that investigated the English teaching techniques. For example, Reyhan's study (2012) about the use of guided writing and sequences of pictures as teaching techniques to enhance the ability of writing narrative of students in different English course found that guided writing and sequences of pictures can improve the students' writing ability. Another study

related to this study is Poetrie's study (2010) which discussed the teaching techniques used by the regular teacher in English lesson at a pilot inclusive class in Sidoarjo. This study discovered that the techniques applied by the regular English teacher of SMP Negeri 4 Sidoarjo at inclusive class were setting, reading aloud, checking, translation, role play demonstration, and drilling.

These following studies are also related to this study. Larasati (2009) conducted a study in the effect of using jigsaw technique on students' reading comprehension achievement. Larasati's study showed that the jigsaw technique has the effect to increase students' reading comprehension achievement significantly. In addition, Mukoroli (2011) conducted a research about the effective vocabulary teaching strategies in the English for academic purposes ESL classroom. The result of this research was that The ESL teacher can assist the academic language development of ELLs more effectively by providing them with the main topics of the curriculum, the content specific vocabulary and the sentence structures related to what they learn in the class. Ching-yan (2008) also conducted a research on vocabulary teaching strategies. From this study, it was found that asking the students to keep a vocabulary notebook, teaching word parts like prefixes and suffixes, teaching pronunciation by using phonics system or cutting the word into syllables as well as teaching the skills of guessing from contexts are useful and important for the students to learn vocabulary more effectively.

Those previous studies focused on teaching strategies used in one aspect of English such as writing, reading, and vocabulary, so it shows the gap between

those researches and the writer's research. The writer's study identified the teaching techniques used in teaching the integrated English skills in K-13. Moreover, the writer elaborated the identification by describing the differences between the English teaching techniques used in K-13 and KTSP. This study is relevant and important to do because the curriculum 2013 is the newest education curriculum in Indonesia, so it becomes a hot topic to be discussed.

Based on the phenomenon above, the writer decided to investigate the teaching techniques used to teach English in SMPN 2 Waru Sidoarjo. Today, the use of curriculum 2013 still becomes a hot issue to be discussed because Anies Baswedan, the minister of the elementary and the middle education, has stopped the implementation of curriculum 2013 temporary for the schools that have implemented this curriculum for one semester. The government discontinued this curriculum temporarily because there are problems related to the book readiness, the assessment system, the teacher upgrading, and the training for school principals. In this study, the writer focused on the teacher, not the students or the material. Brown (1995) argued that only the teacher can create an atmosphere in the classroom and select the techniques and the exercises that will maximize the process of learning and teaching.

1. 2. Statement of the Problems

Based on the background of the study, the writer formulated the statement of the problem as follows:

1. What are teaching techniques used in teaching English as part of K-13 in SMPN 2 Waru Sidoarjo?

2. What are the differences between English teaching techniques used in curriculum 2013 and English teaching techniques used in the previous curriculum (KTSP) in SMPN 2 Waru Sidoarjo?

1. 3.   Objectives of the Study

The aim of this study is to find the answers from the statement of the problem. Thus, the objectives of this study are:

1. To find out the teaching techniques used in teaching English as part of K-13 in SMPN 2 Waru Sidoarjo

2. To find out the differences between English teaching techniques used in curriculum 2013 and English teaching techniques used in the previous curriculum (KTSP)

1. 4.   Significance of the Study

By doing this research, the writer hopes that the readers would get a better knowledge about the teaching techniques of curriculum 2013 (K-13), especially English lesson. This research can be the source for students and English teachers to make the process of learning and teaching better than before. Also, this research can be the source for the government, especially the ministry of education, to improve the quality of education in Indonesia in the future. This research can also provide the new information and ideas for the researchers who are interested in teaching English as a foreign language (TEFL) to develop the similar research in the future.

1. 5.   Definition of Key Terms

1. Curriculum 2013 (K-13)   : a competence based curriculum designed to anticipate competence need in 21st century. This curriculum proposes the significant of creativity and communication (Kementerian Pendidikan dan Kebudayaan Republik Indonesia, 2013).

2. Method   : an overall plan for the orderly presentation of language material, no part of which contradicts, and all of which is based upon, the selected approach. A method is procedural (Anthony, 1963, as cited in Richards & Rodgers, 2001, p. 19).

3. School-Based Curriculum (KTSP)   : a curriculum which is developed and implemented by each education unit. In this case, the school is given a freedom to develop its curriculum. However, the implementation must refer to the graduate competence standard (SKL) and content standard (SI) (Departemen Pendidikan Nasional, 2008).

4. Teaching technique   : a particular stratagem or contrivance used to accomplish an immediate objective. Techniques must be consistent with a method, and therefore in harmony with an approach as well. A technique actually takes place in a classroom (Anthony, 1963, as cited in Richards & Rodgers, 2001, p. 19).