

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter presents two sub-chapters. The first sub-chapter discusses some previous studies in the same field that have been conducted so far. The second sub-chapter discusses presents the theoretical review.

2.1 Review of the Previous Studies

In this part the researcher reviews, shows, and explains about several researches that have been written by other researchers. The first previous study is the journal that written by Ahmad (2014). It was entitled “Understanding the 2013 Curriculum of English Teaching through the Teachers’ and Policymakers’ Perspectives”. The researcher concluded that The perception of the English teachers towards the curriculum change from SBC to K-13 in English language teaching mainly leads to two main trends. The first trend is coming from the teachers who mainly look at the curriculum change as a positive, innovative, and creative change in the English teaching practice for the future of Indonesia. The change also gives impact to the transformation in the way teachers and students viewed the English learning from traditional view of learning to a modern pedagogic dimension. The second trend views the curriculum change as a superficial and conceptual change, and would likely to have the same effects with the previous curriculum changes. Both the trends in teachers’ perception seem to be in line with the knowledge and the teachers’ belief system towards the change. The knowledge and belief system that the teachers have

will be linked to their experiences on the implementation of the previous curriculum.

The second is conducted by Nasir (2015) entitled “Teaching English Based On 2013 Curriculum at Junior High School in Gowa”. There was conducted at four schools in Gowa, consist by SMP N 1 Bontomarannu, SMP N 3 Sungguminasa, SMP N 1 Sungguminasa, and SMP 1 Panggalang. The result of the study shows that the ability of teachers in mastering several things in 2013 curriculum are good. It showed us that almost all of teacher in four school got > 80 in, mastering the learning concept based on 2013 curriculum, construct the lesson plan, and the implement learning activity based on 2013 curriculum also assess based on the rule in 2013 curriculum.

The other study is from Takaria, T., Huliselam E, K., & Rumahlat, D. (2016). The title of the journal is An Analysis of The Readiness and Implementation of 2013 Curriculum In The West Part of Seram District, Maluku province, Indonesia. The result of that study in scholl of SBB district are ready to implement the 2013 curriculum, even there have been some schools implementing the 2013 curriculum. Related to the levels of the readiness and the implementation of the 2013 curriculum, there are some inhibiting factors including the lack of the handbooks for teachers and students, the mental readiness of teachers and students which are not optimally ready.

Based on some previous studies above, it is meant that the 2013 curriculum was accepted by the teacher at that schools. There are many researches that have been conducted with this study. The unique of this research is that conduct the

2013 curriculum by English teachers ability for teaching speaking and focuses on the teaching learning process only.

2.2 Theoretical Review

For the theoretical review, it is divided into several subheadings that have correlation to the topic, and it is described in the explanation below:

2.2.1 Curriculum

“A Curriculum is a plan for learning; therefore, what is known about the learning process and development of the individual has bearing on the shaping of a curriculum” Sanjaya (2008: cited in Fadlillah, 2014). It means curriculum is a learning plan that contains various learning instructions and expected results. Reksoatmodjo (2010) also added that curriculum is a directive, the teacher needs curriculum before teaching learning process.

Based on Permendikbud (no 68: 2013), the definition of curriculum to Law No. 20 of 2003 on the National Education System is a set of plans and arrangements concerning objectives, content, and lesson materials and ways used as guidelines for the implementation of learning activities to achieve certain educational goals. Based on this understanding, there are two dimensions of the curriculum, the first is the plan and the setting of the objectives, content, and the lesson material, while the second is the way used for the learning activities.

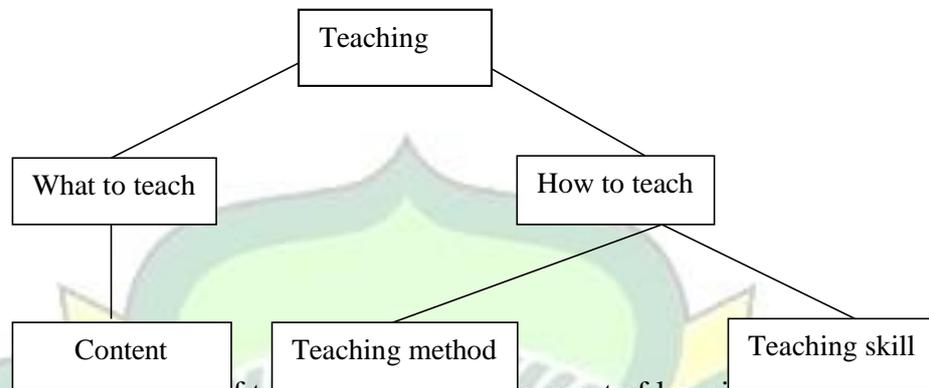
2.2.2 The Teacher's Ability

The quality of our education system is determined more by the quality of teaching that goes on each day than by any other single factor. According to B. Thomas (1999: 8), stated that once teachers have entered the classroom, the regulatory strategy like all such regimens prizes uniformity and conformity. Personnel decisions for public schools are made by central office bureaucrats according to strict rules.

Based on Rachman (2015) also stated that teachers should be professional. Then, the elements attached to the professional teacher are;

- a. Value, values that are integrated in speech and behavior.
- b. Ethic, obey the rules
- c. Attitude, nice and friendly
- d. Habit, have a positive habit
- e. Knowledge, master the related knowledge
- f. Skill, have a skill.

Thus, teacher professionalism is not only on knowledge and skills, but also character. Next, According to Majid (2014: 232) stated that there two basic skills that should be mastered by teachers related to learning activities. The first is what to teach and the second is teaching skill.



The ability of teachers in the management of learning is essentially related to the interpretation of the extent to which teachers are able to apply various variations of teaching methods. In a practice of learning, a teacher should implement what he or she has planned. So, the learning technique is the strategy or the way that is done by the teacher in carrying out teaching and learning activities.

In 2013 curriculum, Mulyasa (2013: 43) added criteria that teachers should pay attention to the following;

1. Using a variety of methods
2. Giving assignment
3. Classify learners based on their abilities.
4. Modify learning materials
5. Contacting specialists, if there are students with disabilities.
6. Use procedures that vary in making judgments.
7. Understand that learners do not develop at the same pace.

8. Developing learning situations.

9. Involvement of learners in various learning activities

Teachers' duties not only convey information to learners, but must be creative to provide services and ease of learning to all learners, so that they can learn in a happy, fun, passionate, anxious and courageous atmosphere openly expressed opinion.

However, the characteristics of teachers who successfully develop their learning effectively can be identified as follows;

1. Respect and understand himself. It means the teacher can control his emotions.
2. Enthusiastic and passionate about materials, classes and all learning activities.
3. Speak clearly and communicatively
4. Taking into account individual differences in learners.
5. Have a lot of knowledge, initiative, creative and resourceful.
6. Avoid sarcasm and mockery of learners.
7. Be a role model for learners.

According to harmer (2007: 57) said that the teacher's role in learner centered lessons are following;

a. Controller

When teachers act as controllers they are in charge of the class and of the activity taking place in a way that is substantially different from a situation where students are working on their own in groups. Controllers take the roll, tell students things, organise drills, read aloud, and in various other ways exemplify the qualities of a teacher-fronted classroom.

b. Organiser

Organising students to do various activities. This often involves giving the students information, telling them how they are going to do the activity, putting them into pairs or groups, and finally closing things down when it is time to stop.

c. Assessor

One of the things that students expect from their teachers is an indication of whether or not they are getting their English right. This is where we have to act as an assessor, offering feedback and correction and grading students in various ways.

d. Prompter

In such situations we want to help but we do not want, at that stage, to take charge because we are keen to encourage the students to think creatively rather than have them hang on our every word.

e. Participant

There are also times when we might want to join in an activity not as a teacher, but also as a participant in our own right. The teacher is still frequently perceived of as 'the teacher' and tends to be listened to with greater attention than his or her student. It takes great skill and sensitivity to avoid this situation.

f. Resource

Students might ask how to say or write something or what a word or phrase means. They might want to know information in the middle of an activity about that activity or they might want information about where to look for something a book or a web site for example. This is where we can be one of the most important resources they have.

g. Tutor

In such situations we are combining the roles of prompter and resource, acting as a tutor. Care needs to be taken, however, to ensure that as many individuals or groups as possible are seen, otherwise the students who have not had access to the tutor may begin to feel aggrieved.

h. Observer

Teachers do not only observe students in order to give feedback. They also watch in order to judge the success of the different materials and

activities that they take into lessons so that they can, if necessary, make changes in the future.

2.2.3 Curriculum 2013

According to Fadlillah (2014: 16) said that 2013 curriculum was born as a response to the various criticisms of *KTSP*. The theme of 2013 curriculum is generating Indonesia people which are: productive, creative, innovative, affective through the strengthening of attitudes, skills, and knowledge which are integrated. Then, Ministry of Education and Cultures (2013: 68) outlines that 2013 curriculum aims to prepare Indonesian people to have the ability to live as individuals and citizens who believe, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization.

Ahmad also added (2014: 7) stated that 2013 curriculum is a curriculum values that occupied by character building. The values can be tracked from the Core Competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 refers to knowledge competence and KI-4 is for learning process through with the KI-3, KI-2 and KI-1 can be observed.

Next, based on Ministry of Education and Cultures (2013: 68) outlines that the 2013 curriculum is designed with the following characteristics:

1. Develop a balance between the development of spiritual and social attitudes, curiosity, creativity, cooperation with intellectual and psychomotor abilities;
2. Schools are part of a community that provides a planned learning experience in which learners apply what is learned in school to community and utilize the community as a learning resource;
3. Develop attitudes, knowledge, and skills and apply them in various situations in schools and communities;
4. Allow sufficient time to develop attitudes, knowledge, and skills;
5. Competence expressed in terms of core competencies of the class detailed in the basic competencies of the lesson;
6. Class core competence becomes the organizing elements of basic competence, where all basic competencies and learning processes are developed to achieve competencies expressed in core competencies;
7. Basic competencies are developed based on accumulative principles, reinforced and enriched amongst education and educational level.

According to Ministry of Education and Cultures (2014: 5) stated that the framework of learning English language are following;

- a. Observe and follow the model or example of a text that is well used / read / played / well exemplified also by educators.

- b. To extract text for the purpose of analytical observation of the three elements of text in an integrated and meaningful way. Learners mention the purpose, the contents of the message in sequence, and the most important language elements.
- c. Produce text in the form of handwritten copy and be presented creatively and given precise references to be published.
- d. Presentation or publication of results in fun activities, such as portfolio, stage, wall magazine, and so forth. This allows the assessment of not only educators, but also by themselves and friends.

Next, the 2013 curriculum-based learning steps;

Classroom learning process begins with greetings, apperception, introduction of material, motivations.

- a. Observing

Activities undertaken at this stage are activities that maximize the senses by seeing, listening, and reading, or watching. What is observed is the material in the form of social functions, text structures, and linguistic elements of text that are heard and read either interpersonal / transactional text. For that when performing this observation activity the teacher must prepare an observation guide in the form of tasks.

- b. Questioning

At the stage of the questioning activity is a process of constructing knowledge in the form of concepts that is about the social function of the

text and procedures on the structure of the text through group discussion or class discussion. In the process of questioning should be developed curiosity and critical thinking skills so that need to develop questions at the level of high-level thinking. In addition, the process of demanding also requires the active participation of learners.

c. Experimenting

Try or explore activities are activities to internalize newly acquired / learned knowledge and skills. In this process learners learn to learn new things and try to use them in the real world, inside / outside the classroom.

d. Associating

The process of developing the willingness to group and compare various ideas and events to then put it into a memory fragment. The experiences that have been stored in the brain dimemory are related to and interact with previously available experiences. In English subjects at this stage learners are led to group and compare text based on social function, text structure, and linguistic elements.

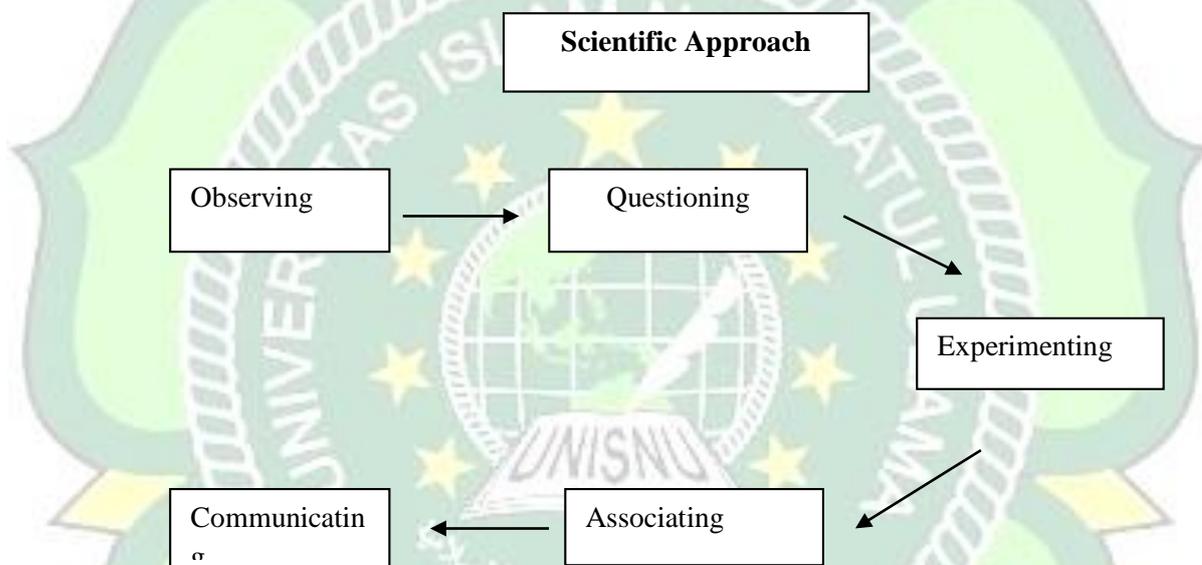
e. Communicating

Develop the ability to present and present all knowledge and skills that have been mastered and which have not been well orally or in writing. In this activity not only knowledge and skills to communicate what but also the problems and success experienced during the learning process. Thus

describe in full the ability of learners in the mastery of attitudes, appeals, and skills. So the process of communicating this is always accompanied by the writing of learning journals.

At the end of the learning there are conclusions, final motivations, enrichment and greetings.

Each learning uses a scientific approach to enhance the creativity of learners.



Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris: Buku Guru*

Sufairroh (2016: 116) said that the scientific approach is intended to provide an understanding to learners in recognizing, understanding the various materials using a scientific approach, that information can come from anywhere, anytime, regardless of teacher's in-line information. Therefore, the expected learning conditions created directed to encourage

learners in finding out from various sources through observation, and not just be told.

The characteristics as mentioned in *permendikbud* number 103 of 2014, they are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners.

2.2.4 Teaching Speaking

In teaching speaking, according to Ministry of Education and Cultures (2014: 16) stated that aspects of the ability to speak to 8 grade students sebagai following;

- a. Pronunciation
- b. Intonation
- c. Fluency
- d. Accuracy

Next, Harmer (2007: 187) also stated that the key to successful pronunciation teaching, however is not so much getting students to produce correct sounds or intonation tunes, but rather to have them listen and notice how English is spoken-either an audio or videotape or from the teachers themselves. The more aware they are the greater the chance that their own intelligibility levels will rise.

However, pronunciation is not a separate skill; it is part of the way we speak. Even if we want to keep our separate pronunciation phases for the reasons we have suggested, we will also need times when we integrate pronunciation work into longer lesson sequences.

The teachers need to draw students attention to the way use changes in pitch to convey meaning, to reflect the thematic structure of that saying, and to convey mood. One simple way of doing this is to show how many different meanings can be squeezed out of just one word such as *yes*. To do this the teachers can get students to ask us any 'yes/no' question (e.g. *are you happy?*) and answer *yes* to it in a neutral way. Now the teachers get them to ask the question again. This time, through changing our intonation, the teachers use *yes* to mean something different, e.g. *I'm not sure* or *How wonderful of you to ask that question* or *How dare you ask that question*. Students can be asked to identify what we mean each time by using words for emotions or matching our intonation to pictures of faces with different expressions. The teachers can now get them to ask each other similar 'yes/no' questions and, when they answer, use intonation to convey particular meaning which their classmates have to identify.

The point of exercises like this is not so much to identify specific intonation patterns, but rather to raise the students awareness of the power of intonation and to encourage them to vary their own speech. It also trains them to listen more carefully to understand what messages are being given to them.

Fluency is also helped by having students say phrases and sentences. As quickly as possible, starting slowly and then speeding up. Getting students to perform dialogues and play extracts-. If we spend some time coaching them will also make them aware of speaking customs and help them improve their overall fluency.

