

**EFL TEACHER'S STRATEGIES TO IMPROVE STUDENTS'
SPEAKING SKILLS IN INDONESIAN
SENIOR HIGH SCHOOL IN 2013 CURRICULUM**

A THESIS

**Submitted in Partial Fulfillment of the Requirements for the Degree of
Sarjana Pendidikan in English Education**



By :

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**ENGLISH EDUCATION DEPARTMENT
FACULTY OF EDUCATION AND TEACHER TRAINING
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K.H. ABDURRAHMAN WAHID PEKALONGAN**

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Demikian nota pembimbing ini dibuat untuk digunakan sebagaimana mestinya. Atas perhatian bapak/Ibu, saya sampaikan terimakasih.

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MOTTO

*Include God in every journey,
rely on yourself as best you can and still be kind.*

(Yars)

*Everyone has a different situation, don't think too
much, just do it.*

(Najwa Shihab)

ABSTRAK

Di Indonesia, kurikulum 2013 diterapkan sejak tahun 2013 dan masih dipakai hingga saat ini. Penerapan kurikulum 2013 adalah aktualisasi kegiatan pembelajaran, kegiatan tersebut dapat menjadi strategi dari guru untuk mencapai tujuan. Di kelas speaking strategi guru EFL sangat dibutuhkan, praktik berbicara dapat membantu siswa meningkatkan keterampilan mereka dan dapat berbicara lebih lancar. Seorang guru harus memiliki pengetahuan yang luas dalam menerapkan strategi tersebut secara tepat sesuai dengan karakter dan kebutuhan peserta didik. Tujuan dari penelitian ini adalah untuk mengetahui apa strategi guru EFL untuk meningkatkan kemampuan berbicara siswa di sekolah menengah atas pada kurikulum 2013. Pada penelitian ini desain penelitian menggunakan pendekatan kualitatif dengan penelitian deskriptif. Peneliti menggunakan observasi dan wawancara untuk mendapatkan data. Peserta adalah seorang guru bahasa Inggris. Teknik analisis data yang digunakan dalam penelitian ini adalah analisis tematik. Kontribusi penelitian ini adalah mengetahui jenis-jenis strategi yang diberikan guru kepada siswa untuk meningkatkan kemampuan berbicara siswa dalam kegiatan kelas.

Kata kunci : Kurikulum 2013, EFL strategi guru, keterampilan berbicara

ABSTRACT

In Indonesia, the 2013 curriculum was implemented in 2013 and is still used until now. The application of the 2013 curriculum is the actualization of learning activities, the activities can be a strategy from the teacher to achieve the goal. In speaking class the EFL teacher strategies are very needed, the practice of speaking can help the students improve their skills and get to talk more fluently. A teacher must have extensive knowledge in implementing these strategies appropriately according to the character and needs of students. This research's purpose is to know what the EFL teacher strategies to improve the students' speaking skills in senior high school in the 2013 curriculum. The research design in this research used qualitative approach with descriptive research. The researcher used observation and interviews to obtain the data. The participant was an English teacher. Data analysis technique used in this study is thematic analysis. The contribution of the research is to knowing the kinds of strategies given by the teacher to students to improve students' speaking skills in class activities.

Keywords: *2013 curriculum, EFL teacher strategies, speaking skill*

PREFACE

Praise be to Allah, the cherisher and sustainer of the worlds, who has poured His grace and His gift and bestowed me guidance, health, and patience so that the writing process of my thesis entitled **“EFL Teacher’s Strategies to Improve Students’ speaking Skills In Indonesian Senior High School In 2013 curriculum.”** can be completed. It is submitted to the English Education Department, IAIN Pekalongan to fulfill one of the requirements of Sarjana Pendidikan Degree at English Education Department of Faculty of Education and Teacher Training UIN K.H. Abdurrahman Wahid Pekalongan. This proposed study can be accomplished because of many supports from several people. Therefore, in this occasion I would like to express my sincere gratitude to:

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The Writer

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CHAPTER I

INTRODUCTION

1.1 Background

English is used as an international language and dominates globally. Hakim (2015) stated that English is an international language of communication. In addition, English is used to develop communication, technology, and almost all aspects, meaning that nowadays, the use of English appears in Indonesia and is becoming more popular. Based on that, we need to learn English, but English is a foreign language in Indonesia, a term for someone who studies the English language and the first language is not English is called EFL (English Foreign Language). English is a compulsory subject in Indonesia, English is taught in Indonesian schools as a compulsory subject from grade 7 to high school level to university level and is considered very important in the education system in Indonesia. This is evidenced by the fact that English is tested in the Indonesian national examination (Minister of Education and Culture, 2007). Even in some schools in Indonesia, one of which is the International School teaches English language lessons from the elementary school level (Yusni, 2013).

In education system, the curriculum plays a very important role (Nasution, 2000). The Indonesian 2013 curriculum has been implemented since 2013. There are elements in the management of the 2013 curriculum, namely teachers, books, students and supervisors that will be explored in terms of efforts and teacher readiness for the 2013 curriculum. The 2013 curriculum

complements the previous curriculum (KTSP), where there are several aspects that have changed such as assessments, lesson plans, all criteria involved in the 2013 curriculum must be equipped with character aspects. There was several characteristics of the curriculum 2013, namely developing a balance between spiritual and social attitudes, curiosity, creativity, and teamwork with intellectual and psicomotoric skills. The application of curriculum 2013 is the actualization of the curriculum into learning activities and the formation of competencies as well as student character (Cahyati, Ramijati & Supartini, 2014).

EFL teacher strategies in teaching speaking are very needed. A professional English teacher must be considered to appropriate strategies in teaching speaking. Many strategies can apply and develop in teaching speaking. Ayua (2017) stated teaching strategy is a plan and method also technique as well as interactions that occur in the classroom whose purpose is to achieve certain learning goals. In the class, a teacher can use variety of speaking teaching strategies to help the student improve their speaking skills. Purnama (2022) stated a strategy is common task instructors and learners must perform in the process of teaching and learning in the framework of learning activities to be effective and efficient. According to Brown, Harmer (2021 & 2022), “teachers have to choose the appropriate method and strategy for the student with different quality and quantity”. The right teaching strategies could help students to understand the material and overcome difficulties in learning.

In learning English, speaking is one of points of mastering English language skills because it's very crucial. Based on Richards (2008), mastering English is important for EFL learners. Speaking is a way to further develop language sentences and communication in a direct and active starting from intonation, pronunciation, and grammar (Rizqiningsih & Hadi, 2019). Speaking skills is an Interconnected processes between linguistic competence, mastery of strategies, and speaking (Chou, 2018). There are four basic skills in learning English that students must master are listening, reading, writing, and speaking. According to Megawati (2018), One of four basic skills of English that are important is speaking, through speaking students can understand what people say. Through speaking, students can interact and communicate and can express their ideas, opinions, and feelings.

In speaking class activity, student's confidence and enthusiasm are greatly encouraged because it is an important factor in developing their communication skills, however for EFL learners in Indonesia in particular, students tend to have a level of lack of confidence, problems with grammar and fear of being wrong as well as embarrassment. According to Brown (2000), factors that affect students' way of speaking include anxiety, nervousness, and insecurity. Based on preliminary studies, the researcher found the phenomenon that students lacked confidence in using English because of their limited vocabulary. Many of them are confused to choose words as they speak, as a result, they are unable to keep the interaction going. The students also stated that they do not have enough time to practice English and tend to be lazy

because they feel difficult, they like something exciting and interesting when learning English, especially in learning speaking.

For this reason, a teacher must understand students so that we know what kind of strategies are suitable to be applied and liked by their students so that students' speaking skills can improve. Therefore, the researcher wants to examine how teacher strategies in improving students' speaking skills in Indonesia, especially at Senior High School.

1.2 Formulation of the Problems

This study provides two research questions, as follows:

1. What are the strategies used by EFL teacher to improve the speaking skill of senior high school students?
2. What are the obstacles in implementing the strategy?

With these formulations, the researcher expects to know more about strategies given by the teacher and student responses about the strategies from the teacher.

1.3 Operational Definition

To avoid misunderstanding about the terms in this study, the researcher provides some definitions related to the study as follows:

1. EFL or English as a foreign language is the teaching of English to students whose first language is not English (Cambridge dictionary, 2023).
2. Strategy is a long-term plan to achieve a goal. (Cambridge dictionary, 2023), Teaching strategy is a strategy used by English teachers where students and

teachers speak English during the teaching and learning process in the class activity. (Novienty, 2018).

3. Speaking is defined say things, expressing thought, and use voice to talk. (Syafrizal & Rohmawati, 2017).
4. The curriculum 2013 is the national curriculum since 2013/2014 The 2013 Curriculum is a national curriculum that has been developed for many years and has fulfilled two dimensions of the curriculum, namely plans and arrangements regarding the objectives, content, and learning materials as well as the methods used for learning activities. (Ministry of Education and Culture, 2013).

1.4 Aims of the study

This study aims to examine the teaching strategies used by an English teacher in speaking class activity in high school and find out the obstacles faced by English teachers in implementing these strategies in curriculum 2013.

1.5 Significance of the study

Theoretical use, This study contributed to Brown's theory and support theories related to teacher strategies in speaking. Empirical Use, this research provided empirical insight into EFL teacher strategies for improving students' speaking skills and the obstacles in implementing this strategy. Practical Use, this study presented information for readers about what English teacher strategies are used to improve students' speaking skills and the obstacles in implementing this strategy in senior highschool.

CHAPTER V

CONCLUSIONS

5.1 Summary of the Findings

Investigating strategies used by the teacher in one of the senior high schools based on this research entitled EFL teacher strategies to improving students' speaking skills in Indonesian senior high school in 2013 curriculum. In this research, researcher observed the strategies used by the teacher in speaking class and the obstacles in applying the strategies. The strategies which were applied by an English teacher at one of the senior high schools in Pekalongan Regency were discussion and presentation, storytelling, reporting, interview, brainstorming, role play or simulation and dialogues. With the strategies provided by the teacher, it is hoped that students able to improve their speaking skills and always have fun learning English, especially learning to speak.

In implementing the strategy, teachers also encountered several obstacles, such as many students feeling embarrassed and lack of confidence, lack of mastery vocabularies, feeling of nervousness and fear of making mistakes, and lastly is limited time to learn speaking. Even so, the teacher still motivates and encourages students, through motivation or gives a stimulus that it's okay to express ideas, just be confident in speaking, assume no one so as not to be embarrassed when speaking in front, The motivation and stimulus from the teacher be able to overcome or reduce these obstacles in speaking activity.

5.2 Recommendation

The researcher provided several recommendations as follows:

1. This research used qualitative but some day this research can be studied using quantitative or combining the qualitative and quantitative to provides many variations of this research.
2. This research was still not perfect and only involved one participant. Therefore, future research is expected to involve more participants so that more variations of information are known later.
3. This research used the descriptive method, therefore further research can be developed into another kind of method.

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