

CHAPTER I

INTRODUCTION

1.1. Background of the Research

English has become a global language that dominates many aspects of modern life. As stated by Dewi,(2019) There are many uses english language including scientific research, education, commerce, the Internet, travel and tourism, media and newspapers, software, medicine, engineering, information and technology, entertainment, banking, and others. The success of English as a global language stems from its many benefits and important role in world communication. This indicates that speaking English is a very useful talent in today's digital communication era. Therefore, it has been claimed that (Warschauer, 2000) success is inextricably linked to his many strengths and vitality in global communications, making him a valuable talent in today's digital era.

Communication is the process of conveying information through the use of words spoken orally. As stated by Hui(2023) ,Expressing speaking is an important part of the human communication process because it allows us to communicate thoughts that have been prepared and developed in response to the listener's demands. It has been claimed that speaking is essential because it allows the formation of prepared thoughts in response to the listener's needs. As stated by ,Speaking demands skills that play a significant role in language development because they represent students' communication abilities. Thus, the significance of speaking skills in language development since they reflect students' communicative capability. The development of students' communication skills is closely related to the contributions of instructors and students who play critical roles in classroom student activities. Students activities prefer to listen to their classmates in pairs or groups rather than alone. As stated by Parupali (2019), A speaking rubric assessment category is used to convey students' speaking abilities, and it is an important component to consider when assessing speaking skills such as grammar, vocabulary, comprehension, fluency, and pronunciation. As stated by

Brandl (2019), to succeed in this students english class, the communicative language or the CLT method has several potential advantages for use in English or English Learning Teaching education. There are four key English language abilities that stated should be aware of: speaking, listening, reading, and writing. As per Brown (2007:23), the emphasis of the English curriculum of 2006 is on pupils being able to communicate in English by mastering all the necessary abilities (Yustiati 2018). The opportunity exists in terms of content, teaching techniques, and teacher and student competencies. The communicative techniques improve students' social skills, which may benefit the educational process. This applies to young and old students. English educators can also improve their classroom management skills. Apart from that, students can strengthen their communication skills (Khusnul K, 2022). To achieve the goal of student communication skills in English language education, especially in Indonesia, the educational curriculum must be arranged strategically and formulated into a specific program because the curriculum is an important issue and the curriculum is an important part of the educational program.

The curriculum in Indonesia has always changed since 1945, starting from the 1945 curriculum, starting from 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and 2013. Curriculum development can be mapped into six periods, namely: (1) 1975 Curriculum; (2) 1986 Curriculum; (3) 1994 Curriculum; (4) 2004 Curriculum; (5) school-based curriculum (KTSP) which refers to National Education Standards, and (6) 2013 Curriculum Prihantoro,(2014). In 2024 years there a transition period between the 2013 Revised Curriculum and the 2013 Curriculum which becomes an independent curriculum so it requires teaching to make modifications to the new curriculum. As stated by Prameswari(2023), Minister of education and culture Nadiem Makarim noted that the independent curriculum offers three benefits, including the ability to develop to improve the quality of the Indonesian education system. The curriculum focuses heavily on delivering comprehensive and easily accessible learning resources. Another crucial issue is the use of the term *Merdeka* by students, lecturers, and educational institutions. This curriculum allows students to choose disciplines that suit their interests or skills. Teachers are given the freedom to use teaching methods and

resources that are consistent with student achievement levels. Reported by Reza, (2023), the curriculum is claimed to support comprehensive and easily accessible learning. The Independent Curriculum is known as the current curriculum in Indonesia. Different from the 2013 Curriculum which regulates the number of study hours per week, the Independent Curriculum sets a target for the accumulation of study hours in one year. This is done for the education unit's freedom to arrange a more flexible schedule of learning activities. For example, currently, some schools use a semester unit learning system, but some use a quarterly system and a block system with different periods. This difference more or less affects the number of study days per year. Reductions or changes in the number of study working hours also occur due to disaster situations which force learning to stop for a time (Prihantoro, 2014). Several previous studies examined the experience of teaching English on students' speaking abilities using the CLT method in its application in the Indonesian curriculum. The other previous studies was by Chiew H (2020), who conducted research on "Communicative Language Teaching (CLT) through Synchronous Online Teaching in Pre-Service English Teacher Education, communicative language teaching methods based on the previous curriculum". This research focuses on the problem of educating preservice English teachers using the Communicative Language Teaching (CLT) method utilizing the 2013 curriculum using synchronous dare-based teaching with Zoom and producing CLT assignments during the COVID-19 era.

The other previous studies was Shofiah nur Uzia, Yusup Surimono, Agis Indrani Azizah, (2022) based on the findings of this research on " Projecting the Implementation of Communicative Language Teaching (CLT) in Spoken Language Teaching in Middle Schools", researchers concentrated on data collection procedures, which revealed that Indonesia, as an English as a Foreign Language (EFL) nation, will continue to use English as a foreign language in 2022. The 2013 curriculum incorporates CLT into the teaching and learning process, especially oral teaching. In this scenario, the EFL instructor uses CLT to deliver content that is relevant to students' lives while also conducting exercises in displaying the information. Based on previous research findings, this is very interesting because it applies the impact of implementing Communicative

Language Teaching (CLT) in the context of the 2013 curriculum, which will transition to an independent curriculum. The statement in the linked research states that the research previously used the 2013 curriculum. Therefore, researchers will examine the return to the use of a curriculum that is independent of the curriculum and has been implemented by school institutions.

Furthermore, previous research from Nadya, Hasanah Faiqoh Maulidah, Hasan Baharun, Hefniy, Moch Tohet, and Abdul Wahid Zaini about Teacher Assistance in The Development of Merdeka Curriculum Learning Devices. The main aim of this research is to understand the contributions of educators and the difficulties they face in creating and utilizing teaching materials that are in line with the values of the Merdeka Curriculum. The aim of this research is also to determine the difficulties faced by instructors when implementing the Merdeka Curriculum. The Participatory Action Research (PAR) approach is the approach used in this research and community service project. Three interrelated words make up the PAR method: action, research, and participation. This approach uses various data collection methods, such as focus groups, structured teacher interviews, participatory observation, document analysis related to the Merdeka Curriculum, and document analysis. The qualitative approach used in data analysis for this research includes thematic analysis of interview transcripts and content analysis, (Maulidah 2023).

Several researchers have identified many important factors related to classrooms that use an independent curriculum with teachers who teach using CLT techniques in English language learning in the classroom. The first observation is a change in synchronization. In their observations, researchers saw quite large curricular changes, namely from the 2013 Curriculum to the Independent Curriculum. The new curriculum's emphasis on students' speaking skills through CLT methods provides an important background for understanding how these changes affect the learning and teaching process. Meanwhile, In this digitalization 5.0 is an effective media. In this observation, the instructor can utilize digitalization 5.0 as a learning medium thereby, adding new depth to the investigation. Then, take advantage of the technology available today, for example

watching debate videos and then practicing the debate in class with friends, watching short discussion videos then practicing with a group, or just looking for the latest news topics on social media. Internet, then practice independently. These examples can create new opportunities in language acquisition and make a significant contribution to the acquisition of an objective Independent Curriculum.

Previous research has explored the complexities of using CLT methods, particularly in distance and online learning. However, through these observations, researchers learned about the instructors' experiences and how they addressed these issues, which may be useful for curriculum development and teacher training. About the several studies above related to curriculum implementation in Indonesia, By combining previous research findings and the researcher's observations, it can be concluded that given the pressure of significant change in the educational context, this research can provide valuable insights for the development of English language teaching methods that are more in line with global demands. Depends on the independent curriculum, therefore the research paper entitled 'Revisiting of Communicative Language Teaching (CLT) Method on Students' Speaking Skills in Independent Curriculum' seems interesting. This claimed that a shift in English teaching methods in this school environment, along with researchers' efforts to understand the process of teaching English at the student level regarding speaking, especially when teaching speaking uses communicative language education strategies in the new curriculum, known as the Independent Curriculum. A key component of language education, Communicative Language Teaching (CLT) places a strong emphasis on interpersonal communication and real-world involvement. However, with the development of independent curriculum approaches and the growth of educational practices, it is necessary to reevaluate how well CLT fosters speaking abilities within these kinds of frameworks. The purpose of this study is to investigate how CLT impacts students' speaking ability in a setting with an independent curriculum.

1.2 Research Question

1. How do teachers teach English using communicative language teaching method in Independent Curriculum?
2. What are the challenges of learning English using communicative language teaching methods in an independent curriculum?

1.3 The objective of the Research

1. To inform that teachers in the Independent Curriculum teach English by implementing communicative language teaching method.
2. To identify any potential challenges and opportunities of learning English through the communicative language teaching method in the Independent Curriculum.

1.4 Significance of the Research

Researchers hope that this research can provide significance to English language teaching, especially in independent curriculum. This research can have three important meanings:

1.4.1 Theoretically

Theoretically, the findings of this research have the potential to make a significant contribution to our understanding of improving students' speaking abilities within the Independence curriculum framework. This research may lead to theories such as:

1.4.2 Practical

The findings of this research can make a significant contribution to the scientific literature regarding the usefulness of certain language teaching methods (such as Communicative Language Teaching) in improving students' speaking abilities in educational environments that use the independent curriculum.

1. Understanding the influence of Communicative Language Teaching (CLT) on Students' Speaking Skills in the New Curriculum: This research highlights how CLT can influence students' speaking skills in the Independent Curriculum Framework.
2. Information for Educational Practitioners:
The findings of this research can help instructors and educational

practitioners understand the obstacles that may arise when using Communicative Language Teaching (CLT) methods in new educational situations.

3. Foundations for Creating More Effective Teaching Methods:

The findings of this research can be used to design more effective teaching techniques to improve students' speaking abilities using the independent curriculum.

4. Contribution to Improving the Education Curriculum:

This research can help improve the educational curriculum by establishing English language teaching techniques that better meet the demands of students in the Independent Curriculum period. Overall, the theoretical contribution of this research can open up space for future thinking, the creation of more effective teaching techniques, and the progress of English language teaching in the context of schools that use the independent curriculum.

1.4.3 Practical Meaning

It is hoped that this research will provide great benefits for many parties involved in the education sector.

1. For Teachers

Using Communicative Language Teaching (CLT) to Improve Students' Speaking Skills. Teachers should be able to utilize the findings of this research to incorporate the Communicative Language Teaching (CLT) method in learning, especially in improving students' speaking skills in the independent curriculum. Teachers play a dual role in implementing the Communicative Language Teaching (CLT) method, namely facilitating communication between students and learning resources and participating independently in the teaching and learning process. This is so that instructors understand and successfully utilize both of these responsibilities in their classes.

2. For Students.

This research aims to help students overcome speaking difficulties, gain self-confidence, and improve their abilities. The Communicative Language Teaching Method (CLT) prioritizes communication as the basis for language

acquisition, encouraging students to shift their attention from language acquisition to the communication process.

3. For Researchers

Contribute to Other Researchers and Get Motivation: This research aims to be a reference for further research on English language teaching methods. This also motivates those who want to explore certain teaching techniques. This project aims to provide an introductory learning guide for prospective instructors using the Communicative Language Teaching (CLT) method, especially for teaching speaking skills in an independent curriculum. With this aim, this research not only makes an academic contribution but also becomes a basis for perfecting English language teaching methods that are more successful and sensitive to students' needs.

1.5 Scope and The Research Limitations

The scope and limitations of this study well addressed to minimize erroneous interpretations and maintain optimal research emphasis.

This research focused on the used of the Communicative Language Teaching (CLT) method to improve English students' speaking skills. The class F research stage featured two instructors who worked at the same school. The emphasis is on integrating English language skills into the independent curriculum using various learning media, including books, films, and slide-based presentations (PPT). The source materials used in this research were collected from textbooks and other sources related to language acquisition in English.

1.6. Definitions of Key Terms

The definitions of important concepts in this research are clear and thorough. Here is a general overview of the definition:

1.6.1. Communicative language teaching (CLT)

Communicative language teaching (CLT) is a modern language teaching approach that teaches language teaching holistically, based on meaningful communication and interaction. In CLT, language is studied not only as a skill but also as a social behavior, using tasks that learners would also perform in the real world. New types of activities, such as role-playing, games, debates, and

discussions, are used, along with more interactive social forms, in which students are asked to share opinions in pairs or groups.

1.6.2 Teaching English Speaking

Teaching is to demonstrate or assist someone in learning by offering guidance and support so they can learn how to do something, follow instructions, learn how to do something or acquire knowledge that will help them know or understand something. This indicates that a process or action called "teaching conditions" is meant to assist pupils in learning about their surroundings. The environment system is made up of teachers, students, policies, facilities, and the provided information and instructional objectives. Speaking is generally used as a method of communication to tell others what is on one's mind. Conversely, speaking the language can be designed to give a clear answer to influence people, make unclear points apparent, and convey thoughts and emotions.

Implications for English Language Learning:

1. The Value of Communicative Activities in Learning:

Communicative exercises should be planned to encourage student engagement in English class, ranging from easy to advanced depending on the student's skill level.

2. The Teacher's Role in Facilitating Speaking Learning:

Teachers should provide systematic and consistent feedback to students for all the speaking activities they undertake, helping them develop strong speaking skills. With this precise description, it is intended that this research concentrate on assessing the success of implementing the CLT method to improve students' speaking abilities in an independent curriculum.

1.6.3. Independent Curriculum

The previous curriculum was refined with the Merdeka Curriculum which is one of the changes made to respond to the current situation. The COVID-19 pandemic has caused Indonesian education to decline and be left behind, Hence, this curriculum is used to bring education back to Indonesia. The independent curriculum aims to develop students who have the qualities of Pancasila while adapting teaching to the interests and abilities of each student. The Independent

Curriculum gives teachers the freedom to design high-quality learning that meets the needs of students and the learning environment. The curriculum is the most important part of implementing learning in schools because it is the main guide or reference for learning. The 2013 Curriculum or K13 Curriculum has been used. The independent curriculum is an intracurricular curriculum, students have plenty of time to understand the concepts and abilities of each individual.

1.6.4. Challenges of learning english

A challenge is an event or situation that arises from something. Challenges usually arise when something new happens and has advantages and disadvantages.

