THE DIFFICULTIES FACED BY THE ENGLISH TEACHER IN IMPLEMENTING COMPETENCY-BASED CURRICULUM INTO SCHOOL LEVEL-BASED CURRICULUM AT THE SEVENTH YEAR OF SMP NEGERI 2 KARTASURA IN 2007/2008 ACEDEMIC YEAR

RESEARCH PAPER

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by

KARINA RAHAYU

A 320 040 361

SCHOOL OF TEACHER TRAINING AND EDUCATION

MUHAMMADIYAH UNIVERSITY OF SURAKARTA

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CHAPTER I

INTRODUCTION

A. Background of the Study

Education is a very important thing to improve the quality of human. Indonesian people must get education as good as possible. There are many factors to increase the education quality, namely the curriculum, teaching method, teaching-learning process, teacher's capability, good learner and so on.

One of the important factors to increase the education quality is curriculum. The education system is not successful without it. It consists of content, material, competency standard, process standard, purpose. To improve the education quality, the government should renew the development and application on education dimension in Indonesia, including the English curriculum.

English plays a very important role in Indonesia. Indonesian people need to learn more new things from the developed countries, such as new advanced ideas, experiment, and research finding. It is undeniable that these things are very important for the national development (Fauziati, 2002: 188).

Nunan (1997: 2) proposes that in language teaching, there has been a comparative neglect of systemic curriculum development. In particular, there have been few attempts to apply. In any systematic fashion, principles of curriculum development to the planning, implementation and evaluation of

language programs curriculum also consists of content, material, competency standard, process standard and the goal.

Candlin (1984) in Nunan (1997: 2) suggests that curriculum is concerned with making general statement about language learning, learning purpose and experience, evaluation and the role relationship of teachers and learners. According to Candlin (1984: 25), it will also contain banks of learning, items and suggestions about how these might be used in a class. Syllabuses, on the other hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum of their own situation.

Curriculum is not static. It always develops in line with the learners need and their development. The purpose is to achieve vision and mission of national education. There are many curriculums implemented in our education. The 1994 Curriculum is substituted by Competency-based Curriculum or the 2004 Curriculum. Then the 2004 Curriculum is substituted by School Level-based Curriculum

Nurhadi (2004: 18) proposes that Competency-based Curriculum is

> *"…….....seperangkat rencana dan pengaturan tentang kompetensi dan hasil belajar yang harus dicapai siswa, penilaian, kegiatan belajar mengajar dan pemberdayaan sumber daya pendidikan dalam pengembangan kurikulum sekolah"*.

Lately, the 2004 Curriculum, called Competency-based Curriculum, has been developed into School Level-based Curriculum. As every body knows that in 2006/2007, Indonesia uses the School Level-based Curriculum. It is

curriculum that has main concern on the mastery of the competency by the students. It is based on the communicative language teaching, which has goal to develop the communicative competence at all situation and condition.

Mulyasa (2006: 21) states that School Level-based Curriculum is

'' ………..suatu ide tentang pengembangan kurikulum yang diletakan pada posisi yang paling dekat pembelajaran, yakni sekolah dan satuan pendidikan''.

Many people are doubt; insulted, confused, etc with the changing curriculum. They have negative opinion and worry that the education world did not increase. Instead it causes many problems. To make the education progress, we must have responsibility in our education. We should have positive thinking because by using this way, the education will progress. In School Level-based Curriculum, we must examine this curriculum, add the materials, add the hour in the lesson. School Level-based Curriculum must be used in every school in 2009/2010 academic year and this condition is appropriate with the bill of Republic Indonesia No.24/2006 about national education system. Actually there are similarities between the 2004 Curriculum or Competency-based Curriculum and School Level-based Curriculum. The first is Genre-Based in which the English is not only oriented to finish the teaching material but also emphasizes the genre. The knowledge about grammar and vocabulary is learned by the students in order that the students can do monologue with the genre that will be spoken. Beside that the students can do transactional dialogue and interpersonal dialogue. Genre is a kind of text that must be taught by the teacher, kind of text for Junior High School

especially for the seven year are descriptive, narrative, and recount. (Balitbang, 2004: 33). The second is Learning Cycle. That consists of Building Knowledge of Fields (BKOF). Building Knowledge of Fields (BKOF) is the step where the students have to pay attention to the teacher explanation about the material that will be studied. This stage can be applied by sharing experiences, cultural context, control of relevant vocabulary, and grammatical pattern focus by discussing the grammatical structure commonly used in the spoken text. Modeling of Text (MOT). The purpose of this step is giving examples dealing with the materials that being discussed. It can be done by story telling, the transactional, and interpersonal exchange. In the story telling, the teacher may use some teaching aids to attract the student's interest and to case the students in understanding the topic being discussed. The teacher emphasizes on cultural context, schematic structure, linguistic structure, and using spoken language to focus written language. Join Construction of Text (JCOT). In this step, the students are asked to work in pairs with their friends or teacher. For example constructing monologue, constructing transactional and individual exchange. The teacher emphasizes on schematic structure, linguistic features, and knowledge on field. Independent Construction of Text (ICOT). In this step, the students are expected to do something individually. The teacher should ensure whether the spoken language competence that must be achieved or not. The activities in this step are quite the same as in previous step but those activities must be

done individually. The teacher emphasizes on schematic structure, linguistic features and knowledge on field.

By using School Level-based Curriculum, every school must be active and creative. In schools which use this curriculum, they must have bases of competency, standard competency and indicators in delivering the materials and also must have the syllabus. The province must prepare and arrange the local materials with foreign language, in order to make the materials have high quality with the other materials.

The teacher, students, and the education objectives are the main components of education. All of them shape the triangle and if one of the components is lost, the truth of the education also will be lost. Through the change of the curriculum, the teacher has to learn the curriculum again either from the materials or methods and the objectives.

The English teaching-learning process in SMP Negeri 2 Kartasura previously is based on the 2004 curriculum, but in 2006/2007 academic year the English teaching-learning process is not based on this curriculum again. It uses School Level-based Curriculum, where this is an operational curriculum in education. This curriculum also has main concern on the mastery of the competency by the students. It is based on the communicative language teaching, which has goal to develop the communicative competence at all situation and condition. But in implementing this curriculum at school, the teacher is still confused and is difficult to apply this curriculum at school. For example, the teacher is not ready in delivering the materials and knowledge.

In this study, the writer observes the English teacher of SMP NEGERI 2 KARTASURA in implementing Competency-based Curriculum into School Level-based Curriculum. English is one of the subjects given to the students. Based on information of the English teacher in SMP NEGERI 2 KARTASURA, the teacher has difficulties in English teaching learning process. However, nowadays the curriculum has been changed into School Level-based Curriculum. One of the problems faced by the English teacher in SMP NEGERI 2 KARTASURA before and after the changing curriculum in English teaching learning process is the influence of mother tongue. In this study, the writer observes the English teaching and learning of SMP NEGERI 2 KARTASURA in order to know the difficulties faced by them.

B. Problem Statement

Based on the background of the study, the research problem is focused on:

1. How is the implementation of School Level-based Curriculum at the seven year of SMP NEGERI 2 KARTASURA in 2007/2008 academic year?

2. What are the difficulties faced by the English teacher in implementing Competency-based Curriculum into School Level-based Curriculum at the seven year of SMP NEGERI 2 KARTASURA in 2007/2008 academic year?

C. Objective of the Study

In this study, the writer has objectives to be achieved, namely

1. describing the implementation of School Level-based Curriculum

2. describing the difficulties faced by the English teacher in implementing Competency-based Curriculum into School Level-based Curriculum

D. Limitation of the Study

In this research the writer only focuses her research as follows:

1. She would like to know the implementation of School Level-based Curriculum in the seven year of SMP Negeri 2 Kartasura.

2. She would like to know the difficulties faced by the English teacher in implementing Competency-Based Curriculum into School Level-based Curriculum at the seven year of SMP Negeri 2 Kartasura in 2007/2008 academic year.

E. Benefit of the Study

Based on limitation of the study, the benefits of the study are as follows:

1. Theoretical Benefits

   a. The result of the research can be used as an input in English learning process

   b. For the other researcher, the result of the study provides information to lead studies about School Level-based Curriculum

2. Practical Benefits

This research gives input for the English teacher how to give English subject well in changing Competency-based Curriculum into School Level-based Curriculum.

F. Research Paper Organization

The writer organizes this research paper by dividing it into five chapters. Each of them is concerned with different issues but it is related to each other.

Chapter I is introduction that consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature, which covers previous study, the nature of curriculum, the nature of language teaching, the definition of Competency-based Curriculum, the definition of School Level-based Curriculum, the characteristics of School Level-based Curriculum, the purpose of School Level-based Curriculum, the structure and the content of School Level-based Curriculum, the procedures of School Level-based Curriculum, the implementation of School Level-based Curriculum, the benefit of the implementation of School Level-based Curriculum, the difficulties in using School Level-based Curriculum at school.

Chapter III discusses research method. It covers type of the research, object of the research, data and source of the data, method of collecting data, and technique for analyzing data.

Chapter IV is the result of the study. In this chapter, the writer presents findings and discussion which consist of the data analysis, the result of the implementation of School Level-based Curriculum on the English teaching-learning process, the difficulties faced by the English teacher in implementing Competency-based Curriculum into School Level-based Curriculum on the English teaching-learning process.

Chapter V deals with the conclusion and suggestion.