CHAPTER 1

INTRODUCTION

A. Background of the Study

English is one of the important languages today. Most the people in this world use it as an international language to communicate with other people from different countries. In this case, English is chosen as a medium to enable communication among the people all over the world since it is easier to be learnt by other languages.

English has important roles for all aspects of human life to face globalization era. Most of the educational institutions in many countries use English as their second language to be learnt by all their students. In Indonesia, the government determines that English must be taught in every educational institution such as Elementary School, Junior High School, and Senior High School as a compulsory subject.

English plays a crucial role, especially in this global era. However, the fact shows that the education system in Indonesia still has lower quality compared to the other countries. Many students in Junior and Senior High School cannot use English well. Through, most of them are successful in doing such test like UAS or UN, they are not able to communicate or read English textbooks. It seems that the teaching of English is irrelevant to the social need. This phenomenon supports the government to change the previous curriculum to become SBC.

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However, CBC is the experimental curriculum to implement of SBC. So, it recovers the previous curriculum of CBC. SBC based on UU No.20 thn.2003 and Government Regulation No.19 thn.2005 about Standardization National Education that arranged by each educational unit level that refers to SI (Content Standard) and SKL (Graduation Standard Competence) based on BSNP (Educational National Standard Division).[1]

Basically, the principles in SBC are similar to those in CBC (Competence Based Curriculum). SBC focused on discourse competence. It is because communication event usually involves a process of creating discourse. Discourse here is realized through language that is through texts in context of communication. According to Halliday, text is semantic unit realized into word, clause, or sentence both in spoken or written form. It means that speaking to someone else or writing something is a process of producing discourse or text.[2] That is why, the newest curriculum emphasized discourse competence as the main target. To achieve discourse competence as stated in this curriculum, literacy approach is used in teaching of English. It is not same as communicative approach applied in the previous curriculum. This is caused by the fact that even though communicative approach is successful to raise student motivation to communicate, but it not able to make them communicate accurately. By applying

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1 Badan Standar Nasional Pendidikan., *Panduan Umum Penyusunan Kurrikulum Tingkat Satuan Pendidikan (KTSP),(Kantor Wilayah Departemen Agama Provinsi Jawa Timur.*2006), p.7

2 Kern, Richards.. *Literary and Language Teaching.* (.New York: Oxford University Press. 2000), p.19

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literacy approach, it is hoped that the student will be able to communicate fluently and accurately both oral and written forms. It means that they should pay attention to their grammar and create English text to communicate in English way and culturally acceptable. SBC emphasizes on the literacy approach so that the student can develop their skill, particularly in discourse competence. This approach is implemented in listening, speaking, reading, and writing.

According to Wells, literacy has four levels they are performative, functional, informational, and epistemic.[3] The literacy target for Junior High School student is the functional level. At this level, the students are expected to be able use language in daily need to communicate. It can be said that Junior High School student more practice to use English as daily language, for instance, being able to read favorite newspaper, introduction by self, listen short instruction, and write the letter that prepare them to the next level of literacy.[4] It means that by the end of the study they are expected to reach the functional level to prepare join in functional level at Senior High School.

Based on this curriculum, the teaching of English should be conducted through two cycles, oral and written cycles. Oral cycle focuses on listening and speaking, while written cycle focuses on reading and writing activities to develop oral language one. However, it does not mean that reading and writing can not be

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[3] Depdiknas., *Kurrikulum 2004 Standart Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*, (Jakarta: Departemen Pendidikan Nasional, 2003), p.35

[4] Ibid

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conducted at all in oral cycle or listening and speaking can not be conducted at all in written cycle. However, many students have problem to communicate in written form, such as understanding English text in grammar and in English way. In this case, oral cycle is applied the first time to develop written language. It is hoped students able to use vocabulary correctly in written development. Both oral and written cycles have related to success of that curriculum purpose, it is make student communicate in oral and written form. Both oral and written cycle consist of four stages, those are Building Knowledge of Field (BKOF) , Modeling of Text (MOT), Joint Construction of Text (JCOT), and Independent Construction of Text (ICOT). By applying both oral and written cycle, at the end of teaching learning process, the students are expected to achieve language competence required.

The previous study was conducted at six junior high schools in Malang: they are SMPN 1 Malang, SMPN 4 Malang, SMPN 9 Malang, SMPN 13 Malang, SMPN 15 Malang, and SMPN 24 Malang. The previous researcher result said that fault of the goals because of less of teacher understanding about SBC. Those to previous study concern on the perception of English teachers about SBC but did not apply the implementation of SBC in the classroom in her analysis. So, she just describe teacher understanding about SBC. Then, the second study was conducted in SMPN 1-Kabuh and focuses on vocabulary skill. In this study the researcher describe the application of using files pictures to improve the mastery on

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preposition of place in the context of descriptive texts of 7 graders. [5] So it just applies the implementation grammar and reading skill base on SBC but did not tell more detail about the concept, teacher's preparation and measurement form used by teacher based on SBC. This brings some differences between the previous and this new study. Because this study is discussing the implementation of the major concern of SBC in the classroom, those are the oral and written cycles and four stages technique, and texts based materials, classroom assessment, and measurement form used by the teacher.

Here, the researcher is interested to Islamic Junior High School.Darussalam Kedamean-Gresik that observed because that school used SBC since 2008/2009 academic years. And that school supports completed facilities such as, laboratory of computer and science, audio visual classroom that through LCD, VCD, TV, and Tape Recorder. Then every classroom completed by sound system that centralized from the office which used listening class. Besides, the researcher interested in conducting study to observe the implementation of oral and written cycle in junior high school because of SBC is the newest curriculum and the researcher want to know the teacher's participation and creativity in conducting oral and written cycle in the class through four stages recommended BKOF, MOT, JCOT and ICOT in Islamic Junior High School.Darussalam Kedamean-Gresik.

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[5] Linda Jayanti, Using files pictures to improve the mastery on preposition of place in the context of descriptive texts of 7 graders in SMPN 1-Kabuh. (Surabaya:UNESA Pres, 2008)

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B. Research Question

1. How is the implementation of SBC in Islamic Junior High School .Darussalam Kedamean-Gresik?
2. What are the materials based SBC used by the teacher?
3. What are the classroom assessment and the measurement form used by the teacher?

C. Objectives Of The Study

1. To know how the teachers implementation of SBC in Islamic Junior High School.Darussalam Kedamean-Gresik.
2. To know what the materials based SBC used by the teacher.
3. To know the classroom assessment for students and the measurement form used by the teacher.

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D. Significance of the Study

1. The Researcher

   The finding of this study regarded as an input in implementing SBC at the future.

2. The Other Researchers

   The finding of this research can be used to conduct wider observation relating with SBC.

3. The Other school

   The finding of this research can be used to motivated the other school that did not implement yet of SBC.

E. Limitation of the Study

This study was limited to analysis the implementation of the English teaching-learning process, they were the two cycles and four stages, SBC based materials, the classroom assessment for students and the measurement form used by the teacher. Then, the observation focused on the eighth grade students of Islamic Junior High School.Darussalam Kedamean - Gresik.

F. Definition of Key Term

1. Implementation

   A process of engaging ideas, concepts, policies, or an innovation of a certain act which can give effect in the form of behavior, knowledge, and value. In

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this case, it means the action of putting the oral and written cycle for Junior High School based on SBC in Islamic Junior High School Darussalam - Gresik.

2. SBC (School based Curriculum)

   The operational curriculum which arranged, developed, and done by each educational unit which in develop this curriculum based on National System. UU. No.20. Thn.2003 and Government Regulation no.19 thn.2005.[6]

3. Teaching-Learning Process

   The activities that occur in the class including how the teacher implement the materials and technique and also how is the interaction happen among the teacher and the eight grade students of Islamic Junior High School Darussalam - Gresik.

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[6] Badan Standar Nasional Pendidikan, Op.cit., p.10

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G. The Previous Study

There are some the previous study was conducted relating the implementation of SBC:

The first study was conducted at six junior high schools in Malang: they are SMPN 1 Malang, SMPN 4 Malang, SMPN 9 Malang, SMPN 13 Malang, SMPN 15 Malang, and SMPN 24 Malang. The finding of the study was four of the English teachers have good understanding about SBC (School Based Curriculum) or SBC and two others do not although they had already joined some trainings and workshops about SBC. [7]As we saw, the researcher above gets the result that the implementation of SBC still unsuccessful in some schools yet. The researcher result said that fault of the goals because of less of teacher understanding about SBC. And the negative point of SBC mentioned by teacher is that in SBC there is not fixed material to be taught so that the teacher is getting confused in deciding what materials to be taught. Then, the teachers face some problem in implementing SBC. Their problems are generally related to time management, classroom management and sources of material. Those problems are caused by teacher understanding and creativity. However, teacher is the key of successful in the classroom. Teacher has important role who manage the material and class based on curriculum. That is way, teacher understanding and skill can bring curriculum of successful. Those to previous study concern on the perception

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[7] Endang Sulistiani, Loc.cit

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of English teachers about SBC but did not apply the implementation of SBC in the classroom in her analysis.

Then, the second study was conducted in SMPN 1-Kabuh and focuses on improving of grammar and reading skill. In this study the researcher want to know how the application of using files pictures to improve the mastery on preposition of place in the context of descriptive texts of 7 graders. So, she just describe the implementation vocabulary class base on SBC but did not tell more detail about the concept, teacher's understanding and measurement form used by teacher based on SBC.[8]

This brings some differences between the previous and this new study. Because this study is discussing more detail the concept and the implementation of the major concern of SBC in the classroom, those the oral and written cycles and four stages technique, and texts based materials, classroom assessment, and measurement form used by teacher.

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[8] Linda Jayanti, Loc.cit

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