

# CHAPTER I

## INTRODUCTION



### 1.1 The Background of the Study

Curriculum is an educational program provided to conduct teaching and learning process. By this program students can do any learning activity so that at the end of a process they will have changes in terms of their attitude development in accordance with the aim of education and the objective of learning (Hamalik, 1994: 17). Besides that, the curriculum also covers every aspect that might influence the student's development such as school buildings, teaching media, laboratory, library, auditorium, and the school environment. The last curriculum that has started to be implemented at the beginning of this academic year is wholly spoken in the community 'Kurikulum 2004', a Competency-Based Curriculum as the innovation to the former ones.

The change of the curriculum in this country is a government policy in order to improve the Indonesian quality as a whole so that its nation can compete in the global world. However, this is just a partial factor of others that may influence the quality of education, therefore it doesn't seem to guarantee the significant qualification improvement because of many reasons. Sidi (2001: 15) elaborates that in carrying out of national education in the future, the attention to the improvement of national education refers to curriculum, educational facilities, educational staff, educational management and community involvement in the education holding. This indicates that so there are many factors that influence national education quality.

The change in curriculum does not happen instantly, yet through considering some basic principles and adequate evaluation towards the implementation of the existed one—1994 curriculum. Nurhadi (2004: 3) states at least three important underlying foundations in the innovation of the new curriculum is known as 2004 curriculum i.e.: juridical, empirical, and theoretical views. The first view is a government responsibility and obliges to develop this nation quality through the improvement of national education. Second, it is in fact the quality of Indonesian Human Resources in United Nation for Development Program (UNDP) take to 105 rank of 108 countries. Unfortunately it is far lower than other southeast countries such as: Brunei at 25, Malaysia at 56, then Thailand and Philippine are in the 67 and 77 position respectively (Irianto, 2001: 1). The last one is the learners' low ability to comprehend interrelated concepts and to apply them in the real life.

The implementation of curriculum in Indonesian educational system has gone through five kinds of changing in the last five decades. These are 1968 curriculum, 1975 curriculum, 1984 curriculum, 1994 curriculum, and the new one is 2004 curriculum that most of people tend to say 'KBK' – Competency-Based Curriculum. For the first three periods – curriculum of 1968, 1974, and 1984, the aim of English teaching is the students' mastery on structure and reading in such proficiency level so that the learners have ability to use scientific books that are written in English. While in 1994 curriculum, as the world keep changing, the English teaching started directing to function the language in communication in appropriate context. Therefore, *functional skill* is the main feature in this curriculum.

Competency-Based Curriculum (henceforth CBC) can be defined as a set of arrangement which contains learning content or material theoretically based on the function of language as a means of communication orally or in written form and it is not only as the matter of sets of rules (Depdiknas, 2003: 1). This definition shows us that the basic aim of language is the ability to put it into use in the interaction between one another. It also means that after following a period of course in studying at certain level, the learners are expected to communicate in English as their participation on their life in the community as the user of language.

The developed model in this curriculum is formulated as a communicative competence that is going to be reached through teaching and learning process conducting by the teacher is the Discourse Competence. It also means that one will be able to communicate well whether it is written or oral whenever he knows and involves in that discourse. In other words it is impossible to talk something if one does not know the situation, the role of exchange, social cultural, and the rules of language being spoken (Savignon, 1983: 35).

Indonesians students' English proficiency may refer to their English achievement after taking course for one semester based the teachers' made test, or it can also be measured at the National Final Examination of a certain school level. It covers four language skills i.e. listening, speaking, reading and writing which is accomplished by the mastery of language components such as vocabulary, pronunciation and spelling, and grammar. Specifically, (Brown, 2001: 251) describes English proficiency as the ability to function language, to exchange information



between speakers and listeners through dialogues, conversation, or speech in suitable context.

In line with the above description, CBC as the new curriculum, particularly English curriculum that has been applied since the beginning of the new academic year and will be conducted in unlimited of time for the future is expected to contribute the better improvement in the students' achievement, especially on the actional competence. In this curriculum, again English functions as a means of communication in order to access information in daily life, and to establish the better life by English (Depdiknas 2003: 6).

However, the result of each the curriculum changing doesn't seem to bring the satisfactory result to the learners, schools, parents as the member so society, and even to the stakeholders of school leavers. The low proficiency level of their achievement at school indicates this phenomenon, moreover, when the National Final Examination will be referred as the standard of the successfulness. For example: In Kabupaten Indragiri Hulu – Riau the students' English achievement average for the Senior High School in 2001 and 2002 are: 3,25 and 3.09 (Depdiknas, 2002), the students' failure in that examination recently indicates about 2136 could not reached the target proposed (Waspada, July 2004).

CBC as an educational development program served by the government to be conducted in classroom process is an important factor that may determine the result of education. At least there are three important components involve in this curriculum i.e.: teacher, course materials, and learners. Teacher is the key agent to interpret the content of the curriculum to become a syllabus so that a teaching and learning process

can be carried out. His competence to organize it is the first point to make in the implementation of the curriculum. In other words, he will come to failure without mastery it. In the writer witnesses for approximately six months on the CBC implementation, most of the English teachers are complaining about syllabus designing. As long as this is occurring in the educational field, the result will be unsatisfactory.

The excess of the curriculum change in educational world is the administration changing as one of the teachers' job. The teachers have to work hard, spend more time to arrange their administration as a consequence, which basically is not significant rather than to think how to activate students in learning, how to arouse their motivation, how to please them in classroom setting, and how to create meaningful learning. The teachers' business in non-teaching preparation will influence the teaching process. Zamromi (2000: 41) states:

“The teachers' tasks require intellectual ability and use emotion. When the non-academical matters exploit the teachers' emotion, a abundant administration tasks, lack of time in the teaching preparation, and furthermore the supports to strengthen intellectual ability is also weak, there will be very little possibility to produce the quality outcomes”.

The new curriculum is just a kind of new wordings to refer the same thing. What are listed in the new curriculum is also be there in the former ones. One of the new components in it is the inclusion of genre, which is consider important particularly in the developing students' ability in writing. Lets take for example: the themes and the objectives of curriculum in a certain subject – English. The themes of teaching material in the former curriculums, or guides outlines are very clearly stated

and the teacher are free to choose one as by considering the students' ability and the school condition.

The above phenomenon indicates that the teachers are not yet fully ready in the implementation of this new curriculum even though the government has tried to socialize and train them in advance. The implementation of CBC as the innovation to the former one is expected to give new contribution to the English teaching and learning process and the students' English achievement as well.

### **1.2 The Problem of the Study**

The problem of the study is described as follow:

- a. How does the English teachers implement CBC in a classroom process?
- b. Why does she implement the CBC the way she does?

### **1.3 The Objective of the Study**

The objective of this study concerns the problem of the study mentioned above, which can be sentenced as follow:

- a. To describe the teachers' implementation of CBC in teaching English.
- b. To find out the reasons of the way they do in CBC implementation.

### **1.4 The Significance of the Study**

After conducting the research, the researcher hopes that the research findings could be beneficial and contributive to:

- a. English teachers as a reference and self reflection to consider the importance of curriculum mastery and the ability to organize it in conducting teaching and



- a. learning process so that the teaching process runs in accordance with the given rules by the principle of flexibility.
- b. Head masters of the Junior High School: he/she could consider other alternative policies in order to develop his or her school progress particularly in English teaching program.
- c. Supervisor: as the monitor of the running course in the school, especially English subject, they could help their teacher and school as well in order to find out the obstacles faced in the fields so that there is a gradual improvement of the outcome quality.
- d. Instructors or trainers: they could give input to the English teacher and find the solution to the problem faced.
- e. Educational Department – 'Departemen Pendidikan Nasional Kabupaten Indragiri Hulu' as education administrator: could take it out in decision making to improve educational quality.
- f. As a general description to school community – teachers, students, parents, and society.

### **1.5 The Scope and Limitation of the Study**

The coverage of the study is limited to the English teacher at Junior high School in the implementation of CBC. It covers the teachers' mastery on CBC, which is reflected in their administration preparation before conducting teaching and learning process. It also deals with the activities in the classroom during teaching and learning process.

For the learners' sides, their school staff that support teaching and learning process is also included in this study. Besides, the school facilities are also a part of this study.



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