CHAPTER I
INTRODUCTION

A. Background of the Problem

Indonesia as a developing country realizes that education is one of the important things that should be improved. Many strategies have been applied to improve the quality of education. As we know, Indonesia in flashback in the decade before sociopolitical order until in the middle of sociopolitical order had ever had qualified education, and even our neighboring countries like Malaysia and Singapore sent their students to study in Indonesia because the quality of our education was better than theirs. Yet, in about middle of sociopolitical order in Indonesia since 1965, Malaysia and Singapore left us in the quality of education. In connection with that matter, Indonesian government realizes that Indonesian education quality should be improved. Thus, since 2003 the government’s effort was applying passing grade that was minimum mark to the students in the last grade. They would not pass if their mark did not fulfill minimum mark that is less than or equal 3.01 and it has being raised from year to year.

The reason above demanded our government to improve the teaching–learning system which could balance the remarking system that it could minimize the
amount of the students who would not pass in the year after. The minimum mark applied creates new system then that based on the international teaching–learning education, known as Competency Based Curriculum. In the new system students are demanded to be more active in many aspects of learning. Teacher’s role is as the controller or facilitator who encourages the students. The system of competency based of course based on the competency of the students and the teachers themselves on each school. In this case, the application of the system depends on the policy of the school itself.

Before the government applied the new curriculum system, most of Elementary students did not know English language; the second language was taught in the 1st grade of Junior High School. Yet, nowadays most school in Indonesia even kindergarten applies the new curriculum since 2004. Since, language especially English is realized as the skill that must be achieved well because the use of the language is very important for us and as we all know, it is the international language. English in Competency Based Curriculum, according to Celce Murcia, Dornyei and Thurrell (1995), is a communicative competency means language is communication, it is not only a manner. The implication is the linguistic competency model that the model is prepared for the students to be able to communicate by language to others. In Elementary school the based competency given to the students is vocabulary and things around them. However, the Junior High School students are demanded to be able to speak in English International standard. The main competency of language education is discourse.
competency, it means somebody will be involved in the discourse when they communicate in spoken or written (Depdiknas, 2003: 6).

This new curriculum has developed in literature competency from spoken language to written language. The reason is the language scientifically preceded by spoken language. Written language will be very difficult to develop if spoken language has not mastered yet. Many researches of language acquisition show what children get in their beginning period in studying language, it is functional language means that the characteristic of the language is merely as language accompanying action, it used to call natural curriculum. It is called natural curriculum because they start to learn spoken language and written language afterward. It is like when a child starts to know language at the first time, the child will understand his mother tongue first (spoken language) and then they learn to write (written language), it is often not in accordance with school curriculum (Depdiknas, 2003: 12). The reason above is the consideration in applying the new curriculum in spoken language emphasizing in the first grade of Junior High School.

English as the second language that the students are demanded to be able in spoken language as the target for the competency based seemed to be difficult for the students because language is communicative, it needs to be practiced, whereas most of the students are ashamed or they are sometimes confused with whom they should practice their English because none of their families members can speak English. One more thing in Competency Based Curriculum that we should know
is the students should be more active in any aspects of learning, they are
demanded to access theirselves if they want to be the best.

Competency Based Curriculum is easier for the teacher because their students
should be activist. Yet, the teacher must control and encourage the students. A
good teacher will never let the students go without direction. Nevertheless, the
teacher must have a good method so that he/she will never let the students get
bored in English lesson. They will always try to make their class interesting inside
and outside. For instance, the teacher uses games method when she/he sees her/his
students start to get bored if it is conducted inside the class. Another example of
outside class assignment is home assignment. The students are asked to type their
assignment in interesting way like typing their assignment in the computer with
the picture related to the topic. Besides, it interests the students, they can also
learn about computer more.

In connection with that matter, the school where the writer chose as the place
to do the apprentice has a policy that the new curriculum is merely applied to the
1st grade. In accordance with the teaching package that the writer takes, she was
involved as the teacher in the 1st grade. Thus the writer is interested in reporting
the method used in the teaching English to the 1st grade in Competency Based
Curriculum in SMP Negeri 2 Gemolong and how the English teaching activities to
the 1st grade in Competency Based Curriculum in SMP Negeri 2 Gemolong are
conducted as well.
B. Objectives

The objectives in choosing the problem stated in the Background of the Problem is that the writer wants:

1. To describe the method used in teaching English in Competency Based Curriculum in the 1st grade of SMP Negeri 2 Gemolong.
2. To describe how the English teaching activities in Competency Based Curriculum in the 1st grade of SMP Negeri 2 Gemolong are conducted.

C. Benefits

The writer wishes to have some benefits in choosing the title for many sides among others:

1. SMP Negeri 2 Gemolong:
   a. As one of the references to find out the best method used in Competency Based Curriculum.
   b. As one of the references to improve the quality in teaching English in Competency Based Curriculum.
   c. As one of the references to find the activities that are able to encourage students in improving the English ability in Competency Based Curriculum in the year after.

2. English Diploma Students
a. As the information for students in Diploma English Program to know what method used in teaching English in Competency Based Curriculum specifically for those who are in teaching package.

b. As one of the references for students in Diploma English Program to know the activities and difficulties faced by teacher in Competency Based Curriculum specifically for those who are going to be a teacher.