

# **CHAPTER I**

## **INTRODUCTION**

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This chapter consists of ten sub-titles covering, background of the study, statement of the problem, objective of the study, significance of the study, assumption, scope and limitation of the study, theoretical framework, definition of the key terms, research method, and organization of the thesis.

### **1.1 Background of the Study**

The implementation of the new Competency Based Curriculum (CBC) 2004 for the Tenth graders began in the academic year of 2004 – 2005. As the new CBC 2004 should be applied in teaching and learning activities at all levels of education in Indonesia, the tenth grade teachers of SMA Dr. Soetomo were required to apply it after they had one-day workshop for teaching and learning using the CBC 2004. All of the school components must be ready to apply the new CBC 2004, including the students. As usual, the instruction from the Minister of National Education has to be done based on the reason for improving the education field. Education plays a very essential role to create a smart, peaceful, open-minded and democratic society.

In teaching and learning English, the new CBC 2004 stated that the students must be able to develop English communicative competency as their life skills, the skills that could help them to survive in the modern communication where English is an essential tool. The students who graduate from Junior High Schools must have learned English for at least three years when they were in Junior High Schools, and they had to pass the National Final Examination (UAN) for English as well. The

students must be able to perform their English communicative competencies – reading, speaking, listening and writing- during the teaching learning of English in the classroom. Nurhadi (2004:15) defines competency in general as knowledge, skills and basic values that are reflected in the habits of thinking and making action. The habits of thinking and acting which are used consistently and continuously could make someone become competence, means s/he has knowledge, skill and basic values to do something. Therefore, the students should have the learning habits and learning performance to achieve the English communicative competency after the teaching- learning process in the classroom. They should know how to explore their previous English knowledge and how to use it to perform their English competencies in the classroom. The most important point that they should know about the implementation of the new CBC 2004 in learning English is the changing motivation from what the students know about English into what they are able to do with their English knowledge in the real world. Therefore they should have interest in learning English and they should have knowledge about English and skills that they will be able to perform their English competencies. Their existing knowledge serves as a foundation of all future learning by guiding organization and representation, by serving as a basis of association with new information, and by coloring and filtering all new experiences. They must have interest, knowledge and skill to bring to schools then they will be ready to learn. As Alexander & Murphy (Forthcoming) states it is very clear that students' interest in learning, the knowledge they already have, and the skills they have which to learn are important determinants of how much students learn.

Interested in the changing paradigm of the new CBC 2004 implementation and realizing that the CBC 2004 previously had been applied in appointed High Schools which had higher intelligence level and higher motivated students compared to the students of SMA Dr. Soetomo whom are normally have low intelligence level and low motivated ones, the writer is interested in conducting a study concerning the readiness of the Tenth graders in SMA Dr. Soetomo in learning English through the new CBC 2004- as English is one of the three subjects which are tested in the National Final Examination (UAN).

### **1.2 Statement of the Problem**

This study is designed to answer the following questions:

- (1) What is the readiness of the tenth graders of SMA Dr. Soetomo Surabaya in learning English through the new CBC 2004?
- (2) What important factors could influence the readiness of the tenth graders of SMA Dr. Soetomo Surabaya in learning English through the new CBC 2004?

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

The purpose of this study is to investigate the readiness of the tenth graders of SMA Dr. Soetomo Surabaya in learning English through the new CBC 2004 and the important factors that could influences their readiness by using a mixed method: qualitative and quantitative – the qualitative data were converted into percentage and qualitative interpretation.

#### **1.4. Significance of the Study**

The writer hopes that the results of this study could give a meaningful contribution to the improvement of the English competencies of the students in SMA Dr. Soetomo since most of the students neither had high motivation and good English score when they were graduated from Junior High School. Further, the writer hopes that the students will have better experiences in learning English through implementing the new CBC 2004 in the classroom activities. Besides the findings of the study are likely to give a contribution to other researchers who want to conduct research dealing with Competency Based Curriculum in teaching learning activities in teaching English.

#### **1.5 Assumption**

The writer provided a test to measure the students' knowledge about English. The test has 50 numbers consisted of grammar understanding, reading text, filling gaps of dialogues and vocabulary understanding. The test was assumed covered the English knowledge of the students who had been learning English in their Junior High Schools for three years. And the validity of the test measured by using split-half method.

Survey research using questionnaires might lead to the doubtful conclusion when in filling out the questionnaire, especially closed-questionnaire with the scales, the subjects, just choose the options without reading the statement thoroughly. Therefore, sometimes the result of the questionnaire might sometimes not reflect the subjects' choice. In this case, this study has been done under the assumption that the subjects fill in the questionnaire honestly and seriously. In order to enhance the

validity of the questionnaire, the writer also conducted an open-ended questionnaire through asking the students to write their opinion about their good times in learning English with their friends and their teacher.

### **1.6 Scope and Limitation of the Study**

Due to the limited time, the writer considers it is necessary to set limitation upon the scope of this study as follows:

1. This study focused on analyzing the tenth graders readiness (whether they had good English knowledge of English, skills to use English, and interest in learning English) in learning English through the new CBC 2004 to perform their English competencies in the classroom.
2. The subjects of this study were 47 students of the X-10 class in SMA Dr. Soetomo who graduated mostly from State Junior High School and have English score of the National Final Examination (UAN) between 6,17 –8,83.

### **1.7 Theoretical Framework**

This study observed the readiness of the tenth graders in SMA Dr. Soetomo Surabaya in learning English through the new CBC 2004. The theories of the tenth graders readiness covered the students' prior knowledge about English (data taken from the Pre-Test and Post- Test results), the students' interest and motivation in learning English (data taken from the closed-questionnaire and the writer observation) and the students learning style (data taken from the open-ended

questionnaire and closed- questionnaire). Those three factors influenced the students' competencies (communicative competencies) in learning English in the classroom.

### **1.8 Definition of Key Terms**

As a means of clarification of the idea in this study, the following construct and concepts are defined:

1. **Readiness for learning English** refers to the student previous knowledge in learning English. As Alexander & Murphy (Forthcoming) states it is very clear that students' interest in learning, the knowledge they already have, and the skills they have are important determinants of how much students learn. In this study it refers to the students background knowledge based on the students achievement in the Pre-Test.
2. **Communicative competencies of the students** refers to ability to function in a truly communicative setting- that is, in a dynamic exchange in which linguistics and paralinguistic competence must adapt itself to the total informational input, both linguistics and paralinguistic of one or more interlocutors (Savignon: 1983). In this study it refers to the tenth graders abilities in speaking, listening, reading and writing English in the classroom activities.
3. **The Competency Based Curriculum 2004** in this study refers to the Language Curriculum that based on the competency is a systemic and strategic plan that build competence or discourse competence. It means building all of the supporting competencies such as linguistics

competence, behavior, socio cultural and strategy, and building discourse also. (Kurikulum Bahasa Inggris 2004 : 2003)

4. **The students' previous knowledge** in this study refers to the previous knowledge of English vocabulary range, English grammar and English utterances after the students graduated from Junior High Schools. The students' previous knowledge will be measured from the Pre-Test in the beginning of the first semester.
5. **The student motivation in learning English** refers to the students' willingness, need, desire, and compulsion to participate in, and be successful in, the learning process (Bornia et al., 1997,p.1). In this study, it refers to what the students' response is in learning activities and it will be measured by their responses in the closed and open- ended questionnaires.
6. **The students learning style** is “a complex of related characteristics in which the whole is greater than its parts. Learning style is a gestalt combining internal and external operation derived from the individual's neurobiology, personality and development, and reflected in learner behavior”(Keefe & Ferrell 1990,p.16). In this study it refers to the tenth graders learning style preferences in the classroom. The student preference learning style in the classroom. It will be observed by closed and open-ended questionnaires.

## **1.9 Research Method**

This study was a survey using a mixed methodology research design where the qualitative data were converted into percentage and qualitative interpretation. This study intended to describe the readiness of the tenth graders in SMA Dr. Soetomo Surabaya in learning English through the new CBC 2004 in the classroom, and a survey, using questionnaire to obtain the relevant information.

The subjects of this study were 47 students of the tenth grade class 10 of SMA Dr. Soetomo Surabaya. They graduated from State Junior High School and had better UAN scores than the other parallel classes. In this case, the writer used the purposive sampling, and the subjects' open-ended questionnaire about the most interesting time in learning English with the teacher and their friends in the classroom to substitute the in-depth interview about this study. She avoided the use of in-depth interview since she knew her students would not be able to express their opinion freely in an oral interview.

In obtaining the data the writer used questionnaire in the form of closed-ended questions with 1 – 4 scales. And open-ended questionnaire was used as supported data for subjects' responses in the questionnaire. The writer acted as the data collector and data analyst.

## **1.10 Organization of the Thesis**

This thesis consisted of five chapters. The first chapter was Introduction, which consisted with the Background of the Study, Statement of the Problem, Objective of the Study, Significance of the Study, Assumption, Scope and Limitation

of the Study, Theoretical Framework, Definition of Key Terms, Research Method and the Organization of the Study.

The second chapter was the Review of Related Literature that discussed the underlying theory, some related literatures, and previous studies.

While the third chapter was the Research Method, it was divided into seven subtitles: they were Research design, the Subjects of the Study, Instrument of the Study, Procedures of Collecting the Data, Procedures of Analyzing the Data, Piloting the Questionnaire, and Conducting the Research.

The fourth chapter, Findings and Discussion of the Findings, consisted of two main sections, Findings and Discussion of the Findings.

The last chapter, Conclusion and Suggestion, was divided into three parts: they were Conclusion, Suggestion, and Recommendations for further Research.