

**IMPLEMENTATION OF COMPETENCY BASED LANGUAGE TEACHING  
IN TEACHING ENGLISH AT STATE JUNIOR HIGH SCHOOL 4  
IN PADANGSIDIMPUAN**

**THESIS**



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## **ABSTRAK**

### **Sojuangon Rambe. 2009. Implementasi Pembelajaran Bahasa Berbasis Kompetensi dalam Pembelajaran Bahasa Inggris di Sekolah Menengah Pertama 4 Padangsidimpuan**

Guru mata pelajaran Bahasa Inggris di SMPN 4 Padangsidimpuan mengklaim telah menerapkan KTSP dalam pembelajaran Bahasa Inggris pada tiap kelas. Ternyata, proses dan hasil pembelajaran Bahasa Inggris belum memuaskan. Oleh karena itu, penulis melakukan penelitian yang meliputi cara guru mengaplikasikan CBLT di dalam kelas, permasalahan yang mereka hadapi dan penyebab permasalahannya. Jenis penelitian ini adalah penelitian kualitatif dengan triangulasi; observasi, catatan lapangan dan interview. Analisis data menerapkan langkah-langkah yang disusun oleh Gay dan Airasian (2000) yang terdiri atas: pengaturan data, membaca, deskripsi, klasifikasi dan interpretasi.

Temuan penelitian ini digambarkan sebagai berikut. Pertama, ada beberapa indikator penelitian yang tidak ditemukan di dalam kelas, beberapa lainnya ditemukan tetapi tidak sesuai dengan ketentuan CBLT, dan yang lainnya sesuai. Kedua, permasalahan yang dihadapi guru bisa dibagi ke dalam tiga kelompok yakni faktor guru, faktor siswa dan faktor materi pembelajaran. Dan ketiga, penyebab permasalahan juga bisa dibagi ke dalam empat kelompok yakni faktor sistem, sikap guru terhadap pembelajaran Bahasa Inggris, faktor kegiatan belajar dan faktor lingkungan.

Dari hasil penelitian ini juga dapat ditarik beberapa implikasi: pertama, sekolah atau dinas pendidikan seharusnya lebih mengutamakan aplikasi kelas dari kurikulum daripada sekadar dokumentasi; kedua, pihak sekolah dan dinas terkait seharusnya menyelenggarakan pelatihan yang mencakupi semua guru Bahasa Inggris; dan ketiga, orang tua harus lebih aktif mengawasi kegiatan belajar anak-anak mereka di rumah. Di samping itu, ada beberapa saran yang bisa diajukan; pertama, guru-guru seharusnya meningkatkan pengetahuan dan keahliannya dalam pembelajaran Bahasa Inggris serta penguasaannya terhadap berbagai strategi belajar dan pembelajaran yang bisa diajarkan dan diterapkan di dalam kelas; kedua, guru harus meningkatkan kemampuannya untuk mengelola kelas yang bisa mengurangi rasa takut siswa untuk menunjukkan kemampuannya.

## **ABSTRACT**

### **Sojuangon Rambe. 2009. Implementation of Competency Based Language Teaching in Teaching English at State Junior High School 4 Padangsidempuan.**

English teachers of SMPN 4 Padangsidempuan claimed to have applied KTSP in teaching English at the whole grades. As a matter of fact, the process and the outcomes of English teaching have not been satisfaction. Therefore, the researcher conducted a study concerning the way the English teachers implement, the problems that they found and the causes of the problems which they face in implementing CBLT in their classes. The method of the study is qualitative research with triangulation; observation, field notes and interview. The data analysis followed the steps proposed by Gay and Airasian (2000); data managing, reading, description, classifying and interpreting.

The findings of this research can be described in the following summary. First, some indicators were not found in the classes, some others were found inappropriate demand of CBLT, and the others were appropriate. Second, the problems were from teachers' factor, students' factor and learning materials factor. And the third, the causes of the problems were from the systemic factor; teachers' attitudes toward English teaching; learning activity factor; and environmental factor.

From the data, the researcher generates implications as follows: first, the school and the competent authority should emphasis more on classroom application of curriculum rather than the documents; second, the school and the competent authority should had the trainings which cover all teachers; and third, parents should more actively supervise their children learning at home. Besides, the researcher also derives a few suggestions as follows: first, teachers should improve their knowledge and skills in teaching English as well as their mastery on strategies which can be taught and practiced in the classroom; and second, teachers should develop their ability in managing classrooms which avoid students from afraid to show up their ability and to try and error.

## SURAT PERNYATAAN

Dengan ini saya menyatakan bahwa:

1. Karya tulis saya, tesis dengan judul **Implementation of Competency Based Language Teaching in Teaching English at the State Junior High School 4 in Padangsidimpuan**, adalah asli dan belum pernah diajukan untuk mendapatkan gelar akademik baik di Universitas Negeri Padang maupun di perguruan tinggi lainnya.
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Padang, Agustus 2009

Saya yang menyatakan

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Then, the researcher would like to express sincere gratitude to Prof. Dr. M. Zaim, M. Hum and Dr. Kusni, M. Pd as advisors who have given a great deal of continuous guidance, valuable advices, time and help in completing this thesis. The researcher’s gratitude is also addressed to Prof. Drs. H. Zainil, M.A., Ph.D., Prof. Dr. Anas Yasin, M. A and Prof. Dr. Gusril, M. Pd as both contributors and examiners who provides comments and constructive feedback in order to better this thesis.

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Above all, the researcher would like to dedicate sincere gratitude to his parents; Ayah (alm) A. Rambe, who was very eager to see the researcher's master degree graduation, and Umak T. Hutasuhut for the pray, love and support which help the students rise up every falling in all aspects of living. Besides, he also expresses high gratitude to his older brothers; Kadim Rambe and Suparman Rambe., S. Pd, who took care him since child and today they show their care and responsibility to the family since Ayah passed away. To Ayah, Umak and both of Abang, thank you for so much things you give me which I will never be able to pay back whole my life!

Padang, September 10, 2009

The writer

## **CHAPTER I**

### **INTRODUCTION**

#### **A. Background of the Problem**

Competency-based Language Teaching (CBLT) is the application of Competency Based Approach (CBA) in language teaching. CBA itself is the approach employed in a Competency Based Education (CBE). This approach has been established as the curricular approach which covers social, science and vocational education in Indonesia by the educational department since year 2004. The change of Competency Based Curriculum (KBK) to School Based Curriculum (KTSP) is also actually the adjustment of CBA in school level. Hence, CBA is applied as the approach in language teaching as well as in science and vocational fields.

Every change of curriculum arises new hope for better future of education, but it causes many problems as well. The good concept accommodated in the reformation of curriculum often arrives only at the door of the classrooms (Goodlad, in Francis and Hunkins 1989: 119). Moreover, application of a new curriculum demands reorientation of the purposes of education, reorganization, facilitation and funding. It is common that penetration of curriculum takes long time before it is entirely applied in the educational system.

In Indonesian education, the old curriculum was changed to KBK in year 2004. Then, KBK was changed to be KTSP in year 2006 with some adjustment. Accordingly, KTSP had been established for more than two years

as the curriculum for all fields of study by the government policy. In fact, some schools have not been applying KBK for entire grades. They apply KBK in grade III classes and KTSP applied in grade I and II classes.

At the classroom level, application of the new curriculum mostly concern with the teachers. New purposes demand new orientation, new method and new techniques. Teachers are often not ready for the change because it requires them to learn again in order to make their teaching relevant with the requirements of the new curriculum.

The change has been running so far, many problems are occurred. Some researchers had found that English teaching activities at schools today has not been well enough in many aspects and the result of the instruction also has not been satisfaction. It implies that teachers find problems in applying the curriculum in their classroom.

Similar to what happens at the junior high schools 4 (SMPN 4) Padangsidempuan, from the grand tour that the researcher had conducted, the English teachers apply activities in their classrooms which are not relevant with the requirements of the curriculum. That the teaching is not relevant with the requirements of CBLT can be seen from the following grand tour findings. First, all of the teachers (100%) are stuck on teaching textbook content instead of having learning by referring to their lesson plan (RPP). Second, more than a half (50%) of the learning time is mostly spent for explaining the learning material instead of having students active in activity by which the competency can be gained. Third, not more than 5 (12,5%) students in each classroom

participate in performing their ability in speaking activity. And the last, about 40 percent classes are noisy and disorder. In fact, the teachers claim to have implemented KTSP which is competency based and incompatible with such characteristics.

Then, how to solve the problems? The government through the department of education may have their solution, but the problem solving should be relevant with what happens in the grassroots. Unless there is relevance between the solutions with the real problems, it might be failed. Therefore, there should be analysis on what it is in the school in order to generate solution appropriate with the need of the school. Clearly, the weaknesses of the implementation should be identified previous to generation and conducting the steps of problem solving.

By that reason, the writer wants to conduct a research which concerns with the classroom implementation of CBLT. This research will cover explanation of the way the teachers implement CBLT in the classrooms, identification problems that they face and the causes of the problems. The research will be conducted in SMPN 4 Padangsidempuan.

## **B. Identification of the Problem**

CBLT is the approach of current English language teaching in Indonesia. Accordingly, it is also applied in SMPN 4 Padangsidempuan, and from the interview with the teachers, they claimed to have applied it. However, the process of learning at the classrooms has not been appropriate with the expected manner of CBLT classroom process. Unless the classroom

process is appropriate with true concept, the outcomes of English teaching will not be satisfaction. To generate the appropriate solution needs identification of the problems in the real field. In details, this research concerned with how well the teachers apply CBLT in teaching English; how they apply it, problems of the application, and the causes of the problems.

### **C. Focus of the Research**

As stated earlier, this research concerned with the implementation of CBLT at the classroom level and problems faced by the teachers while applying the principles in the classroom as well as the causes of the problems. The classroom application of CBLT covers two major parts they are teaching-learning process and learning evaluation. The teaching learning process covers three aspects; they are methods, materials and language teaching strategies. And evaluation covers two aspects; they are assessment of the learning process and testing after the learning activity.

These aspects are still so large to investigate that this research did not cover all of them. To be more focused, this research only concern with the teaching and learning process which is limited to investigate two aspects of them; they are language teaching strategies and materials. The indicators for this research were chosen the most principled things for representing the principles of CBLT related to these two aspects. For the aspects of language teaching strategies, this research devoted to describe the procedures that the teachers had in teaching the language skills; for the materials aspects this

research is devoted to analyze the authenticity and the appropriacy of the materials to students' daily life

#### **D. Research Questions**

Appropriate with the focus of the research, and to direct the findings and analysis of this study, questions appropriate with them are:

1. How do the English teachers implement CBLT in the classrooms at SMPN 4 Padangsidempuan?
2. What are the problems faced by the English teachers at SMPN 4 Padangsidempuan in implementing CBLT in the classrooms?
3. What are the causes of the problems faced by the English teachers at SMPN 4 Padangsidempuan in implementing CBLT in the classrooms?

#### **E. Purpose of the Study**

In accordance with the research questions, this research is to find out how teacher apply CBLT in the classrooms, problems that they face and the causes. The purpose of this research can be formulated as follows:

1. To explain how the English teachers of SMPN 4 Padangsidempuan apply CBLT in teaching English
2. To identify the problems that the English teachers of SMPN 4 Padangsidempuan face when applying CBLT in teaching English
3. To identify the causes of the problems that English teachers of SMPN 4 Padangsidempuan face in applying CBLT in teaching English

## **F. Significance of the Problem**

This study is expected to give contribution to the discussion of language teaching methodology and research, for lecturers and teachers. First, this study is expected to contribute theoretically and practically to the discussion methodology in language teaching generally and specifically to teaching English as foreign language (TEFL). Other researchers concern with methodology and implementation of methodology can get advantage from this research. It can be a stepping stone to conduct other researches about methodology in language teaching in the future.

Second, for teachers and lecturers, this study can be a literature of actual sample in implementation of CBLT in the classroom. Comparison of what should be with what it is which presented in this thesis can be used as a consideration of classroom application of language teaching. It means that, it can be used as a stepping point for future language teaching practice on the basis of CBLT as well as other approaches.

## **G. Definition The Key Terms**

1. Implementation: Application of CBLT from planning until evaluation
2. Competency-based Language Teaching: It is the language teaching approach which is adopted in teaching English on School Based Curriculum in Indonesia
3. Teaching English: The teaching of English to students which are the speakers of other languages

## **CHAPTER V**

### **CONCLUSION, IMPLICATIONS AND SUGGESTIONS**

#### **A. Conclusion**

Having analyzed the data, the researcher generates conclusion concerning the aspects of the research; classroom implementation of CBLT, problems that the teachers face and the causes of the problems. The conclusion of the research is presented as follows.

##### **1. Implementation of CBLT in the classroom**

In the first stage of the teaching (BKOF) the teachers should: first, articulate the targeted competency but only one of them has it in her classes; second, teach the grammar features that will function and it is found that they have it; third, teach the sociocultural context of the targeted text it is found that they have it; and the last, introducing those knowledge should be teacher-student English speaking but the teachers often shift their language to Bahasa Indonesia.

In the second stage (MOT), the teachers should; first, have the students read a text and have the class identify the features taught in the previous stage, the findings confirm that the teachers have it in their classes; second, teach reading strategies, the findings also confirm that that the teachers have this indicator in their classes.

In the third stage (JCOT), the teachers should: first, have the students write by imitating the model of the reading text and it was found that the teachers have it in their classes; second, teach the reading strategy

to facilitate the students for comprehending the text and the findings confirm that the teacher conduct the indicators in their classes. However, individual writing as one alternative of writing is often given as homework.

In the last stage (ICOT), the teachers should: first, have the students conducting conversation if the text learned in the previous stages is dialog, but the findings confirm that the teacher never have it in their classes; second, have the students speak individually if the text learned in the previous stages is passage, but the findings confirmed that only two of them have it in their classes.

## 2. Problems faced by the teachers in implementing CBLT in teaching English in the classroom

The problems of implementing CBLT in teaching English in the classroom can be classified into some categories as follows:

- a. teachers, who are in charge with classroom performance were lack of knowledge, lack of teaching ability especially for speaking activity and lack ability in classroom management
- b. students who are the subject of the learning activities are lack of vocabulary mastery, lack of ability in reading, speaking and writing as well as lack of motivation, and
- c. learning material as the object of studying was lack of authenticity as well as lack of connection with students' daily life.

## 3. Causes of the problems found by the teachers in implementing CBLT in the classroom can be divided into four factors as follows:

- a. the systemic factor which is related to the teachers training and supervision; it was found that the training were not followed by the whole English teachers, and the systemic supervision focused more on documents rather than classroom application of CBLT.
- b. teachers' attitudes toward English teaching; it was found that the teachers thought that a few indicators were not need to be conducted in the classroom
- c. learning activity which had not been adequately support the development of students vocabulary mastery, and
- d. environmental factor, in which it was found that lack of supervision of parents toward their children learning at home, besides the society which not provides any opportunities to the students to engage in English communication.

## **B. Implications**

In accordance with the findings of the research, there are some implications that can be generated in order to improve the learning activity and achievement of English subject, as follows:

- 1. school and the education department should emphasis on classroom application of the curriculum rather the documents in assessing the teachers' performance
- 2. school and education department should have all the teachers follow the trainings which related to English teaching based on the current curriculum,

3. the English teachers of SMPN 4 Padangsidempuan should learn more about how English teaching based on KTSP should be applied the classrooms.
4. the English teachers of SMP 4 Padangsidempuan should develop their ability in managing the classroom in order to create classroom atmosphere which decrease stress, and avoid students from afraid to show up and trial
5. the parents of the students in SMPN 4 Padangsidempuan should be more actively watching out their children learning at home in order to assure them do their homework

### **C. Suggestions**

In accordance with the findings and discussion there are some suggestions that can be derived for the next research in the field of CBLT implementation in the school as follows:

1. There should be studies conducted in order to investigate the teachers planning and preparation of their teaching English in the classroom
2. There should be studies which are devoted to investigate the evaluation of English teaching
3. There should be studies which are aimed to investigate the teaching of English skills; speaking, listening, reading and writing
4. There should be more studies which apply the teaching techniques and learning strategies for improving either the process or the achievement of English teaching

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