

**ENGLISH TEACHING ACTIVITIES IN ACCORDANCE
WITH COMPETENCY BASED CURRICULUM
IN THE FIRST GRADE OF SMP N 1
TAWANGSARI SUKOHARJO**



FINAL PROJECT

**Submitted as a Partial Fulfillment of Requirements
For Diploma Degree in English Department**

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Report Title : ENGLISH TEACHING ACTIVITIES IN ACCORDANCE
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MOTTO

You Are What You Think...

DEDICATION

1. The Faculty of Letters and Fine Arts UNS
2. My beloved Mother and Father
3. My sweet brothers and sisters
4. My Grandmothers and Grandfathers
5. My husband Robert and family
6. My smart '*Qoriah*'
7. All of my friends in UNS

PREFACE

The Job Training in SMP N 1 Tawang Sari has the aim to fulfill the partial requirement for Diploma Degree. The writer took the Job Training there and having the position as an English teacher for the students at the first grade. She chose to teach student in Junior High School because she thought that the children in that level is starting to understand the importance of studying English. Therefore the teacher will deliver all of the materials more easily.

In teaching-learning process in SMP N 1 Tawang Sari the writer chose 1st grade because the students are very active and they are very curious with many something new. She wanted to explore the capability of the students in the earliest age in developing their English totally.

Generally, this Final Project describes the teaching-learning process in Competency Based Curriculum in the newest organized form. The government released a new regulation to decentralize the autonomy in education. The local government responded it by making the details of teaching-learning methods.

Finally the writer hopes this project will be very useful, and if there are critics and suggestions, so it will be responded by pleasant.

Surakarta, August 2007

The writer

ACKNOWLEDGMENT

Alhamdulillah, all praise to Allah Azza Wa Jalla. Because of his countless Mercy and Grace this Final Project as a partial fulfillment of requirement for the Diploma Degree can be finished. Invocation and regard for Prophet Muhammad SAW who has been the best model to live in Islam way.

In composing the Final Project, many people were involved to encourage me to finish in time and in the best result. Therefore, thanks and apologizes have should be revealed. Thus, I proudly say thanks for:

1. Drs. Soedarno, M.A, the Dean of Faculty of Letters and Fine Arts, Sebelas Maret University.
2. Mr. Yusuf Kurniawan, S.S, M.A as the head of English Diploma Program.
3. Drs. Bathoro MS, M.A as my academic consultant.
4. The lecturers in English Diploma Program.
5. SMP N 1 Tawang Sari Sukoharjo:
 - a. Mr. Choiru Trijoko the former of Headmaster
 - b. Mr. Budi Rahino as the vice headmaster
 - c. Mrs. Arin Rahmawati my supervising teacher
 - d. The librarians
 - e. All the teachers and staffs

After all, I would like to say thank you for all people. Hopefully, this Final Project can be very useful for everyone.

ABSTRACT

Evy Yunianti. 2008. English Teaching Activities in Accordance with Competency Based Curriculum In the First Grade of SMP N 1 Tawang Sari Sukoharjo. English Diploma Program, Faculty of Letters and Fine Arts, UNS.

The Final Project is about the description of the teaching-learning method used by the English teacher in the first grade of SMP N 1 Tawang Sari Sukoharjo and the activities done in accordance with competency based curriculum. The Local Government has had the autonomy to organize the education curriculum independently. Therefore, every school in a region should arrange their own education curriculum and competence. SMP N 1 Tawang Sari Sukoharjo has been practicing this new regulation by holding an English teaching-learning process with Competency based Curriculum in the newest form KTSP (*Educational Unit Level Curriculum*).

The writer did a Job Training to compose the final project in SMP N 1 Tawang Sari. The purpose is to report the method used and the English activities done in SMP N 1 Tawang Sari. There are many methods which can be used by the teacher. The teacher in this school has been already using the newest method, Competency Based Curriculum. This final project describes the new method used and how the teacher practiced it.

The data was taken from the observation and interview in the school of SMP N 1 Tawang Sari. Firstly, she observed the class and the activity there. Then, at the second day, the writer was positioned as the teacher for class VII D, she must come there twice a week to teach the student. She continued the topic in that semester and taught the student by practicing the theory given in Diploma Program. The Job Training held from 6th of February until 15th of March 2007. During the Job Training, the writer did also some interview with the English teacher there and some librarians, and also the head of SMP N 1 Tawang Sari. She also got the data from the information of an administration staff.

The Discussion of the data leads to the teaching-learning process held in SMP N 1 Tawang Sari is starting to use the newest competency based curriculum based on UU No. 20 tahun 2003 about National Education System and Government Rule that instruct in National standardizing. Then, in teaching a second language to the students, the teacher should understand some points about the student's characteristic generally; a teacher in this competence is hoped as a controller and a facilitator who let the students explore themselves maximally

Some problems related to the students were the lack of more modern facilities and English daily community. Therefore, the solutions may be the school should obtain more modern facilities such as some latest CDs, video, and native speaker. Then it will be better when the teacher build an English atmosphere in and around the class by writing or drawing everything related with English. Many trials can develop the student ability.

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CHAPTER I

INTRODUCTION

A. Background

English is a language which is used mostly in all over the world. Therefore, mastering English is a must for every person. People will never be able to avoid facing a situation in which there is no product using English language at all. English is used in almost of human life aspects. The people should be aware of this condition if they still want to survive the tight competition in this era, because the competition needs one who can connect with various development and situation.

In Indonesia, especially the education aspect has the development in English curriculum in order to increase the student capability in mastering English. This development aims to follow the world dynamics which is always changing. The government pays attention to this case intensively. By seeing government releasing some latest regulations related with curriculum and competence (UU Sisdiknas No. 20 Th. 2003, PP No. 19 Th. 2005 about National Standard of Education, etc), we can conclude that government considers that the education element needs to develop, so does mastering English.

The apprentice is interested in working out English and considers for teaching English to the Junior School Institution to have a Job Training. The writer chose SMP N 1 Tawang Sari Sukoharjo in the 1st grade because the students are still in the basic level, so the writer can observe the students behavior in understanding English completely, and also the teacher's method in delivering the material of

English lesson. Based on the job training's experience, the writer presents discussion and report entitled "**English Teaching Activities In Accordance with Competency Based Curriculum In The First Grade of SMP N 1 Tawang Sari**".

B. Objectives

Based on the Job Training's experience the writer has the following objectives:

1. To describe the methods applied in English Teaching-Learning in the 1st grade of SMP N 1 Tawang Sari.
2. To describe the English Teaching activities in accordance with competency based curriculum in the 1st grade of SMP N 1 Tawang Sari.

C. Benefits

By presenting this Final Report, the writer hopes it will be useful for :

1. The English teacher in the 1st grade of SMP N 1 Tawang Sari.

This final report presents the method used in English teaching-learning in the 1st grade in Junior High School. The teacher is suggested to follow the change then he/she can teach English in the best way, because the students are in the level of beginning in understanding English structure. The curriculum will be changed to follow the global development internationally. Therefore, the teacher is hoped to always develop the right method in delivering the material to increase the quality of the students.

2. The students of Diploma Program the Faculty of Letters and Fine Arts, Sebelas Maret University.

The Final Report can be a reference for those who want to know the method used and the English Teaching activities in accordance with competency based curriculum, especially in SMPN 1 Tawanghari Sukoharjo.

CHAPTER II

LITERATURE REVIEW

A. TEACHING

In the process of delivering the teaching material there is a (teaching and learning) process. *Oxford Learner's Pocket Dictionary* says that "teaching is a process of giving instruction of knowledge, skill, etc." (Martin, 1995:425). Therefore, the process involves the teacher and the learners. In other words, teaching means a process of interaction between two roles in reaching certain purposes to gain some knowledge, information, etc.

According to *Macquaire Dictionary*, "Teaching means showing or helping someone to learn how to do something, providing knowledge, causing to know or to understand." (Morries, 1981:987). In the other word, teaching is an effort from the teacher and also the learner to understand about something through a certain process.

David Nunan says that "teaching is an exciting and uncertain profession because the personal chemistry between teacher-student the student-student means

that no two classes will ever be exactly the same.” (Nunan, 1987:137). It means that in teaching-learning process, there is chemistry between teacher and the learner. Every meeting is very unique and exciting. The teacher meets many people with their own character everyday. The teacher uses the best method to face this situation. Therefore, there will not be two or more classes which are the same in condition and situation.

1. Teaching Second Language

Firstly, it is better to define what *language teaching* is. “Language teaching can be defined as the activities which are intended to bring about language learning.” (Nunan, 1987:137). Meanwhile, in teaching a second language, there must be an effort from the teacher to help the student creating new environment in studying a new language. There is also a mental compulsory handling the student’s language development, because the student facing new situation studying the language that is not used in the community.

“Teaching a second language means creating for students a part or all of their new language environment. The entire responsibility for creating the language environment falls on the teacher who is teaching a language that is not used in the community. When teaching the language of the host community to immigrants or foreign students, however, the teacher has much outside help. In either case, environmental features that accelerate language learning can easily be incorporated into curriculum objectives, teaching techniques, and materials to increase the effectiveness of the language classroom” (Dulay, Burt, and Krashen, 1982:14)

Jeremy Harmer in his book says that the teacher may have two roles in communication such as: controller and facilitator.

“The teacher as controller is closely allied to the image that teachers project of themselves. They tend to do a lot of the talking, and whilst we may feel uneasy about the effect this has on the possibilities for student talking time it should be remembered that it is frequently the teacher, talking at student’s level of comprehension, who is the most important source they have for roughly-tuned comprehensible input. On the one hand, teacher as a facilitator means the teacher maintains a low profile in order to make the student’s own achievement of a task possible. In facilitating the learner, the teacher may be an assessor, an organizer, a prompter, even as a participant in explaining the materials. A teacher is also a resource which is facilitating the learner and also helps to point out errors in rough drafts, offers the student’s advice as a tutor” (Harmer, 1998:256)

The two roles of controlling and facilitating should be done as well as possible. A teacher in his/her daily teaching activities do not merely teach the learner by giving some materials. The teacher should attend to some ways in guiding the learner to master the second language more quickly and successfully. The student needs to be controlled in every activity which has been done. Therefore, there should be an evaluation in various methods to add the student competence in *listening, reading, writing, and speaking*.

The followings are several teaching guidelines which can be practiced by the teacher taken from the book *Language Two*:

- a. Maximize the student's exposure to natural communication
- b. Incorporate a silent phase at beginning of your instructional program
- c. Use concrete referents to make the new language understandable to beginning students
- d. Devise specific techniques to relax students and protect their egos
- e. Include some time for formal lessons for adults
- f. Learn the motivations of your students and incorporate this knowledge into your lessons
- g. Create an atmosphere where students are not embarrassed by their errors
- h. If you teach dialogues, include current and socially useful phrases
- i. Certain structures tend to be learned before others. Do not expect students to learn "Late Structures" early
- j. Do not refer to a student's language one when teaching language two.

(Dulay, Burt, and Krashen, 1982:263)

By those guidelines, the teacher is hoped to understand that there are many important things to do before teaching a second language. The teacher's good behavior will also influence the student in creating his/her language environment. The teacher should consider the best decision which will be given to the student in the daily teaching-learning.

Teaching is really an exciting profession. Actually, when someone is teaching in front of the class, he/she is playing many roles to the students. In

teaching-learning process there should be plans, clear explanations, and evaluations by giving individual work and group work, and assessment.

According to Nordberg in *Secondary School Teaching* says that teacher is a catalyst. He instigates learning-he does not provide it. He must know his subject, the learning process and character of his students. He must plan and provide directions and explanations, individual work and group work. He must evaluate achievement and assign grades. He has a position of responsibility and special status in youth's institution. No profession is more exciting or more difficult than teaching. (Nordberg, 1962:2)

Jeremy Harmer adds that "the best teachers are those who think carefully about what they are going to do in their classes and who plan how they are going to organize the teaching and learning." (Harmer, 1998:256). Teaching needs a mature concept which should be developed. The teacher must support the learner's language acquisition by making daily plan, thinking the best strategy which will be used, providing media, innovating evaluation, and etc. Those things are necessary to attend, because the student's success is influenced also by the teacher's struggle.

2. Teaching English In Accordance with Competency Based Curriculum

Teaching English in accordance with Competency Based Curriculum is regulated by the government, based on Undang-undang No. 20 tahun 2003 about National Education System and Government Rule that is instructed in National standardizing. There is a change in all of the educational system in Indonesia. The

rule regulates the contents standard, process, and graduation competency, basic determining plan, and curriculum standard. Further, the central government requires the regional government to decentralize the education system in section 11 subsection 1. Then, school needs to compose the Educational Unit Level Curriculum (KTSP: Kurikulum Tingkat Satuan Pendidikan) which is regulated by the local government as Permendiknas no. 22 tahun 2006. It contains purposes in a unit level, the plan, education calendar, and the syllabus.

In English teaching-learning, there is also a change dealing with the function of a language as a communication means. Teaching English is different from teaching other subjects. Each subject has its own character. For example: teaching English is different from teaching Chemistry. Therefore, in *Panduan Pengembangan Silabus Bahasa Inggris SMP Depdiknas Jakarta*, the writer said that it is important to understand about the characteristic of English subject. Studying English needs not only studying vocabulary and grammar, however it needs to apply in communication. (Team of Panduan Pengembangan Silabus Bahasa Inggris SMP, 2006:1)

This newest curriculum still includes 4 (four) skills such as: *Listening, Reading, Speaking, and Writing*. There are also 2 (two) competences in English mastery. The competences are: ideational and interpersonal means.

In the other words, Halliday says that the fundamental means component in a language is the functional component. It is composed into two main means, they are ideational and interpersonal. Ideational means is a concrete of someone's experience, either in real or in imagination. Whereas interpersonal means is a

concrete of human's behavior which is shown to the others (as an object). (Team of Panduan Pengembangan Silabus Bahasa Inggris SMP, 2006:4)

B. LEARNING

In *Oxford Learner's Pocket Dictionary* "learning means an activity gaining knowledge or skill in a subject or activity" (Martin, 1995:425). Learning is also a process. Then, the book *Secondary School Teaching* explained that "learning is a lawful process and what and how adolescents learn in secondary school is necessarily obedient this lawfulness. No trait, skill or concept is acquired but that student is capable of acquiring it." (Nordberg, 1962:16)

The person who is learning is called learner. In *Panduan Pengembangan Silabus Bahasa Inggris SMP Depdiknas Jakarta*, it is written that

"The learner is a human being with their all characters. They have feeling, opinion, and also aspiration. They have basic needs which should be obtained such as food, fashion, and home, and the safety in life, recognition of their achievement, and the needs to actualize their desire which is suited with their potency" (Team of Panduan Pengembangan Silabus Bahasa Inggris SMP, 2006:5)

Learner participates in three types of communication, they are:

1. One-way. The learner listens to or reads the target language but does not respond to it.
2. Restricted two-way. The learner responds orally to someone, but the learner does not use the target language.

3. Full two-way. The learner speaks in the target language, acting as both recipient and sender of verbal messages

(Dulay, Burt, and Krashen, 1982:14)

The student as a learner can use three types of communication depends on his/her level of English language acquisition. The beginner is able to use one-way type. They only listen or read the target language. After all, the learner responds orally to someone in his/her own language. Then, it can be continued to the next step, full two-way communication type. The learner speaks in the target language when responding the question or greeting, and eventually, he/she gives the feed back to the other speaker.

C. METHOD

In reaching the maximum achievement in English Teaching language, there should be a method used.

“The method includes approach, design, roles, and procedures which are told that methodology in terms of approach (which provides theories on the nature of language and learning), design (specifying objectives, learning-teaching activities, learner and teacher roles, and the role of instructional materials) and procedure (dealing with classroom techniques and procedures)” (Nunan, 1987:77).

The method which is used by the teacher can determine the result in teaching-learning process. By evaluating the student achievement of a topic or a

material given, there will be a choice to change or to use the method for the next teaching. There are several methods in developing student's language acquisition. As a good teacher there will be a dynamical class with various methods.

Teaching Method in Language Teaching

Douglas Brown, in his book *Teaching by Principles: an Interactive Approach Language Pedagogy*, there are five methods that can be applied in teaching language. They are:

1. Grammar – Translation Method

At one time it was called Classical Method since it was first used in the teaching of the classical language, Latin and Greek. Teacher uses mother tongue to teach that the students understand the word meant into target language (L2). The teaching stressing is much more focused on vocabulary than in the context of the texts.

2. Direct Method

The teacher uses L2 to teach both in focusing spoken and written language material of target language. Since, the direct method has one very basic rule: No translation is allowed. Everyday vocabulary is also taught by demonstration, object, and picture. Correct pronunciation and grammar were emphasized.

3. The Aural-Oral Approach

Teacher mostly uses L2, but source language L1 is still used in some opportunities. The type of learning is by repetition. The teacher gives opportunities to the students to access themselves of the lesson given. Thus,

sometimes it used modern equipment in teaching, for example: tape recorder, videos, television, etc.

4. Communication Method

It focused in the communication, stressing in L2, although L1 is still used but much less than L2. Thus, practicing is performed as the pattern drills. The learning process is based on methodological pattern. Teachers may employ native-speakers for pronunciation model.

5. Eclectic Method

It is the combination of all the methods above. The use of the method is dependent on condition and the purpose of learning second language.

(Brown, 2001:18-40)

It is better to select the best method first before teaching the second language to the students. The wrong choice can cause the student mistakes in language acquisition. The simplest method is better to be chosen in the beginning of teaching-learning process. The use of media also influences the success of language teaching. Then, the teacher can develop the method and combine it into various ways and have the optimum result.

CHAPTER III

DISCUSSION

A. Description of SMPN 1 Tawang Sari Sukoharjo

1. The History

It was built on January 1st, 1986. The school was called SMEP Tawang Sari and it was led by Soekanto. Then, the school had collaboration with SMP N 1 Tawang Sari located at SD Ponowaren. Some years later it moved to SD Majasto, and finally at SD Kateguhan on April 1st, 1979. Afterwards, the head of sub district in Tawang Sari initiated to build up a Junior High School in Lorog village permanently.

2. The Situation

This school is located at Jl. Tawang Sari, Lorog, Kateguhan, Tawang Sari, Sukoharjo. It has large area containing 18 classrooms, a teacher room, a Headmaster room, and a Staff Administration room. There are also some facilities such as Student Organization room, several laboratories, library, mosque, tennis court, and large yard in the centre of the buildings. The classrooms are classified into 3 (three), they are: six rooms for class VII, six rooms for class VIII, and six rooms too for class IX. Every class contains 40 students maximally.

3. The Vision and Mission

a. Visions

The vision of SMP N 1 Tawang Sari is “*Unggul Dalam Kualitas Sopan dalam Tingkah Laku*”. It is indicated by excellence in:

1) Getting academic achievement.

It can be achieved by providing the professional teacher and the innovation in teaching method.

2) Spiritual activities

The only academic capability will not guarantee the world prosperity. The student must also master the spiritual understanding and apply it in daily life.

3) Electronic skilled

This competence supports the student creating the opportunity of employment.

4) Scouts activities movement

This activity trains the student’s mental to be independent and smart in facing a hard situation.

5) Tailor

This activity aims to add the student’s skill.

6) Computer mastery

This activity aims to support the student in mastering technological equipment.

b. Missions

SMP N 1 Tawang Sari has also the missions as follows:

- 1) To hold the spirit of learning and guidance effectively. The school as an institution which keep the student academic and mental development.
- 2) To develop a good religious comprehension and experience, and also the culture comprehension in order to grow up the student's wisdom in every activity. It can be achieved by always holding religious activities and supporting students in religious organization.
- 3) To hold extra co-curricular of electronic exercises. The student is hoped to master electronic competence.
- 4) To hold extra co-curricular of scouts. The activity is hold at least once in a week.
- 5) To hold extra co-curricular of computer operating. The activity is hold once in a week in basic computer knowledge.

4. Human Resources

The school has some divisions in holding the teaching-learning process together. Each division should do the duty based on the capability optimally. There is a committee which is led by Karyadi and Suranto, S.Pd. as a headmaster. The units below are Laboratory Unit led by Erwin Yarnita, S.Pd., Library Unit led by Dra. Sriharsih, Administration Staffs led by Sumarni, SH., and teacher staffs coordinated by the vice headmaster Drs. Budi Rahino. There is also a classification of homeroom teacher, therefore, there are 18 (eighteen) homeroom teachers for class VII, VIII, and IX. The teachers are also divided into some divisions based on the academic mastery.

B. The Methods Applied In The 1st Grade of SMPN 1 Tawangsari

The method used by the teacher is eclectic methods. It is because the aim is reaching the maximum result in English language teaching. The teacher combined Direct Method, Grammar Translation Method, and sometimes The Aural-Oral Approach. It is hoped that the students in the speaking development age can understand the material well, and can apply it in their effort to communicate with the others. The three methods applied were:

1. Direct Method

The writer has explained that in Direct Method, a teacher uses Language two (L2) dominantly. The teacher should not translate the vocabularies and sentences which are given to the students. The teacher can use picture, real objects, or by demonstrating it in front of the class. The emphasis is also on pronunciation and grammar.

The teacher in her job training applied the Direct Method to deliver the material and to instruct the students. In this way it may be difficult for the first time, but it is used to make the students more familiarized with using English in a light daily conversation. For example, the teacher had the blackboard cleaned. Therefore, the teacher will say "Clean the blackboard, please!", on other occasion, to open the lesson , the teacher used to greet the students in English. "Assalamu'alaikum" then the students answered first. "Wa'alaikum salam". "Good morning, students!" the teacher said and the students would answer completely. Sometimes, the teacher asked whether there is any homework or not.

In delivering the material, the method is used to stimulate the students to think hardly and then guess what the teacher means. For example: For the topic “Hobbies” the teacher wrote several keywords related with the topic. The students should guess what is the right hobby based on the keywords, without the translation from the teacher. For instance, the hobby is football. The teacher told about the equipment, the place to do, the famous star, and etc. The teacher would say: ball, field, Ronaldo. Finally, the students were hoped to say “football” as soon as possible. This method will correlate the student's interest in following English lesson actively.

2. Grammar Translation Method

The method was usually used to explain a text. The teacher explained the contents, vocabularies, and sometimes the grammar. When the students got “READING” they should read the story and answer the questions given. The contents of the story usually contain several difficult words. The teacher would write the translation down or asked the students to look it up in dictionary.

By translating word by word, it is hoped that the students will understand the whole content of the story. They will arrange sentence by sentence of the paragraph and find the idea. The method is easier to be accepted by students than the other method.

3. The Aural-Oral Approach

The teacher also used this method to emphasize the student's skill, especially in listening and speaking. The teacher used the electronic media such as video and television.

The students watched a piece of fragment from the video. Then the teacher ordered the students to attend the video and some questions will be given. By watching the video carefully, the students answered and started to think what the fragment was about. Here, the students were divided into groups and asked to access themselves by the lesson given. It is important to enhance the speaking skill by presenting some clues from the fragment. The students felt it more cheerful and so excited with different atmosphere.

C. English Teaching Activities In Accordance with Competency Based Curriculum

1. The Material

There are several references which gives teaching material for the students. The teacher selected the right book which can support her to explain the topic. The books are : *English for The Junior High School* By Depdiknas Dirjen Dikdasmen Direktorat Pendidikan Lanjutan Pertama, Jakarta, 2003; *English for The Junior High School*, Diknas Sukoharjo; *Pelajaran Bahasa Inggris Kl. VII*, By Depdiknas Dirjen Dikdasmen Direktorat Pendidikan Lanjutan Pertama, Jakarta, 2004.

In semester II there are some topics to be discussed. They are: “Profession”, “Stories”, “Hobbies”, “Things around Us”, and “Shopping”. In every topic, the teacher should make RPP first. RPP is a kind of Lesson Plan with more detail information. The RPP must relate with one of the skills such as: Listening, Reading, Speaking, and Writing.

To add the student’s knowledge, the teacher still used other reference. The aim is to develop the technique in order to make the students understand easily and quickly. Besides using the reference book instructed by Diknas Sukoharjo, the teacher also expanded the materials by using book *Let’s Talk* published by Pakar Raya, Bandung, 2005 in special theme such as in making texts both description and procedure texts.

The student’s evaluation worksheet (LKS) is also needed to enrich the student’s ability to face the test. LKS can train them because it contains many questions and orders which can be practiced either in class or at home, it is so practical. By practicing frequently, it is hoped the students will be familiarized with English. There are 4 (four) divisions in every topic in LKS. This division is based on skill. For example: The topic was “Hobbies”. There would be four skills provided. Therefore, LKS helps the teacher and students in English proficiency in a larger scope. Even, LKS also gives enrichment to the students about many new complicated exercises.

2. Presentation

When practicing teaching to the 1st grade of SMP N 1 Tawang Sari, the writer was given four class hours in two meetings in a week for a class. She taught VII D

every Wednesday and Thursday at the seventh and eighth meeting in a day. The teachers in SMP N 1 Tawang Sari used to help the writer to prepare the material which should be delivered to the students kindly. The writer was very glad doing the apprentice there. Many people supported the writer to teach the students in the class with cheerful and fun in various methods.

Before starting teaching, the writer (as a teacher) should prepare the plan in RPP (*Rencana Pelaksanaan Pembelajaran*) which is nearly the same as lesson plan but it is different in its details. Actually the teacher should arrange the plan at one semester before. However, because it is a new curriculum, the teacher made the plan one week before teaching. RPP should contain of Competence Standard, Base Standard, Indicators, Purposes, Materials, Technique, The steps of teaching, the resource and the assessment way.

The contents of RPP above are actually the newest arrangement of making a teaching plan. In the preview, the teacher used lesson plan which contained BKOF (Building Knowledge of Field), Modelling, Joint Construction Text, and Individual Construction Text. Those four steps in making lesson plan are in different fashion, but RPP is a development which has more complicated form. The development was made to reach the maximum result to get good human resources in English written and English Oral practice. In addition, the change is a real of a local government autonomy regulating in education systems and policies. Then the writer will explain the way of teaching which is completely written in RPP. She will clarify the contents of RPP in details as the following.

Firstly, in writing RPP, it should include name of school, subject, class/semester, Base Competence, Indicators, Kind of Text, Kind of Skill, and Time Allocation. The body of RPP includes Purposes, Teaching-Learning Materials, The Method used, Literary Resource, and The Assessment. Before writing RPP, the teacher should select the topic first. In semester 2 (two) when the writer was teaching, there were some topics to be taught such as: “Hobbies”, “Things around Us”, “Shopping”, etc. There is always a syllabus which is used to make a plan in details namely RPP. Syllabus is provided by English teacher community in level of regency (MGMP Sukoharjo). Then, the steps to make an RPP can be looked up in English syllabus development guide provided by Depdiknas SMP Jakarta. Finally, the teacher determined the skill which will be trained.

Further more, the writer presents a form of RPP below, before spelling it out into detailed explanation. The topic chosen for an example here is “Shopping”, and the teacher determined *Reading* as the skill which will be trained.

a. The Form of RPP

The form of RPP is enclosed on appendices.

b. The Explanations of The Contents of RPP

1) Identity Information

This information is written before Plan’s Matrix including:

a) Competence Standard

It is a qualification of student’s capability describing knowledge mastery, attitude, and the skill which is hoped to be achieved in a

certain subject. Before writing Competence Standard, the writer discusses the contents standard of the subject by referring to several considerations which are explained in the reference book completely.

b) Base Competence

It is about several minimum capabilities which should be obtained by the students in mastering Competence Standard of a certain subject. It was selected from the materials in a content standard. Before determining a base competence, the designer should discuss competence standard and base competence of a subject by considering several things which are explained in the reference book completely.

c) Indicators

To develop the instruments in assessing process, it needs indicators. There are several criteria in determining indicators.

- i. It is appropriate with the student's thinking development
- ii. It is related with Competence Standard and Base Standard.
- iii. It supports to life skills of the students
- iv. It must be able to prove the student's achievement in cognitive, affective, and psychomotor aspects.
- v. It should use relevant learning source.
- vi. It is measurable.
- vii. It uses operational verb.

d) Time Allocation

It describes the time which will be spent on a competence related with a topic.

2) Body

In body, there are some important aspects which must be written. They are Purposes, Materials, Techniques used, Activities, Literary Resource, and the way for assessing the students. For instance, the contents of the body are:

a) The purposes of teaching and learning process

The indicator then should be developed into concrete purposes which will be reached in teaching-learning process at that semester.

b) The material in teaching- learning process

When identifying the material, the designer should pay attention to these considerations:

- The relevance of main material with competence standard and base competence.
- The student's level of physical, intelligent, emotional, social, and spiritual development.
- The beneficial for the students.
- The material depth and width.
- The relevance between student's need with the environment development.
- The time allocation.

Besides some considerations above, the validity, significance, utility, learn ability, and the interest of material are also important aspects to consider.

- c) The Technique used in this competence is Triple P (Presentation, Practice, and Production). Firstly, the teacher presented the material through several ways. The teacher here only acts as a facilitator who gave the material by showing pictures and facilitating reference book. Then the students should practise English related with the topic by themselves in group or individually. Finally, the students must produce a text independently in pairs and individually.

- d) Activities

There are 3 (three) steps in Activities. There must be an opening, main activities, and closing. In this session, the writer discusses about the activities itself with the aspects related, such as the resource or input in teaching-learning process.

In this way, the writer begins by describing an activity into 3 (three) divisions. As written above, the topic discussed is “Shopping”, it dealt with *reading* skill. In daily teaching-learning process, the writer should prepare all classifications of skill (Listening, Reading, Speaking, and Writing) with different topics.

(1) Opening Activities

Opening is a beginning of later activities in teaching-learning process. It is the opportunity to attract the students in order to follow the process actively. The teacher should play the role as a guide in recognizing the topic and the students are hoped to perform the capability though everything is new for them.

i. Greeting

As usual, the teacher used to greet the students by saying salam completely like “*Assalamu’alaikum Warohmatullahi Wabarokaatuh*” afterward she started to enter into building an English atmosphere by greeting them “Good morning, students !”. The students responded by answering “Good morning, Mrs. Evy!.” That is a good habit when students called the teacher’s name. It will more familiarize them with the teacher and there will be a good interaction. Then, the teacher continued by asking the latest condition of class. “How are you, today?” Sometimes she just said “How are you?” and the students would answer, “I’m fine, thank you. And how are you?”. Actually this question was old fashioned, but the teacher varied the answer as “I’m fine today, thank you.” Or “I’m very well today” or “I’m good, thank you”. Then the teacher would review the lesson or started to teach the topic by making brainstorming first.

ii. Reviewing

The teacher reviewed the last lesson at a glance. The aim is to remind the student about the previous discussion. Sometimes she also discussed the home work given before entering the new topic.

iii. *Brainstorming* about the vocabularies

The activity purposes to warm up the student's mind. A common way was the teacher held a conversation related to the topic. The conversation form included the vocabularies which will be discussed together. Sometimes the teacher may excerpt a little part of grammar. The grammar was explained first then discussed later. In this competence 11.1 (Reading) with a topic "Shopping", the teacher drew some pictures. There are foodstuffs which are usually sold in the market or supermarket. Therefore, the student would set up their mind about the topic automatically.

Picture 3.1 some foodstuffs obtained in market
Junior High School pg. 111

1. Please read the words below with good pronunciation!

Sugar	Milk	Apple	Eggs
Tomato	Lemons	Flour	Carrots
Cabbage	Salt	Pears	Biscuits

(2) Main Activities

In this competence 11.1 (reading) with a topic "Shopping" as written before, the teacher would present a description text related with the topic and the students were ordered to read it.

Syafrida likes shopping, but she doesn't like to shop the big supermarket in her town. The things there are very expensive, and she can't bargain. She likes shopping at the traditional market better, because she can bargain to get good things with low prices. She thinks that's interesting.

Last week, she tried shopping at the new shopping mall. She bought a notebook, an umbrella, a dress, a kilo of oranges and a papaya. She thought they were very expensive, and she doesn't want to go there again.

Afterwards the teacher presented an instruction text and the students read it carefully.

Your Mom and Dad will attend the wedding party without telling you first. Therefore, please:

1. Go to the market and buy 5 kg of sugar, 5 packages of tea, and 5 packages of coffee
2. Don't forget also to buy a bunch of bananas and a kilo of apples
3. Ask your elder brother Andy to accompany you to go to the market.
4. Give him 100.000 rupiahs to buy shoes
5. Take 150.000 rupiahs to buy your birthday needs
6. Get the money in Mom's wardrobe

Sincerely,

Mom

To make the students understand easily, the teacher also brought a package of instant noodle to explain to them about procedure text. She told the steps one by one with right instructions. In explanation process, the teacher can combine some methods with many various means in order to set the student's thought to the teacher's mind. The teacher then asked some questions (4 WH + 1 H) spontaneously. It was everything related with the text in order to rebuild up the student's thought. By understanding every aspect in both texts, it is hoped the students

would be able to identify the difference between two kinds of text (description and instruction).

The next step was identifying the difference of text I and text II. The teacher guided the methods to differentiate both texts by stimulating students by repeating the important sentence in each text. Then the teacher made two columns describing the characteristics of every text.

(3) Closing Activities

In this activity the teacher only tried to refresh the students all about the previous activities. She asked the difficulties faced by the students. The teacher must ensure herself that students understand well about the lesson. If there was a question from the student, the teacher must explain the whole material and emphasize the important point from the topic. Later, the teacher concluded the activities with the students together. It may strengthen the student's thought about the topic. The script may be:

Teacher : OK class, before we end our lesson, let me ask you some questions. If I want to make an apple cake, so, what should I do first? Give me the instruction, please...

Students :

Teacher : Where do you go to buy those things?

Students :

The teacher asked the questions about the differences of description text and instruction text orally.

e) Literary Resource.

The teacher must prepare the literary resource to expand the student's knowledge. The literary may be: *Student book* instructed by Depdiknas in Regency level, student evaluation sheet or LKS, and the teacher is suggested to add the literature by her experience.

f) The Asses Activities

As written in RPP, the teacher should attend some points to asses the student. To evaluate the student's achievement, the teacher should prepare the techniques which will be used, the form of evaluation, and the instruments. The asses' techniques used by the teacher here are oral test, written, and workshop. Whereas the forms of evaluations are: answering the questions, Multiple Choice, and Reading questions. The instruments are the concrete tests which were written on RPP.

CHAPTER IV

CONCLUSION

D. CONCLUSION

In this chapter the writer draws a conclusion of the experience in teaching the 1st grade of SMP N 1 Tawanghari Sukoharjo in the newest competency based curriculum. The conclusion was made by connecting the theory in Literature Review with the teaching practice experiences. After doing the job training in SMP N 1

Tawanghari Sukoharjo as long as about 2 (two) months, the writer now will conclude the result of discussion.

1. In teaching a second language to the students, the teacher should understand some points about the student's characteristic generally.
 2. The teacher must know his/her roles then he/she understand everything to do and to avoid. The teacher must understand learning and the teens. The teacher must know what to teach his students. He/she must plan and perform instructional activities and finally he/she must measure and evaluate student achievement.
 3. A teacher is a catalyst of learning; he/she is a director of learning, a contriver of stimulations. His role is to know what changes should occur, then he may determine what experiences are likely to produce the desired changes, and he/she may contrive and arrange stimulating situations.
 4. A teacher in this competence is hoped as a controller and a facilitator who let the students explore themselves maximally.
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5. The teaching-learning process held in SMP N 1 Tawanghari is starting to use the newest competency based curriculum step by step, based on Undang-undang No. 20 tahun 2003 about National Education System and Government Rule that instruct in National standardizing, there is a change in all of the educational system in Indonesia
 6. The curriculum determined by Diknas Sukoharjo is now developing into details regulated in Permendiknas no. 22 tahun 2006. The curriculum changed from KBK (Competency based Curriculum) into KTSP (Educational Unit Level Curriculum). Therefore, there is also a change in the form of plan.

7. The plan meant by the writer is the details plan namely RPP (Teaching-Learning Plan), the modification of previous Lesson Plan.
8. The change has just been regulated by the government. Therefore, the plan has just been prepared one week before teaching-learning process. However, it should be prepared one semester before.
9. By knowing the roles in teaching-learning process, the teacher should be able to teach and to guide the learner to master the target language in the best method.
10. There are several methods which can be used by the teacher. He/she must select the best method to deliver the material effectively and efficiently. Even, someday he/she may stimulate the classroom acquisition to measure the achievement and have evaluations. The teacher is hoped to increase the result by always modifying the techniques used.

E. SUGGESTION

By those findings above, the writer has some suggestions to the teacher in holding the teaching-learning process in SMP N 1 Tawang Sari, Sukoharjo. The suggestions are:

1. It is better to prepare the plan one semester before teaching-learning process occur.
2. The teacher should combine some methods involving electronic Media.
3. Sometimes the teacher should get the students holding the teaching-learning process out of the class (outdoor). It is important to raise the student interest.

4. We shouldn't minimize the use of visual media. For example the use of fruits miniature, package of instant noodle, the picture of some objects related with the topic, etc.
5. The use of mimic and gesture are also important too. It is not bad when the teacher moves his/her hands or other body organs to explain the material.
6. It is better to add more modern facilities such as: CD, Cassette, Video, and Native Speaker as student enrichment in English learning experience.
7. It is better also to add the English songs collection and sing it together with student.

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APPENDICES

1. The Biodata of supervising teacher in the 1st grade of SMP N 1 Tawang Sari Sukoharjo
2. The Plans (RPP)
3. The Human Resource Scheme of SMP N 1 Tawang Sari
4. The Evaluation Test sheet held by the writer
5. The Presence List
6. The Teaching Evaluation Mark
7. The Letter of Job Training