

CHAPTER I

INTRODUCTION

This chapter consists of the background of the study, the statement of the problem, the purpose of the study, the significance of the study, the scope and limitation, the definition of key terms, and the last one is the organization of the study. Each part is described as follows.

1.1 Background of the study

In 2006 Ministry of National Education (MoNE) of Indonesia released new curriculum called *Kurikulum Tingkat Satuan Pendidikan* (KTSP) or School-Based Curriculum Development (SBCD). This curriculum allows primary and secondary education to develop their own curriculum that suits the local educational demand of individual schools. Since then, both primary and secondary schools in Indonesia are encouraged to be creative in delivering the curriculum (Depdiknas, 2006). Never before that such autonomy is granted to schools. This inspires private schools, especially, to make a difference in serving the students; and one of them is SMP Muhammadiyah 2 at Surabaya.

As a private junior secondary education SMP Muhammadiyah 2 at Surabaya not only offers intra-curricular activities based on KTSP but also improvise an extra-curricular activity with what they call Sunday School Programs (SSP). In this SSP there are several activities offered and one of them is communicating in English.

With the use of KTSP students start learning English in Grade 4 of primary education until Grade 12 of senior secondary education. Depdiknas (2006) referring to Well (1987) suggests that English literacy offered in

elementary schools is as performative, in junior high schools as functional, and in senior high schools as informative. In Wells's view, in performative literacy students are able to read, write, listen and speak by using symbols. Further, he explains that in functional literacy students are able to use the language for daily conversation, and in informational literacy students are able to access knowledge using their language skills.

Based on Well's view above junior high school students should be able to use English language to function in daily conversation. So, in SSP students of SMP Muhammadiyah 2 at Surabaya are facilitated to use English as a medium of interaction among them. This regular practice is targeted that the students can interact smoothly in other countries during students exchange program carried out later on.

It is clear now that English practice in SSP is not following KTSP rigidly. Instead, it is an enrichment program for KTSP and aimed for students to function in communication and interaction during their stay in other countries for students exchange program. Since English practice in SSP is meant for survival in other countries, the program is emphasized on improving speaking skill of the students. Besides, if their speaking skill is good enough – not so much bothered by thinking about grammar, it will be easier for them to learn something academically as well as behave acceptably culturally during an interaction. This is in line with Hovland's view (1948) that the process by which an individual (the communicator) "transmits" stimuli (usually verbal symbols) may modify the behavior of other individuals.

Further, Savignon (1983) describes a language function as the use to which language is put. He explains that the purpose of an utterance rather than the particular grammatical form an utterance takes that counts. Based on both views above, language is used as communication instrument – something offered in English practice in SSP program.

This study is, then, an observation on the implementation of Sunday School Programs offered by SMP Muhammadiyah 2 at Surabaya as stated in statements of problem below.

1.2. The Statements of the Problem

Based on the background of the study above, the statement of the research problem are formulated as follows:

How does Sunday School Programs (SSP) help students develop their language skills in communication?

1.3. Purpose of the Study

The purpose of this study is mainly to describe the implementation of Sunday School Programs. However, it is firstly to identify the goal of Sunday School Programs; then to identify the kinds of activities offered in Sunday School Programs. Last, this study is meant to find out how the Sunday School Programs activities are implemented.

1.4. Significance of the Study

This study is to give a contribution to the development of KTSP especially in enriching extra-curricular activities. Through the result of this study, it can be shown the implementation of activities offered by Sunday School Programs, so that the readers of this thesis will know how to make students actively communicate in English as a medium of interaction in other countries. It is also expected that this study will give additional reference to the readers especially the junior secondary school teachers in order to have better ideas in conducting extra-curricular activities.

1.5. Scope and Limitation

This study is conducted as an observation on the implementataion of Sunday School Programs offered by SMP Muhammadiyah 2 at Surabaya. This observation is to find out what kind of class situation there is which can be considered as favor able to achieve communicative purposes. Class situation meant here includes whether or not the teacher utterances are focused on the functions of language as well as students utterances correspondingly.

1.6. Definiton of Key Terms

In this research, several words are considered as key terms. They are defined as follows.

1. KTSP (*Kurikulum Tingkat Satuan Pendidikan*). Curriculum documents released by Ministry of National Education in 2006. In KTSP English literation level is classified as perfomative, functional, informational and epistemic. In performative, students are able to read, write, listening and

speaking with the symbols used. In functional, students are able to use English to fill the need of daily life such as reading newspaper and map. In informational level, students are expected to be able to access knowledge with their language ability. However, epistemic level in which someone is able to present knowledge in target language is not explicitly expected for secondary education students (Wells, 1987).

2. Language function. A language function is the use to which language is put. That is, the purpose of an utterance rather than the particular grammatical form of an utterance that is taken into account (Savignon, 1983).
3. Communication. The process by which an individual (the communicator) “transmits” stimuli (usually verbal symbols) to modify the behavior of other individuals (Hovland, 1948).

1.7. Organization of the Study

This study is divided into five chapters. The first chapter presents the introduction, which contains the background of the study, the statement of the problem, the purpose and significance of the study, the scope and the limitation, the definition of key term, and then the organization of the study. Review of related literature is presented in chapter two as the underlying theory used for this research. Then, chapter three consists of research methods, including the type of research, the methods of data analysis. Chapter four deals with the analysis and discussion. At last, the conclusion of this study is presented in chapter five.