

ENGLISH LANGUAGE-STUDY AND TEACHERS -
HIGH SCHOOL STUDENTS

B

**A STUDY OF THE ATTITUDES
OF THE TWELFTH GRADE STUDENTS AND
THE ENGLISH TEACHERS TOWARD THE APPLICATION
OF COMPETENCE-BASED CURRICULUM (KBK) IN THE
TEACHING AND LEARNING OF ENGLISH WRITING
AT SMA NEGERI 2 SURABAYA**

A THESIS

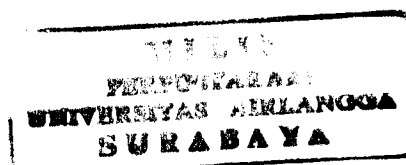


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St. N : 120110256

**ENGLISH DEPARTMENT
FACULTY OF LETTERS
AIRLANGGA UNIVERSITY
SURABAYA
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A THESIS

**Submitted as partial fulfillment of the requirements
for the Sarjana degree Of the English Department Faculty of Letters
Airlangga University Surabaya**

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2006**

DECLARATION

This Thesis contains no material, which has been accepted for the award of any other degree or diploma in any university. And, to the best of this candidate's knowledge and belief, it contains no material previously published or written by another person except where due reference is made in the text of the thesis.

Signed

A handwritten signature in black ink, appearing to read 'Nurul Fitri Hapsari', written over a horizontal line.

Nurul Fitri Hapsari

This Thesis Is Dedicated To My Beloved

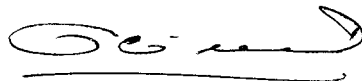
“Mama”

WHO ALWAYS TEACHES AND GIVES ME EVERYTHING
WHO ALWAYS UNDERSTANDS AND GIVES ME STRENGTH TO GO ON
WHO ALWAYS BE DOWN AND BE ARROUND FOR ME
WITH ALL HER PRAYERS AND TEARS
TO LOVE, CARE, AND COMFORT ME
TO SHOW ME RIGHT FROM MY WRONG
AND TO CONVINC ME THAT I COULD FACE ANYTHING... ANYTIME
WHENEVER SKIES ARE GREY
WHENEVER I AM SO AFRAID
WHENEVER I AM DOWN
AND WHENEVER EVERYONE IS DOWNING ME

THANKS MAMA....
YOU'LL ALWAYS BE THE DRIVING FORCE IN MY LIFE
AND NO ONE ELSE CAN DO WHAT YOU HAVE DONE FOR ME
ESPECIALLY IN THE PAST SIX YEARS

Approved to be Examined
Surabaya, 5th January 2006

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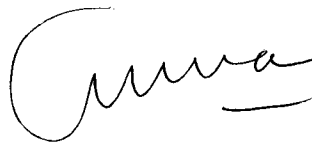
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This thesis has been approved to be examined and accepted by the
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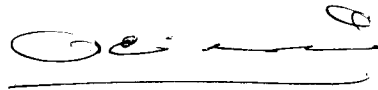
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ABSTRACT

Hapsari, Nurul Fitri. *A Study of the Attitudes of the Twelfth Grade Students and the English Teachers toward the Application of KBK in the Teaching and Learning of English Writing at SMA Negeri 2 Surabaya*. A Thesis Submitted as Partial Fulfillment of the Requirement for the Sarjana Degree of the English Department Faculty of Letters Airlangga University Surabaya.

This study concerns the attitude of the twelfth grade students and the English teachers of SMA Negeri 2 Surabaya toward the application of KBK especially in the teaching and learning English writing. Specifically, the attitude that the writer is curious to know is about their cognitive attitude, their affective attitude, and their conative attitude. The writer also identified the obstacles that the students and the teachers have in teaching and learning English writing based on KBK. In the process of data collection, the writer used survey approach by distributing two sets of questionnaires, one for six English teachers and another one for eighty students as the representatives of the students' population who also met certain criteria. Each of the questionnaires consists of 17 questions written in Bahasa Indonesia, and both are concerned with similar issues. To complete the data, the writer also did an observation and an unstructured interview with some of the respondents. After analyzing all the data, the writer then found that the attitude of the students and the teachers was generally more positive than negative. There were several factors that influenced their attitude as the writer noticed such as the way they realized the effects of the application of KBK toward the students and the method of teaching and learning, their motivation, their self confidence and empathy feeling, the poor quality of the teachers in teaching, the lack of reference books and teaching training for the teachers, and the big number of students in each class. Both the students and the teachers were also known to have many obstacles in teaching and learning English writing based on KBK, which involved several factors like the student factor, the teaching and learning method factor, the teacher factor, and the lack of the reference books for the teachers. Because of those obstacles, the teachers admitted that they could not teach English writing based on KBK optimally. A few of their students, similarly, also thought that the way the teacher taught English writing skill based on KBK was not satisfactory enough.

Key terms: *attitude, affective attitude, cognitive attitude, conative attitude, KBK.*

CHAPTER I

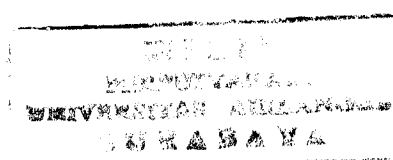
INTRODUCTION

I.1 Background of the Study

Indonesian people nowadays do realize that mastering English as a foreign language is very important. This is shown by the growth of non-formal education institutions, which provide English programs. It is also indicated by the government's policy, which has designated English as one of the compulsory subjects in high schools, and by the government's permission to include it as one of the elementary school's local subjects.

Mastering a foreign language, nevertheless, according to Lado, must be referred as an attempt to reach the ability in using its structures and its vocabulary in order to build communication as natural as the native people (cited in Kurniawati 2003: 288). Els (1984: 162) also points out that the arguments for teaching foreign languages can generally be related to the needs for communication. Similarly, Duley (1982: 9) also remarks that throughout much of the world, being able to communicate at least two languages, and sometimes three or four, is necessary to function in the society. Thus, it can be concluded that people need to learn English because there is a need for it: a need to communicate with the international world.

Moreover, along with the development of technology, learning English as a foreign language also has become an important necessity for human beings. The function of the teaching becomes more important as it is no longer a matter of



literacy. In fact, it emphasizes more on how it could be for fulfilling the need of society since the social welfare does not depend on natural resources and capitals any longer, but more on human resources. As a result, modernization in teaching English method is needed.

Therefore, Muhaimin (2000), a former Minister of National Education, then, states that one of the arguments to review foreign languages in the school curriculum is to welcome the globalization era as the language for the means of communication, which is essential to build an international relationship as well as the development and the transfer of science and technology. As a result, in 2004, the government applied *competence-based curriculum* (Kurikulum Berbasis Kompetensi – KBK) as a new system, which emphasizes on the students.

By implementing the curriculum, the students as the final product, are then expected to fulfill the society's demand of competent workers in each field. In other words, the competence-based curriculum becomes a result of some combined factors, which needs analysis as a process of gathering information about what the public wants. Thus, according to Depdiknas, the English teaching and learning as a foreign language based on the competency-based curriculum must be more concerned with skills, like speaking, listening, reading and writing (2003:18).

The competence-based curriculum is then also expected to solve the problems that are always faced by the students in using English as a mean of communication that requires those skills. For instance, based on the writer's experience during teaching English in a course, the writer found that third grade

senior high students, whose school still had not applied the competency-based curriculum yet, still found some difficulties in making a paragraph to express their thought. During the preparation for the final evaluation (EBTA), in which they had some practice tests in writing as well as in listening and speaking, they, in fact, still did not know how to make grammatical sentences and how to organize them into a good paragraph. The way they presented their idea was also limited since their vocabulary was also poor. In other words, we can conclude that those third grade senior high school students as the highest grade of the school academic curriculum in Indonesia, who are supposed to have better competence in English, in fact still have poor English skills.

Based on the fact, we, then, can also realize how poor our teaching English method was before. Therefore, as an English course teacher, the writer expects that KBK curriculum really can help the students in the next generation to improve their English skills especially their English writing skill. Writing, as one of the skills being learnt in the senior high schools besides listening, speaking and reading, requires many aspects of the language, like spelling, punctuation, vocabulary, grammatical structures, and cohesion. It means that writing needs high competence. Thus, the application of KBK is expected to help the senior high students, not only in preparing them for EBTA, but also in improving their ability in using English as a means of communication as fluently as possible.

However, the question now is whether the students and the English teachers appreciate and think that KBK (competency-based curriculum) is really good for the students in improving their language skills, especially writing skill as

one of its main purposes. For those reasons, the writer finally decided to study the attitude of the twelfth grade students (third grade of senior high school) and the English teachers of SMA Negeri 2 Surabaya toward the application of this curriculum in teaching and learning English writing.

I.2 Statement of the Problem

1. What is the attitude of the twelfth grade students of SMA Negeri 2 Surabaya toward teaching and learning of English writing as a foreign language skill based on KBK?
2. What is the attitude of the English teachers of SMA Negeri 2 Surabaya toward teaching and learning of English writing as a foreign language skill based on KBK?
3. Is there any obstacle for the twelfth grade students and the English teachers of SMA Negeri 2 Surabaya in teaching and learning of English writing as a foreign language skill based on KBK?

I.3 Objective of the Study

The objectives of the study based on the statement of the problems are:

1. To find out the attitude of the twelfth grade students of SMA Negeri 2 Surabaya toward teaching and learning of English writing as a foreign language skill based on KBK.

2. To find out the attitude of the English teachers of SMA Negeri 2 Surabaya toward teaching and learning of English writing as a foreign language skill based on KBK.
3. To find out whether there is any obstacle for the twelfth grade students and the English teachers of SMA Negeri 2 Surabaya in teaching and learning of English writing as a foreign language skill based on KBK.

I.4 Significance of the Study

The result of this study is expected to give a data about the school community attitude toward the application of KBK in the teaching and learning English writing, which then can be used as a reference for them who want to study this topic further. This study is also expected to be useful as a reference for our government especially Depdiknas in analyzing the application of KBK, especially in teaching and learning English writing in senior high schools, which in this case SMA Negeri 2 Surabaya.

I.5 Scope and Limitation

In this study, the writer focused on the attitude of the twelfth grade students and the English teachers of SMA Negeri 2 Surabaya, toward teaching and learning English writing based on KBK curriculum. Thus, the writer would not analyze their attitude toward teaching and learning other English skills, like speaking, listening and reading skill. I would analyze neither the attitude of the

other students, who are not in the twelfth grade, nor other teachers, who do not teach English.

Moreover, in this study the writer also focused on the obstacles that the students and the teachers find in teaching and learning English writing based on KBK. In other words, I would not analyze any obstacles that the students and the teachers find in teaching and learning other English skills, like speaking, listening, and reading.

Finally, since the population of the students in this study is too many, in analyzing the attitude of the students toward teaching and learning English writing based on KBK, the writer limited the respondents to eighty respondents, who met certain criteria.

I.6 Definition of Key Terms

1. ***Attitude***: An expression of the achievement toward the learning English process as a foreign language.
2. ***Affective attitude***: Positive or negative feeling one has toward teaching and learning English writing based on the curriculum.
3. ***Cognitive attitude***: One's beliefs toward teaching and learning English writing based on the curriculum.
4. ***Conative attitude***: The behavioral intentions, or the actual behavior toward teaching and learning English writing based on KBK.

5. **KBK**: Kurikulum Berbasis Kompetensi (Competence-based curriculum), a curriculum, which is concerned more with increasing the English language skills of the students based on communicative competence in order to improve their ability in using English as a means of oral and written communication.

CHAPTER II

LITERATURE REVIEW

II.1 Review of Related Literature

II.1.1 Indonesian People's Attitude toward Teaching and Learning English at Senior High Schools Before the Application of KBK

As we know the use of English as a foreign language in Indonesia becomes more proper since there is a policy of the government to choose English as the first foreign language that must be formally taught in schools. Nevertheless, the English teaching in schools, according to Anita Lie (2004), must fulfill two aims. First, preparing the students to be able to read English textbooks when they are in universities. Second, preparing the students with the skills of using English fluently as a means of communication when they are applying for a good job.

Unfortunately, in 2002 before KBK was applied, as Dali S Naga (2002) wrote in his article "Sistem Pembelajaran di Sekolah", there were so many complaints in societies about the ability of senior high school students in using English. Their ability was still considered poor. Some people even pointed out that the ability of the students at that time was poorer compared to the ability of AMS or HBS students in the past. As a result, at university stage, some of them, who graduated from senior high schools, were still poor in English although they had learned it for years because of their limited time in practicing reading, listening, speaking, and writing in their English class.

Similarly, in the same year, Veronica (2002), a professor of teaching English as a foreign language in Catholic University of Widya Mandala Surabaya, also pointed out that the teaching of English in schools and in universities was still not optimal enough. As a result, the quality of the English ability of the students tended to decrease at that time. There were actually many factors that caused this such as the poor curriculum, the limited facilities in the class, the limited subject books, and the limited qualified English writing teachers.

Furthermore, according to Arief Rahman (2002), the reason why the curriculum at that time was still considered poor is because the curriculum had ignored the function of language as the means of communication. The English teaching system in Indonesia was concerned more with the language knowledge, like grammar than with the language competence, which involves the four skills; listening, reading, speaking, and writing. Even though grammar is also important to be learned in improving those skills, according to him, it can hamper the improving of the skills for communication if we only focus on grammar.

Therefore, according to Suyanto (2001: 30) in his paper with the title "Pengembangan Kurikulum Bahasa di Indonesia", the curriculum that was applied at that time was then expected to be developed as one of reformation movement in education. The new curriculum should focus more on all the language skills of the students in order to prepare them in facing globalization era and fulfilling the needs of the society. In other words, the characteristic of the new curriculum should be more functional, which focuses on the using of the language actively.

II.1.2 The way KBK Concerns the English Skills of Senior High School Students, Especially Writing Skill

Teaching and learning English in senior high schools based KBK curriculum, as Depdiknas states in *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*, has three main purposes which are improving the communicative skills of the students with the target language orally and literally, improving the consciousness of the students about the essence and importance of English as a foreign language, and improving the understanding of the students about the relationship between language and culture. This curriculum also uses communicative competence model in order to prepare the students to participate in communicating with the target language. This communicative competence model does not only concern the actional competence of the students such as listening, speaking, reading, and writing, but also other four language competences.

First, discourse competence concerns the ability of the students in producing coherent texts by using cohesive devices in order to reach the communication aim. Second, linguistic competence concerns the ability of the students in applying and comprehending grammar, vocabulary, pronunciations, and spellings in the texts rightly. Third, sociocultural competence concerns the ability of the students in communicating with others based social cultural context. And the last, strategic competence concerns the ability of the students in applying many communication strategies. For those reasons, we may conclude that this

curriculum is really good for the students, who learn English as a foreign language since it makes the lesson more focus on the competences needed in the daily life.

Therefore, through KBK the senior high school students are then expected to be able to reach the informational literacy degree, in which they could be able to access the science and technology with the target language. In informational literacy degree, according to Wells in *Standar Kompetensi Mata Pelajaran Bahasa Inggris SMA dan MA*, the students have already passed the other two literacy degrees, which are performative literacy degree and functional literacy degree. In the performative degree, the students are expected to be able to read, write and speak with the target language, meanwhile in the functional degree, they are expected to be able to use the target language in fulfilling their need in their daily life.

Thus, in writing skill, for instance, the students, based on Pedoman Khusus Pengembangan Siabus dan Penilaian Mata Pelajaran Bahasa Inggris Kurikulum 2004, are expected to be able to express and understand interpersonal meaning, ideational meaning and textual meaning in different interaction and monologue literal texts, especially in descriptive, narrative, spoof/recount, procedure, report, news item, anecdote, exposition, explanation, discussion, commentary, and review. It means that the students are expected to be able to use various written language structures, like noun phrase (structure of modification), parts of speech, compound sentences, etc in their writing. Therefore, the ability of the students in writing is not based on the sum of the words anymore, but on the quality of their writing.

However, based on Indonesia Government Regulation (P.P) No. 25: 2000 about the autonomy of districts, every district has a right to define KBK into a syllabus and teaching materials based on its own situation and needs (cited in Purwo 2002: 9). Nevertheless, the central government, in this case Departemen Pendidikan Nasional, has an autonomy to designate a standard syllabus including the standard competence, basic competence, main subject matter, and certain indicators, which must be fulfilled by every school in every districts in Indonesia. Thus, to analyze the way KBK concerns about the English writing skill of senior high school students, the writer would present a simple review of the standard syllabus that is designated by Depdikbud, in Bahasa Indonesia in order to avoid misinterpretation that may occur if the writer translates it into English.

a. For class X

Figure II.1.2.1 Standard Syllabus of English Writing Lesson for Class X

Standar Kompetensi (Competency Standard)	Kompetensi Dasar (Basic Competency)	Semester	Indicators
1. Berkomunikasi lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog terutama berkenaan dengan wacana berbentuk naratif, prosedur, <i>spoof</i> , <i>recount</i> , <i>report</i> , dan <i>news item</i> .	1.4 Menulis Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk naratif, prosedur, <i>spoof</i> , <i>recount</i> , <i>report</i> , dan <i>news item</i> .	I	a. Menyusun gagasan utama dalam bentuk kalimat topik. b. Mengindetifikasi ide-ide untuk menjelaskan kalimat topik. c. Membuat draft teks <i>recount</i> tentang 'shopping center'.
		II	a. Menentukan tema. b. Mengindetifikasi ide untuk mengembangkan

			tema. c. Membuat draft pertama. d. Menulis kembali setelah direvisi. e. Menukarkan tulisan untuk saling dibaca. f. Memberi masukan atas tulisan teman. g. Memperbaiki tulisan untuk hasil akhir.
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b. For class XI

Figure II.1.2.2 Standard Syllabus of English Writing Lesson for Class XI

Standar Kompetensi (Competency Standard)	Kompetensi Dasar (Basic Competency)	Semester	Indicators
2. Berkomunikasi lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog terutama berkenaan dengan wacana berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi <i>hortatory</i> yang mengarah kepada variasi makna interpersonal.	2.4 Menulis Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk deskriptif, naratif, anekdot, eksposisi analitis, dan eksposisi <i>hortatory</i> sederhana dengan penekanan pada makna idesional dan makna tekstual.	I	a. Menghasilkan teks naratif.
		II	a. Mendiskusikan penggunaan <i>because</i> dan <i>because off</i> . b. Menghasilkan teks deskripsi.

c. For class XII

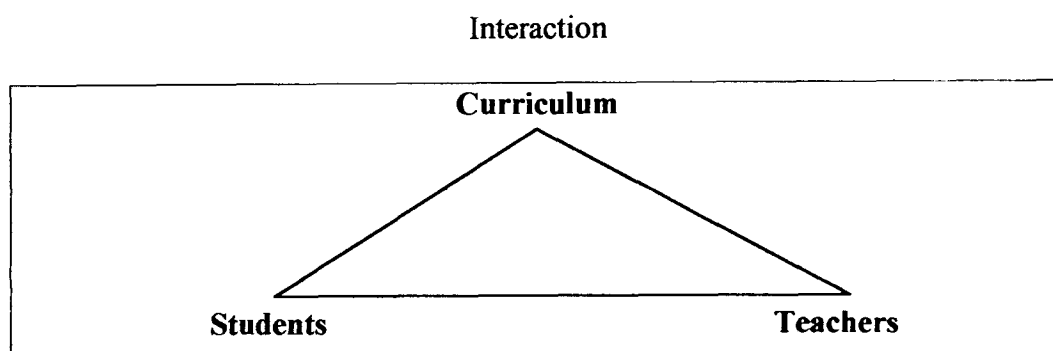
Figure II.1.2.3 Standard Syllabus of English Writing Lesson for Class XII

Standar Kompetensi (Competency Standard)	Kompetensi Dasar (Basic Competency)	Semester	Indicators
3. Berkomunikasi lisan dan tertulis dengan menggunakan ragam bahasa yang sesuai dengan lancar dan akurat dalam wacana interaksional dan/atau monolog terutama berkenaan dengan wacana berbentuk naratif, <i>explanation</i> , <i>discussion</i> , <i>commentary</i> , dan <i>review</i> dengan penekanan pada makna interpersonal yang kompleks dan makna textual yang variatif.	3.4 Menulis Mengungkapkan nuansa makna dengan langkah-langkah pengembangan retorika yang benar di dalam teks tertulis berbentuk naratif, <i>explanation</i> , <i>discussion</i> , <i>commentary</i> , dan <i>review</i> yang menggunakan noun phrases dengan variasi structures of modification	I	a. Membuat draf pertama b. Merevisi dan membuat draf kedua. c. Mengedit tulisan. d. Mempublikasikan tulisan.
		II	a. Menyusun gagasan utama. b. Menyusun kalimat-kalimat pendukung. c. Menyusun draft text.

II.1.3 The Need of Analyzing the Senior High School Community's Attitude toward Teaching and Learning English Writing based on KBK

In language learning process, according to Ashworth, there are actually three major components: students, teachers, and curriculum, as a triangle with constant on going interaction (1992: 68).

Figure II.1.3.1 The Triangle Diagram of Three Major Components



The figure shows that the attainment of the objectives of the application of KBK- curriculum does not only depend on the curriculum itself, but also on the students, and the role of the English teachers. Thus, when we study the application of KBK in teaching and learning English writing, it is important for us to study the attitude of the school community, the students and the English teachers toward this curriculum.

Similarly, Chastain (1976: 179) also explains that attitude of the school community plays an important role in the achievement of the objectives of any academic subject in the curriculum, and this influence is strongly felt in the field of a foreign language study. Therefore, the negative attitude can make the foreign language study handicapped since the community, for instance, the students who feel that it is a hard subject, can make themselves get nothing and forget shortly what they learn.

II.2 Theoretical Framework

As mentioned before that in analyzing the attaining of the objectives of the curriculum, the attitude of the students and the English teachers toward the

curriculum has an important role. Els et al (1984: 116), as quoting to Lett's definition of attitude as some aspects of an individual's response to an object, explains that attitude has often been considered in terms of the following components:

- a. A cognitive component, which refers to one's beliefs about the object.
- b. An affective component, which refers to the amount of positive or negative feeling one has towards the objects.
- c. A conative component, which refers to one's behavioral intentions, or one's actual behavior toward the object.

Thus, in analyzing the attitude of the SMA Negeri 2 Surabaya community toward teaching and learning English writing skill based on KBK the writer concerned with all of the components. The writer, as a result, analyzed the attitude in terms; what the community belief about learning English writing skill based on KBK, whether they have a positive or negative feeling toward it, and what kind of actual behavior they take toward it.

Finally, in analyzing the attitude of the SMA 2 Surabaya community toward teaching and learning English writing skill based on KBK, the writer was also concerned with some attitudinal factors that influence the attitude of the students. As Harmer (1991: 21) explains in his book *The Practical English Language Teaching* mentions that most language students in the world learn English because of several reasons that could motivate them in learning. The first major reason is because the learning English is included in their school curriculum. Thus, for many of these students, learning English is something that

they have to do whether they like it or not. The second major reason, then, is for advancement since for the older people, learning English can make them have a chance for advancement in their professional lives, while for the younger ones it can equip them to face their futures as what their parents believe.

For those reasons, in analyzing the attitude of the students and the teachers the writer also paid attention with the following attitudinal factors:

1. Achievement motivation

According to Ausubel and Robinson (1969), and McClelland and Watson (1973), there are several types of achievement motivation (cited in Chastain 1976: 254-255):

- a. Students may be motivated by a desire to know. It means for the students, learning is for understanding and acquiring information.
- b. Students may be motivated as a means of enhancing their self-concepts. It means they strive for success.
- c. Students may be motivated by goals, either short-term goals, like a desired grade on a quiz, or long-term goals, like the ability to communicate with the language.
- d. Students may be motivated by social factors, like trying to please their parents, responding to peer group standards important to their social standing in the class, or working to attain a certain power status in the group.

2. Personality Factors

According to Krashen (1981: 23), there are some personality factors that are interrelated with motivational factors, such as:

a. Self-confidence

Self-confidence, which is lack of anxiety, an outgoing personality, and self-esteem, is predicted to relate to foreign language acquisition and attitude. According to Brown (1977), the person with high self-esteem is able to reach out beyond himself more freely. It means that the less self-confidence person may understand the input but not require it (cited in Krashen 1981: 23).

b. Empathy

The emphatic person may be the one who is able to identify the target language more easily and accept the input as intake for language learning.

c. Attitude toward the classroom and teacher

According to Seliger (1977) and Stevick (1976), attitude toward the classroom and teacher may relate to both acquisition and learning. The student who feels at ease in the classroom and likes the teacher may seek out intake by volunteering (he may be a “high input generator”), and may be more accepting of the teacher as a source of intake (cited in Krashen 1981: 23).

CHAPTER III

METHOD OF THE STUDY

III.1 Research Approach

In this study, the writer used a survey research approach. The reason is that this approach could help the writer in collecting and analyzing the attitude of the twelfth grade students and the English teachers of SMA Negeri 2 Surabaya toward teaching and learning English writing based on KBK, as well as the obstacles that the students and the teachers find in teaching and learning process. Furthermore, as Kerlinger (1996) states, this approach is suitable for the study with big population, since the approach allows the researcher to study the data not from all the population, but only from the representative sample of the population, which is still accurate (cited in Riduwan 2004: 49).

In addition, according to Singarimbun & Effendi (1989: 3), in the survey research approach a questionnaire is used to collect the data. Thus, to collect the data of those three issues, I would use a questionnaire. However, the data are only collected from the sample, as the representatives of the population.

Finally, in analyzing all the collected data, the writer then used a descriptive analysis method. This means that after all the collected data were analyzed qualitatively, the results of the analysis would then be interpreted descriptively. The reason of using this descriptive analysis method is because the method is suitable with the aim of this study, which is to describe and analyze the attitude of the twelfth grade students and the English teachers toward teaching and

learning English writing based on KBK, as well as the obstacles that the students and the teachers find in the teaching and learning process. According to Nazir (1988: 63), furthermore, the method is used to study a fact or a phenomenon and make a description, which is systematic, factual, and accurate about the fact or the phenomenon.

III.2 Population and Sample

The study took place in SMA Negeri 2 Surabaya, as one of state senior high schools in Surabaya. The reason of choosing this school is because it has applied KBK since in 2003, one year earlier before the curriculum was officially applied in other high schools in Surabaya. It means that the school has more experience in applying KBK.

The population of this study was divided into two groups. The first group consists of the twelfth grade students of SMA Negeri 2 Surabaya, about 383 students from nine classes;

- XII-IA-1 = 42
- XII-IA-2 = 43
- XII-IA-3 = 44
- XII-IA-4 = 43
- XII-IA-5 = 42
- XII-IA-6 = 43
- XII-IA-7 = 43
- XII-IA-8 = 43
- XII-IS=40

Note:

- XII = The twelfth grade (the third grade of senior high school)
- IA = Science Class
- IS = Social Class

The reason of choosing them as the population of the study because the students, who have already had two years experience in applying KBK, are capable enough to analyze the advantage of KBK in learning English writing skill as the reflection of their attitude toward the curriculum. Furthermore, cognitively, as Piaget says, the twelfth grade students, who can be classified into adolescence, as a period of transition from childhood to adulthood, can be classified into the most critical stage for first and foreign language acquisition, called the stage of formal operations. During this stage, their cognitive ability become more mature, so that they become capable of abstraction, of formal thinking which transcends concrete experience and direct perception (cited in Chastain, 1976: 181). This means that the twelfth grade students are cognitively capable enough to analyze the advantage of the KBK critically.

Nevertheless, not all population of the first group was taken in analyzing the attitude of the students toward learning English writing based on the KBK. The writer only selected several of them as the sample of the study by using proportional random sampling. It means that the population, which consists of several groups, would be randomly selected as the sample of each group. Thus, in calculating the sample, I then used Sugiono's formula (1999: 67), which is:

$$n_i = \frac{N_i}{N} \cdot n$$

Note: n_i : The number of sample of each group
 n : The total number of sample

$$n = \frac{N}{N \cdot (0.1)^2 + 1} = \frac{383}{383 \cdot (0.01) + 1} = \frac{383}{4.83} = 79 \text{ respondents}$$

N_i : The number of population of each group

N : The total number of population

Based on that formula, the number of samples from each class was then counted;

- XII-IA-1=42:383x79=9 students
- XII-IA-2=43:383x79=9 students
- XII-IA-3=44:383x79=9 students
- XII-IA-4=43:383x79=9 students
- XII-IA-5=42:383x79=9 students
- XII-IA-6=43:383x79=9 students
- XII-IA-7=43:383x79=9 students
- XII-IA-8=43:383x79=9 students
- XII-IS=40:383x79=8 students

Based on the above calculation, the writer then selected 80 students as the sample of the study. However, these respondents of the first group must also meet these following criteria:

1. Attending the first two grades at SMA Negeri 2 Surabaya
2. Passing the tenth and the eleventh grades

The second group taken as the population of the study was the English teachers of SMA Negeri 2 Surabaya. There are 6 English teachers, who also participate in teaching English writing skill. Therefore, the writer chose all of the teachers as the respondents of the second group.

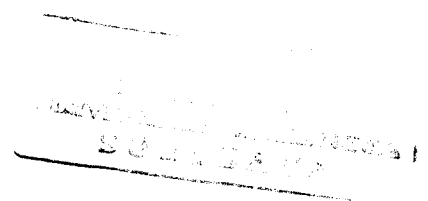
III.3 Technique of Data Collection

In collecting the data, firstly, the writer did observation for about two days in two different classes with the agreement of the teachers. The writer followed the lesson of English writing that held in those two different classes for 8 x 50 minutes. Besides doing observation, to collect more information, the writer also did an unstructured interview with the English teachers and some of the students as the respondents of the study.

The writer, then, also used a closed questionnaire. The questionnaire consists of two sets of questionnaires for different groups. In other words, the questionnaire for the English teachers was different from that for the twelfth grade students. However, the topic of each question was similar between them. In order to make it easier for them to answer, both of the questionnaires were written in Bahasa Indonesia.

Each of the questionnaires, furthermore, consists of 17 questions, each of which concerns with similar certain issue. Questions numbers 2, 3, 4 and 7 concerns the cognitive attitude of the students and the teachers. Numbers 1, 5, 6, and 9 concerns the affective attitude of the students and the teachers. Numbers 8, 10, 11, and 12 concerns the conative attitude of the students. Numbers 13, 14, 15, and 16 concerns the conative attitude of the teachers. Number 17 concerns the obstacles that the students and the teachers may find in teaching and learning of English writing based on KBK.

In composing both of those type questionnaires, the writer used Guttman scale, in which each of the questions consist of two options only: yakin-tidak, ya-



tidak, pernah-belum pernah, setuju-tidak setuju. There are two reasons why the writer used this scale. First, as the aims of this study, the writer only needed to describe some variables, not to analyze further those variables nor their relation to each other. Thus, this Guttman's scale is more suitable with the aims of this study. Second, by using this method in those questionnaires, the writer could know the strict, clear, and explicit answers as the reflection of their attitude.

Based on the Guttman's scale (Riduwan: 89) in this study the writer also gave score for each option: yakin (1) – tidak (0), ya (1) – tidak (0), pernah (1) – belum pernah (0), setuju (1) - tidak setuju (0). The score of the respondents' answers were then used in the analysis for finding out how high their attitude toward the teaching and learning English writing based on the KBK. However, for collecting the complete data of their attitude, in each question the writer also gave them a space to write down their own elaborate answers, which is about their reasons and explanations.

In distributing the questionnaire for the students, the writer then divided it into nine sections, each of which took about thirty minutes. The sections were held in nine different classes, namely class XII-IA-1, XII-IA-2, XII-IA-3, XII-IA-4, XII-IA-5, XII-IA-6, XII-IA-7, XII-IA-8, and class XII-IS. Therefore, the writer needed one week to collect the students' data. During the writer collected the data, the students were also accompanied by their English teacher, who helped the writer in controlling the classes. Nevertheless, the writer did not allow the teacher influence them during the questionnaire. Finally, it was taken two weeks to collect all the data.

In short the procedures to collect the data were:

1. Doing observation.
2. Doing unstructured interview with some of the students as the respondents of the study and all the teachers.
3. Making field notes during the interview.
4. Distributing the questionnaires for students of nine different classes and for all the English teachers.

III.4 Technique of Data Analysis

Several procedures were required to analyze data. First of all, the writer classified the data into two parts: the students' data and the teachers' data. Second, besides all the data of both questionnaire results were numbered, 1 to 80 for students' data and 1 to 6 for teachers' data, in order to make it easier in analyzing the data, the writer also counted the score of each data. Third, the writer put the data of both questionnaire results into two separate analysis tables, one is for students' data and another is for teachers' data. Fourth, each of data was then divided into three parts: the cognitive attitude, the affective attitude, and the conative attitude. The writer then analyzed each of those parts and the result of the interview qualitatively. Finally, the writer also gave qualitative interpretation.

In short, the procedures of data analysis are:

1. Classifying the data.
2. Numbering and scoring all the data of both questionnaire results.
3. Putting the data of questionnaire results into two separate analysis tables.

4. Dividing each of the data into three parts: the cognitive attitude, the affective attitude, and the conative attitude.
5. Analyzing the data as well as the result of the interview qualitatively.
6. Interpretating the data qualitatively.

CHAPTER IV

DISCUSSION

IV.1 Findings and Analysis

IV.1.1 The Attitude of the Twelfth Grade Students toward the Teaching and Learning of English Writing Based on KBK

IV.1.1.1 The Cognitive Attitude of the Twelfth Grade Students

Based on the questionnaire data of the students, the positive cognitive attitude of the students toward the application of KBK in the teaching and learning of English writing is much higher than the negative ones. In average, there were 62 respondents (77.81%), who show their positive attitude, meanwhile only 18 respondents (22.5%) show their negative one. Nevertheless, the cognitive attitude of the twelfth students that the writer was concerned with in this study consists only of four issues.

For the first issue, the writer found that 68 respondents (85%) stated that they were sure that the application of KBK in the teaching and learning of English writing is useful for them, meanwhile the other twelve respondents (15%) stated that they were not sure. For the second issue, furthermore, the writer found that 54 respondents (67.5%) stated that they were sure that KBK is better than the 1994 Curriculum in the case of the teaching and learning of English writing, meanwhile 26 respondents (32.5%) stated they were not sure. In addition, for the third issue, the writer found that 68 respondents (85%) stated that they were sure that the application of KBK in the teaching and learning of English writing has fulfilled

what they need and want in learning English, meanwhile the other twelve respondents (15%) stated that they were not sure. For the last issue, finally, the writer found that 59 respondents (73.75%) stated that they were sure that the application of KBK in the teaching and learning of English writing has helped them in improving their English writing skill, meanwhile 21 respondents (26.25%) stated that they were not sure.

Based on the list table of the students' reasons (see appendix table E.1), furthermore, we may conclude that the reasons the students gave their positive attitude was generally concerned with the good effects of the application of KBK toward the students, like helping them improve their English writing skill as well as reach their future goals, making them learn and understand the lesson better, and motivating them to be more competitive and independent in learning. The writer also recognized that the reasons the students gave their positive attitude was also concerned with the good effects of the application of KBK toward the method of teaching and learning, like making the method of teaching and learning of English writing more focused as well as enjoyable, attractive, innovative, efficient, and more easily learned since not too many theories the students had to learn.

On the other hand, the writer also pointed out that the reasons the students gave their negative attitude were because of several factors. The first factor was about the method of teaching and learning factor as some respondents thought that the method had not only made the lesson more complicated and not be followed by the students whose English is poor, but also had made the role of their teachers

becomes smaller. This curriculum, according to them, could neither help them prepare themselves in facing SPMB test, and even still considered similar with the last curriculum. The second factor was about the student factor, like having low empathy feeling as some respondents stated that they did not only need to learn the theories more rather than to practice in learning English, but also liked the method of teaching based on the last curriculum more and had no interest in writing. Some of them also have low self confidence as they admitted that their skill in writing was still poor. And the third factor was about the teacher factor as some respondents thought that the quality of their teachers in teaching was still considered poor, the way their teachers taught also made them confused with the lesson, and the rarity teachers gave activities and assignments of writing for them to practice. The last factor that the writer recognized, finally, based on what some respondents stated that the facilities in their school was still so poor that it could not help them learn English writing.

IV.1.1.2 The Affective Attitude of the Twelfth Grade Students

Based on the questionnaire data of the students, the positive affective attitude of the students toward the application of KBK in the teaching and learning of English writing is much higher than the negative ones. In average there were 72 respondents (90%), who show their positive attitude, meanwhile only 8 respondents (10%) show their negative one. However, the affective attitude of the twelfth students the writer was concerned with in this study consists of four issues.

For the first issue, the writer found that 72 respondents (90%) stated that they agreed with the application of KBK in the teaching and learning of English writing in their school, meanwhile the other eight respondents (10%) stated that they did not agree. For the second issue, the writer found that 63 respondents (78.75%) stated that they liked the application of KBK in the teaching and learning of English writing in their school, meanwhile 17 respondents (21.25%) stated that they did not like. In the third issue, the writer found that all the respondents (100%) stated that they agreed that in learning English it is important to improve their skills in listening, speaking, reading, and writing. For the last issue, finally, the writer found that 73 respondents (91.25%) stated that they agreed that it is necessary for them to be able to write fluently and correctly, meanwhile, the other seven respondents (8.75%) stated that they did not agree.

Based on the list table of the students' reasons (see appendix table E.2), we may conclude that the reasons the students gave their positive attitude, generally, was concerned with the good effects of the application of KBK toward the students, like helping them improve their English writing skill and their creativity, making them more active in English writing, motivating them in learning as well as making them not bored during the lesson, making them more independent since they always find out all information about the lesson by themselves, and also making them do all the activities and assignments more easily since they always do it in a group. The writer pointed out that the reasons the students gave their positive attitude was also concerned with the effects of the application of KBK toward the method of teaching and learning as some respondents stated that this

curriculum could make the lesson more focused and understandable, and could make the method of teaching more attractive and innovative.

The writer also pointed out that the reasons the students gave their positive attitude in some issues reflected also their motivation in learning English. The first motivation that the writer found was the motivation to enhance their self-concepts as the students stated that they needed to improve their English writing skill. The second was the motivation to reach goals. In this case, there were two kinds of goals, which had motivated the students. First, motivation to reach the long term goals, like applying a good job, communicating with other people, and preparing them to study at university later. The other, was motivation to reach the short term goals, like getting a good score. However, there was still one respondent, who did not have any motivation since he thought that the reason why he agreed was because he had to follow the curriculum.

On the other side, the writer also recognized that the reasons the students gave their negative attitude were because of several factors. The first factor was about the teaching and learning method factors as the students thought that this curriculum always made the lesson confusing to be understood and difficult to be followed since the teachers always gave explanation in English. This curriculum, according to them, also had made them understand the lesson by themselves since the teachers never give them the theories and this made the students always do more activities and assignments than learn the theories. Another factor, that the writer realized was the student factor, like believing that writing skill was not

needed to pass SPMB, and it was useless for them since they would not enroll to the English department later.

IV.1.1.3 The Conative Attitude of the Twelfth Grade Students

Based on the questionnaire data of the students, the positive conative attitude of the students toward the application of KBK in the teaching and learning English writing in specific is much higher than the negative ones. In average there were 54 respondents (67.5%), who show their positive attitude, meanwhile only 26 respondents (32.5%) show their negative one. Nevertheless, the conative attitude of the twelfth students the writer was concerned with in this study also consists of four issues.

For the first issue, which was about whether the students could do writing in English easily after the application of KBK or not, the writer found that 17 respondents (21.25%) stated that they could, meanwhile 63 respondents (78.75%) stated that they could not. For the second issue, which was about whether the students had a willingness to improve their writing skill or not, the writer found that 73 respondents (91.25%) stated that they had, meanwhile 7 respondents (8.75%) stated they did not have. For the third issue, whether the students have ever done some efforts to improve their writing skill outside their school or not, the writer found that 67 respondents (83.75%) stated that they have ever done, meanwhile the other thirteen respondents (16.25%) stated that they have never done. For the last issue, finally, which was about whether the students have ever practiced their English writing skill at their home or not, the writer found that 59

respondents (73.75%) stated that they had ever done, meanwhile, 21 respondents (26.25%) stated that had never done.

Based on the list table of the students' reasons (see appendix table E.3), furthermore, we may conclude that the reasons the students gave their positive attitude, generally, was concerned with the student factor, like having high self confidence on doing writing in English as they thought that their English is already good, as well as having high empathy feeling toward learning English as some of them like writing in English such as writing in a diary, always translating Bahasa Indonesia to English first every time they do writing in English, always practicing it, and using simple vocabulary every time they do writing in English.

The writer also pointed out that the reasons the students gave their positive attitude in some issues also reflected their motivation in learning English. The first motivation that the writer found was the motivation to reach long term goals they have, like to apply for a good job. The other one was the motivation to understand and acquire information, like understanding the lesson better and improving their poor English grammar and vocabulary. Another one was about the motivation to reach short term goals, like getting a good score.

On the other side, the writer also recognized that the reasons the students gave their negative attitude were because of the student's factor, like being not used to do it. Some of them even had low empathy feeling as they thought that they did not like English, especially writing skill and did not need this skill in passing SPMB. This skill, according to them, would even be useless since it is not

suitable with their major later at university. Other respondents, finally, had low self confidence on writing as they stated that writing in English was too difficult.

Based on the questionnaire data of the teachers about those four issues of the conative attitude of the students, on the other hand, the writer pointed out that for the first issue, all of the teachers (100%) stated that they did not agree that their students could do writing in English easily since there was difference morphosyntactics between bahasa Indonesia and English, which could make the students often make mistake in grammar and use vocabulary. For the second issue, the writer found that only four teachers (66.67%) stated that they agreed that their students should have a willingness to improve their writing skill since they will need that skill when they continue their study and apply for a good job, meanwhile the other two teachers (33.33%) stated they did not agree since whether that skill was needed later or not still depended on the students themselves as well as their major. For the third issue, the writer found that all teachers (100%) stated that they agreed that the students should do some efforts to improve their writing skill outside their school since the hours of the lesson that they had in the school was still not enough to improve that skill. For the last issue, finally, the writer found that all of the teachers (100%) stated that they agreed that the students should practice their English writing skill at their home since by doing more practice, the students could improve their skill in writing with the right grammatical as well as their vocabulary.

Based on the data above, finally, we could realize that most of the teachers showed their agreement and support for their students to increase their conative

attitude toward that skill. The teachers realized that with all the weakness, like the difficulties of English writing, especially about grammar and vocabulary and lack of lesson hour at the school, the writing skill was still needed to help the students in reaching their future goals. However, there were still some of the teachers, who had low empathy feeling toward this English writing skill as they thought that whether this skill is useful or not still depended on the students themselves and their future plan.

IV.1.2 The Attitude of the English Teachers toward the Teaching and Learning of English Writing Based on KBK

IV.1.2.1 The Cognitive Attitude of the English Teachers

Based on the questionnaire data of the teachers, the positive cognitive attitude of the teachers toward the application of KBK in the teaching and learning of English writing is in average much higher than the negative one. However, the cognitive attitude of the teachers the writer was concerned with in this study consists only of four issues.

For the first issue, the writer found that all of the respondents (100%) stated that they were sure that the application of KBK in the teaching and learning of English writing is useful for their students. For the second issue, the writer found that only four respondents (66.67%) stated that they were sure that KBK is better than the 1994 Curriculum in the case of the teaching and learning of English writing, meanwhile the other two respondents (33.33%) stated they were not sure. For the third issue, the writer found that only four respondents (66.67%)

stated that they were sure that the application of KBK in the teaching and learning of English writing has fulfilled what their students need and want in learning, meanwhile the other two respondents (33.33%) stated that they were not sure. For the last issue, finally, the writer found that all of the respondents (100%) stated that they were sure that the application of KBK could help their students improve their English writing skill.

Based on the list table of the teachers' reasons (see appendix table F.1), we may conclude that the reasons the teachers gave their positive attitude, generally, was concerned with the good effects of the application of KBK toward the students. Those good effects involved the way the curriculum help their students improve their writing skill, which then could help them continue their study or apply for a good job later, and also making their students become active learners in the class.

On the other hand, the writer also recognized the reasons the teachers gave their negative attitude was because of the teacher factor. For instance, the teachers lack of empathy feeling as some respondents thought that every system actually had its own strength and weakness for the students, so whether it was good or not depends on whether its objectives could fulfill what the students need. Another factor, finally, that caused this negative one was about the lack of reference books, facilities, and time that the teachers have.

to be able to write fluently and correctly, meanwhile, the other two respondents

IV.1.2.2 The Affective Attitude of the English Teachers

Based on the questionnaire data of the teachers, the positive affective attitude of the teachers toward the application of KBK in the teaching and learning of English writing is in average much higher than the negative one. Nevertheless, the affective attitude of the teachers the writer was concerned with in this study consists only of four issues.

For the first issue, the writer found that all of the respondents (100%) stated that they agreed with the application of KBK in the teaching and learning of English writing in their school. For the second issue, nevertheless, not all of the respondents, who agreed with KBK, were in favour of this curriculum. The writer found that only two respondents (33.33%) stated that they liked the application of KBK in the teaching and learning of English writing in their school, meanwhile four respondents (66.67%) stated that they did not like. In the third issue, the writer found that all the respondents (100%) stated that they agreed that in learning English it is important to improve their skills in listening, speaking, reading, and writing. For the last issue, finally, the writer found that only four respondents (66.67%) stated that they agreed that it is necessary for their students to be able to write fluently and correctly, meanwhile, the other two respondents (33.33%) stated that they did not agree.

Based on the list table of the teachers' reasons (see appendix table F.2), we may conclude that the reasons the teachers gave their positive attitude, generally, was concerned with the good effects of the application of KBK toward the students, like making the students more active in English writing, improving their

English writing skill, helping the students make written communication, as the aim of the learning, and also helping the students apply for a good job as well as continue their study at a university even though their major would not be English.

On the other hand, the writer also recognized the reasons the teachers gave their negative attitude, was because of the factor of the teaching and learning method. As some respondents stated that this curriculum made them more get tired in preparing the lesson, in teaching the lesson, and in giving their students' activities and assignments score with the big number of the students in each class. The teacher factor, like the lack of empathy feeling that they had also caused this negative attitude as some respondents thought this writing skill would not be useful enough for the students who would not continue their study to the English Department later.

IV.1.2.3 The Conative Attitude of the English Teachers

Based on the questionnaire data of the teachers, the positive conative attitude of the teachers toward the application of KBK in the teaching and learning of English writing is in average much higher than the negative one. However, the conative attitude of the teachers studied in this thesis consists only of four issues.

For the first issue, the writer found that three respondents (50%), stated that they have taught English writing based on KBK optimally, meanwhile three respondents (50%) stated that they have not done it yet. For the second issue, the writer found that all the respondents (100%) stated that they have ever given assignments of writing or writing test in mid test or in final test. For the third issue, the writer found that two respondents (33.33%) stated that they concerned

more with practice than with theory, meanwhile the other four respondents (66.67%) stated that they did not. For the last issue, finally, the writer found that all the respondents (100%) stated that they have ever done some corrections for their students' assignments and exercise, and gave them back to the students.

Based on the list table of the teachers' reasons (see appendix table F.3), we may conclude that the reasons the teachers gave their positive attitude, generally, reflected the motivation that the teacher have, like to make their students get more practice as well as to know how well their students' skill in writing. Besides, it also could make the students learn more from the errors that they made. However, in some issues, some of them still had little motivation since according to them, the reason why they were concerned more with practice than with theory was because they always followed the standard syllabus from Depdikbud. In the contrary, the writer also noticed the reason the teachers gave their negative attitude, was because of the lack of references, the lack of teaching training, and the big number of students in each class.

On the other side, based on the questionnaire data of the students about those four issues of the conative attitude of the teachers, the writer pointed out that for the first issue, 49 students (61.25%) stated that they agreed that their teachers have taught English writing based on KBK optimally, meanwhile 31 students (38.75%) stated that they did not agree. For the second issue, the writer found that all students (100%) stated that they agreed that their teachers have ever given assignments of writing or writing test in mid test or in final test even though not too often. For the third issue, the writer found that 37 students (46.25%) stated

that they agreed that their teachers concerned more with practice than with theory, meanwhile 43 students (53.75%) stated that they did not agree. For the last issue, finally, the writer found that 48 students (60%) stated that they agreed that their teachers have ever done some corrections for their students' assignments and exercise, and gave them back to the students, meanwhile 43 students (53.75%) stated that they did not agree.

Finally, based on the above data and the interview result that the writer did with many of the students, who were also the respondents of this study, the writer found that many of them were still not too satisfied with the way the teacher taught English writing skill based on KBK. Some of them even had negative attitude toward their teachers as they thought that the skill writing of the teachers also considered poor since the teachers never explained how to make a good writing and seldom gave further discussion about the result of the assignments. The teachers even only explained the theories, but seldom asked them to practice. Thus, even though their teachers have ever gave them some writing assignment and writing test as well as gave them back the result with their correction, the students were still disappointed with the teachers since the teachers seldom do that. The lack of their teachers' role and the way their teacher explain in English that often made them more confused in understanding the lesson also made them were still not too satisfied with the application of KBK in English writing lesson.

However, most of students were satisfied with the way the teacher taught English writing skill based on KBK since the teachers, according to them, always gave them examples to help them in understanding the lesson, some activities and

assignments to make them have practice, and always helped them when they had difficulties in understanding the lesson.

IV.1.3 The Obstacles of the Twelfth Grade Students and the English Teachers in Teaching and Learning of English Writing Based on KBK

Based on the students' and the teachers' data, the writer found that both the students and the teachers had many obstacles in teaching and learning English writing based on KBK. For the students, based on the answers of 56 respondents (70%), there were three factors caused the obstacles. The first factor was about the student factor, like their poor English grammar, and also the lack of empathy feeling, as they did not like English since it was difficult to be learned, especially its grammar and its vocabulary. The second factor was about the teaching and learning method factor, as some respondents thought that this curriculum has caused the lesson becomes complicated to be learned and understood, as well as has made them to understand the lesson by themselves. The lack number of aid tools and books in their school, like dictionary, and the difficult activities and assignments the teachers gave have also caused the obstacles in the teaching and learning method. And the last factor was about teacher factor, like the way the teachers explained about the lesson, which was still poor, not detail, and not understandable.

Unlike the students, all the teachers (100%) thought that they had obstacles in teaching and learning English writing based on KBK. There were three factors that caused the obstacles. First factor was about the student factor, like the big

number of students in each class. The second one was about the teacher factor, like the big number of teaching hours for each teacher, the lack of training for the teachers, which could improve their knowledge and skills, and the lack of English lesson hours in a week since the teachers not only must prepare their students for the Ebtanas, but also for SPMB, which the orientation between them is different. And the last factor was about the lack of the reference books for the teachers.

Because of those obstacles that the teachers had, the teachers could not make the teaching and the learning English writing, optimal. Based on the observation that the writer did, one of the teachers, who taught at class XII-IA-1, even did a mistake during the lesson. She introduced a narrative genre with the wrong example. She used an example that was supposed to be an example of descriptive genre.

When the writer interviewed her later, she admitted that she had difficulties in teaching the topic of genres since she learned it very long time ago and had never thought about it before. Thus, she admitted that all the English teachers especially for them who graduated from English Department several years ago, needed to be trained again in order to refresh and increase their knowledge about some topics that had never been taught for several past years. She also hoped that in order to make the application of this curriculum in teaching and learning English writing succeed, the government, in this case Depdikbud, would give them more references.

IV.2 Qualitative Interpretation

IV.2.1 The Attitude of the Twelfth Grade Students toward the Teaching and Learning of English Writing Based on KBK

Based on the questionnaire data of the students, it could be inferred that more students have a positive attitude toward the application of KBK in the teaching and learning of English writing. The attitude the writer studied here involved the cognitive attitude, the affective attitude, and the conative attitude.

For the cognitive attitude, even though many of the respondents were sure that the application of KBK in the teaching and learning of English writing is useful and has fulfilled what they need and want in learning English, not all of them were sure that KBK has helped help them improve their English writing skill. However, there were many of them who were sure that the application of KBK is better than the 1994 Curriculum in the case of the teaching and learning of English writing. For the affective attitude, the writer also found that not all of the respondents, who agreed with the application of KBK in teaching and learning of English writing in their school, were in favour of this curriculum. Even, not all of the respondents, who agreed that it is important for them to improve their language skills in learning English, also agreed that it is necessary to be able to write fluently and correctly.

For the conative attitude, the writer found that almost all of the students had a willingness to improve their writing skill and have ever done some efforts to improve their writing skill outside their school as well as have practiced their

English writing skill at their home. However, only a few students admitted that they could write in English easily after the application of KBK.

Those positive attitude of the students, as the writer figured out, was generally caused by the way they realized the good effects of the application of KBK toward the students, like helping them reach their future goals and improve their creativity and their English writing skill, making them learn and understand the lesson better and not bored during the lesson, motivating them to be more competitive and independent in learning, and making them do all the activities and assignments more easily. The way they realized the good effects of the application of KBK toward the method of teaching and learning, like making the method of teaching and learning more focused as well as enjoyable, attractive, innovative, efficient, and more easily learned since not too many theories that the students had to learn was also caused those attitude.

Those attitude also reflected the motivation of the students in learning English, for instance, the motivation to enhance their self-concepts, like improving their writing skill, the motivation to understand and acquire information, like understanding the lesson better and improving their poor English grammar and vocabulary, and the motivation to reach goals, either long term goals or short term goals, like getting a good score, applying for a good job, communicating with other people, and preparing themselves to study at university later. However, there was still one respondent, who had a positive attitude but did not have any motivation since he thought that he just had to follow the curriculum. The student factor, like their high self confidence on doing writing in English as

they thought that their English is already good, as well as their high empathy feeling toward learning English writing as they like and always practice writing in English, always translate Bahasa Indonesia to English first every time they do writing in English, and always use simple vocabulary every time they do writing in English, in addition, also caused this attitude.

On the other hand, it can be pointed out that the negative attitude of the students were because of several factors. The first factor was about the method of teaching and learning factor, like the lack of their teachers' role during the lesson and the way the lesson becomes more complicated, confusing, difficult to be understood by the poor English students. The method is even still considered similar with the one based on the last curriculum, and could not really help them face SPMB test. The second factor, then, was about the student factor, which was about their low self confidence as they admitted that their skill in writing was still poor. Besides, their low empathy feeling also caused their negative attitude as they preferred learning the theories to practicing, liked the method of teaching based on the last curriculum more, had no interest in writing, and believed that writing skill was useless as well as not needed for passing SPMB and for them who would not enroll at English department later. And the third factor was about the teacher factor, like the poor quality of their teachers in teaching, the way their teachers explained in English, which made them confused with the lesson, and also the rarity the teachers gave them activities and assignments of writing to practice.

And the last factor was about the lack of the facilities in their school that could not help them in learning English writing. Finally, we could also realize that most of the teachers showed their agreement and support for their students to increase their conative attitude toward that skill since the writing skill with its difficult grammar and vocabulary as well as the lack of its lesson hour was still needed to help the students in reaching their future goals.

IV.2.2 The Attitude of the English Teachers toward the Teaching and Learning of English Writing Based on KBK

Generally, based on the questionnaire data of the teachers, it can be noticed that the positive attitude of the teachers toward the application of KBK in the teaching and learning of English writing is in average much higher than the negative one. The attitude studied in this thesis involved the cognitive attitude, the affective attitude, and the conative attitude.

For the cognitive attitude, it can be concluded that all the teachers were sure that the application of the application of KBK in the teaching and learning of English writing is not only useful for their students, but also has helped their students improve their English writing skill. However, not all of the teachers were sure that KBK is better than the 1994 Curriculum in the case of the teaching and learning of English writing as well as that KBK has fulfilled what their students need and want in learning English. For the affective attitude, the writer also found that not all of the teachers, who agreed with the application of KBK in the teaching and learning of English writing, were in favour of this curriculum. Even,

the number of the teachers, who agreed that it is necessary for their students to be able to write fluently and correctly, was not as many as the teachers, who agreed that it is important for their students to improve their language skills.

For the conative attitude, the writer pointed out that almost all of the teachers thought that they have taught English writing based on KBK optimally. They also admitted that they have ever given assignments of writing or writing test in mid test or in final test as well as done some corrections for their students' assignments and exercise, and gave them back to the students. However, only few teachers concerned the lesson more with practice than theory.

The writer also pointed out that those positive attitude of the teachers were generally caused by the way they realized the good effects of the application of KBK toward the students, like making their students become active learners in the class, improving the writing skill of their students in making written communication, and helping their students in continuing their study or in applying for a good job later. Those positive attitude also reflected the motivation that the teachers had, like to make their students get more practice as well as to know how well their students' skill in writing. Besides, it also could make the students learn more from the errors that they made. However, in some issues, this positive attitude also reflected the lack motivation that the teachers had as they admitted that they just followed the standard syllabus from Depdikbud.

On the other hand, it can be noticed that the negative attitude of the teachers was caused by several factors such as the teaching and learning method factor which make them get more tired in preparing the lesson, in teaching the

lesson, and in giving their students' activities and assignments score with the big number of the students in each class. The other factor was about teacher factor, like their lack empathy feeling as they were not too sure that KBK is better than the last one. And the last one was about the lack of facilities and reference books, the lack of teaching training, and the big number of students in each class.

The way the teachers taught English writing skill based on KBK, according to some of the students, was already satisfactory since the teachers always gave them examples to help them in understanding the lesson, some activities and assignments to make them have practice, and always helped them when they had difficulties in understanding the lesson. Nevertheless, there were still a few of them, who were not too satisfied since the teachers only explained the theories, but seldom asked them to practice. The teachers, whose English writing skill was also considered poor, even never explained how to make a good writing and seldom gave the correction and further discussion about the result of the assignments.

IV.2.3 The Obstacles of the Twelfth Grade Students and the English Teachers in Teaching and Learning of English Writing Based on KBK

Based on the questionnaire data of the students and the teachers, it may be noticed that both the students and the teachers had many obstacles in teaching and learning English writing based on KBK. For the students, there were three factors involved in those obstacles. The first factor was the student factor, like their poor grammar and vocabulary, and their lack of empathy feeling. The second one was

about the teaching and learning method factor, like the complicated lesson, the lack of teachers' role during the lesson, the lack number of aid tools and books in their school, for instance dictionary, and the difficult activities and assignments that their teachers gave. And the last factor was about teacher factor, like the way their teachers explained about the lesson, which is still not detail and not understandable.

For the teachers, there were also three factors involved the obstacles that they have. First factor was about the student factor, like the big number of students in each class. The second one was about the teacher factor, like the big number of teaching hours for each teacher, the lack of teaching training, and the lack of English lesson hours in a week since the teachers must not only prepare their students for the Ebtanas, but also for SPMB with the different orientation. And the last one was about the lack of the reference books for the teachers.

Because of those obstacles that the teachers had, finally, the teachers admitted that they could not make the teaching and the learning English, especially English writing, optimal, as what the writer found during the observation that there was a teacher made a mistake in explaining their students about narrative genre since she used an example of a descriptive genre for narrative genre. The teachers also admitted that they needed to be trained again in order to refresh their knowledge about some topics that had never been taught for several years. Thus, the government, in this case Depdikbud, is expected to give them more references as well as more training to refresh and increase their

knowledge in order to make the application of this curriculum in teaching and learning English writing optimal.

CHAPTER V

CONCLUSION

From the data analysis, it can be concluded that the attitude of the twelfth grade students and the English teachers toward the application of KBK, especially in the teaching and learning English writing was generally more positive than negative. This attitude, however, did not only involve the cognitive attitude, but also the affective attitude and the conative attitude of the students and the teachers.

For the students, the writer has seen that even though many of the respondents were sure that the application of KBK in the teaching and learning of English writing is useful and also has fulfilled what they need and want in learning English, not all of them were also sure that KBK has helped help them improve their English writing skill. However, there were many of them who were sure that the application of KBK is better than the 1994 Curriculum in the case of the teaching and learning of English writing. The writer also found that not all of the respondents, who agreed with the application of KBK in teaching and learning of English writing in their school, were in favour of this curriculum. Even, not all of the respondents, who agreed that it is important for them to improve their language skills in learning English, also agreed that it is necessary to be able to write fluently and correctly. Almost all of them did not only have a willingness to improve their writing skill, but also have ever done some efforts to improve their writing skill outside their school and have practiced their English writing skill at

their home. However, only a few students admitted that they could write in English easily after the application of KBK.

In the same way, all the teachers were sure that the application of the application of KBK in the teaching and learning of English writing is not only useful for their students, but also has helped their students improve their English writing skill. However, not all of the teachers were sure that KBK is better than the 1994 Curriculum in the case of the teaching and learning of English writing as well as that KBK has fulfilled what their students need and want in learning English. The writer also found that not all of the teachers, who agreed with the application of KBK in the teaching and learning of English writing, were in favour of this curriculum. Even, the number of the teachers, who agreed that it is necessary for their students to be able to write fluently and correctly, was not as many as the teachers, who agreed that it is important for their students to improve their language skills. Almost all of them also admitted that they have not only taught English writing based on KBK optimally and ever given assignments of writing or writing test in mid test or in final test, but also have ever done some corrections for their students' assignments and exercise. However, only a few teachers were concerned more with practice than with theory.

Those positive attitudes of the students and the teachers, as the writer studied from the data, were because of several factors such as the way they realized the good effects of the application of KBK toward the students and the method of the teaching and learning of English writing, their motivation in teaching and learning English writing, and their high self confidence and empathy

feeling toward teaching and learning English writing. However, the lack of motivation that the teachers and the students had in some issues could also cause this positive attitude. On the other hand, the negative attitude of the students and the teachers were also caused by several factors, like the way they realized the bad effects of the application of KBK toward the students and the method of teaching and learning of English writing, their low self confidence and empathy feeling toward teaching and learning English writing, the poor quality of their teachers in teaching, the lack of reference books and teaching training for the teachers, and also the big number of students in each class.

Both the students and the teachers were known to have many obstacles in teaching and learning English writing based on KBK, which involved several factors, like the student factor, the teaching and learning method factor, the teacher factor, and the lack of the reference books for the teachers. Because of these obstacles, the teachers admitted that they could not teach English writing based on KBK optimally. One of them even did a mistake in explaining about narrative genre since she used an example of a descriptive genre for narrative genre. A few of their students, similarly, also thought that the way the teacher taught was not satisfactory enough since the teachers never explained how to make a good writing and seldom asked them to practice. Nevertheless, we realize that the teachers are not supposed to depend only on the teacher training and references from Depdikbud, but they have to be more independent and creative in preparing themselves with references before teaching the lesson.

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APPENDIX

A. The Questionnaire for the Twelefth Grade Students

Nama:

L/P

Sekolah di SMA Negeri 2 Surabaya sejak tahun:

1. Bagaimana pendapat anda tentang pengaplikasian sistem KBK dalam pengajaran dan pembelajaran *English writing* di sekolah anda?

a. Setuju

b. Tidak Setuju

Penjelasan:

2. Yakinkah anda bahwa pengaplikasian sistem KBK dalam pengajaran dan pembelajaran *English writing* bermanfaat bagi anda?

a. Yakin

b. Tidak yakin

Penjelasan:

3. Yakinkah anda bahwa sistem KBK dalam pengajaran dan pembelajaran *English writing* lebih baik dibandingkan dengan kurikulum 1994 sebelumnya?

a. Yakin

b. Tidak yakin

Penjelasan:

4. Yakinkah anda bahwa pengaplikasian KBK pada pengajaran dan pembelajaran *English writing* selama ini telah memenuhi kebutuhan dan keinginan anda dalam belajar bahasa Inggris?

a. Yakin

b. Tidak yakin

Penjelasan:

5. Berdasarkan pengalaman anda bersekolah di SMA Negeri 2 Surabaya, apakah anda menyukai metode pengajaran dan pembelajaran *English writing* dengan sistem KBK?

a. Ya

b. Tidak

Penjelasan:

6. Setujukah anda bahwa dalam belajar bahasa Inggris keahlian/kemampuan berbahasa seperti mendengarkan, berbicara, membaca dan menulis penting untuk ditingkatkan?

a. Setuju

b. Tidak setuju

Penjelasan:

7. Yakinkah anda bahwa pengaplikasian sistem KBK ini telah membantu anda dalam meningkatkan keahlian/kemampuan menulis bahasa Inggris anda?

a. Yakin

b. Tidak yakin

Penjelasan:

8. Apakah anda setelah KBK diaplikasikan, anda dapat menulis sebuah karangan berbahasa Inggris dengan mudah?

a. Ya

b. Tidak

Penjelasan:

9. Pentingkah bagi anda jika anda dapat menulis dalam bahasa Inggris dengan baik dan benar?

a. Ya

b. Tidak

Penjelasan:

10. Apakah anda mempunyai keinginan untuk meningkatkan kemampuan menulis anda?

a. Ya

b. Tidak

Penjelasan:

11. Apakah anda berusaha untuk meningkatkan kemampuan menulis anda di luar jam sekolah?

a. Ya

b. Tidak

Penjelasan:

12. Pernahkah anda melatih kemampuan menulis bahasa Inggris anda di rumah?

a. Pernah

b. Tidak pernah

Penjelasan:

13. Setujukah anda bahwa sistem pengajaran guru bahasa Inggris anda selama ini, khususnya dalam penyampaian materi tentang writing sudah optimal atau baik?

a. Setuju

b. Tidak setuju

Penjelasan:

14. Apakah guru anda pernah memberikan tugas writing atau test writing pada waktu ujian?

a. Pernah

b. Tidak pernah

15. Menurut pengalaman anda bersekolah di sini, apakah sistem pengajaran writing di kelas lebih menekankan praktek daripada teori?

a. Ya

b. Tidak

16. Apakah setiap tugas dan aktivitas tentang writing yang diberikan selama ini pernah dikoreksi dan dikembalikan oleh guru anda?

a. Pernah

b. Tidak pernah

17. Apakah anda tidak menemukan hambatan atau kesulitan dalam belajar writing dengan sistem KBK?

a. Ya

b. Tidak

Penjelasan:

B. The Questionnaire for the English Teachers

Nama:

L/P

1. Bagaimana pendapat anda tentang pengaplikasian sistem KBK dalam pengajaran dan pembelajaran *English writing* di sekolah anda?

a. Setuju

b. Tidak setuju

Penjelasan:

2. Yakinkah anda bahwa pengaplikasian sistem KBK dalam pengajaran dan pembelajaran *English writing* bermanfaat bagi anak-anak didik anda?

a. Yakini

b. Tidak yakin

Penjelasan:

3. Yakinkah anda bahwa sistem KBK dalam pengajaran dan pembelajaran *English writing* lebih baik dibandingkan dengan kurikulum 1994?

a. Yakini

b. Tidak yakin

Penjelasan:

4. Yakinkah anda bahwa pengaplikasian KBK pada pengajaran dan pembelajaran *English writing* selama ini telah memenuhi kebutuhan dan keinginan anak-anak didik anda dalam belajar bahasa Inggris?

a. Yakini

b. Tidak yakin

Penjelasan:

5. Berdasarkan pengalaman anda mengajar, apakah anda menyukai metode pengajaran dan pembelajaran *English writing* dengan sistem KBK?

a. Ya

b. Tidak

Penjelasan:

6. Setujukah anda bahwa dalam belajar bahasa Inggris keahlian/kemampuan berbahasa anak-anak didik anda seperti mendengarkan, berbicara, membaca dan menulis penting untuk ditingkatkan?

a. Setuju

b. Tidak setuju

Penjelasan:

7. Yakinkah anda bahwa pengaplikasian sistem KBK ini telah membantu anak-anak didik anda dalam meningkatkan keahlian/kemampuan menulis bahasa Inggris mereka?

a. Yakin

b. Tidak yakin

Penjelasan:

8. Menurut pendapat anda apakah setelah KBK diaplikasikan, anak-anak didik anda dapat menulis sebuah karangan berbahasa Inggris dengan mudah?

a. Ya

b. Tidak

Penjelasan:

9. Apakah anda setuju bahwa dapat menulis sebuah karangan berbahasa Inggris dengan baik dan benar adalah penting bagi anak-anak didik anda?

a. Setuju

b. Tidak setuju

Penjelasan:

10. Apakah anda setuju bahwa anak-anak didik anda harus mempunyai keinginan untuk dapat meningkatkan kemampuan menulis bahasa Inggris mereka?

a. Setuju

b. Tidak setuju

Penjelasan:

11. Apakah anda setuju bahwa anak-anak didik anda perlu berusaha meningkatkan kemampuan menulis bahasa Inggris mereka di luar jam sekolah?

a. Setuju

b. Tidak setuju

Penjelasan:

12. Menurut anda perlukah anak-anak didik anda melatih kemampuan menulis mereka di rumah?

a. Ya

b. Tidak

Penjelasan:

13. Setujukah anda bahwa sistem pengajaran KBK yang anda terapkan selama ini, khususnya dalam penyampaian materi tentang writing sudah optimal atau baik?

a. Setuju

b. Tidak setuju

Penjelasan:

14. Apakah anda pernah memberikan tugas writing atau test writing pada waktu ujian?

a. Pernah

b. Tidak pernah

Penjelasan:

15. Menurut pengalaman anda mengajar selama ini, apakah sistem pengajaran writing di kelas lebih menekankan praktek daripada teori?

a. Ya

b. Tidak

Penjelasan:

16. Apakah setiap tugas dan aktivitas tentang writing yang diberikan selama ini pernah dikoreksi dan dikembalikan oleh anda?

a. Pernah

b. Tidak pernah

Penjelasan:

17. Apakah anda tidak menemukan hambatan atau kesulitan dalam mengajarkan writing dengan sistem KBK?

a. Ya

b. Tidak

Penjelasan:

C. The Result Table of the Students' Questionnaire

No. Res pond.	Question Numbers																	Total
	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
1	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	14
2	0	1	0	1	0	1	1	1	0	0	1	1	1	1	1	1	1	12
3	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	14
4	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	14
5	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	12
6	0	1	1	1	1	1	0	0	0	0	1	0	0	1	0	0	0	7
7	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	14
8	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	14
9	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	11
10	1	1	1	1	1	1	1	1	1	1	1	1	1	1	0	0	1	15
11	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	14
12	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	12
13	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	1	15
14	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	1	14
15	1	1	1	1	1	1	0	0	1	1	1	0	1	1	1	1	0	13
16	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15
17	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	14
18	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	16
19	1	1	0	1	0	1	1	0	0	0	1	1	0	1	1	0	0	9
20	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	0	0	11
21	1	1	0	1	1	1	0	1	1	1	0	0	1	1	0	0	1	11
22	1	0	0	0	1	1	1	0	1	1	1	1	1	1	1	0	0	11
23	1	1	1	1	1	1	0	0	1	1	0	0	1	1	0	1	1	12
24	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
25	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	13
26	1	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0	14
27	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	1	14
28	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	12
29	1	0	1	0	1	1	1	0	1	1	1	1	0	1	0	1	0	11
30	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	13
31	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
32	1	1	0	1	1	1	0	0	1	1	0	0	1	1	1	0	1	11
33	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15
34	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	17
35	1	1	0	1	1	1	1	1	1	1	1	1	0	1	1	1	1	15
36	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15
37	1	1	0	1	1	1	1	0	1	1	1	1	1	1	0	1	0	13
38	1	1	1	1	1	1	0	0	1	1	0	0	0	1	0	0	0	9

39	1	1	0	1	1	1	1	0	1	1	1	1	1	1	1	1	0	14
40	1	1	1	1	1	1	1	1	1	1	1	1	0	1	0	1	0	14
41	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	13
42	1	1	1	1	0	1	0	0	1	1	0	0	0	1	0	1	0	9
43	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	0	13
44	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	0	0	14
45	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	13
46	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	0	0	13
47	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15
48	0	0	0	0	0	1	0	0	0	0	0	0	0	1	0	1	1	4
49	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	1	1	13
50	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	14
51	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	1	13
52	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	1	0	13
53	0	0	0	0	0	1	1	0	0	0	1	1	1	1	0	1	1	8
54	1	0	1	0	0	1	1	0	1	1	1	1	1	1	1	0	0	11
55	1	0	1	0	0	1	1	1	1	1	1	1	0	1	0	0	1	11
56	0	1	0	1	0	1	0	0	0	0	0	0	0	1	1	0	0	5
57	1	0	0	0	0	1	0	0	1	1	0	0	0	1	0	0	0	5
58	1	1	1	1	1	1	0	0	1	1	0	0	1	1	1	0	0	11
59	1	1	0	1	1	1	1	0	1	1	1	1	0	1	1	1	0	13
60	0	0	0	0	1	1	1	0	1	1	1	1	1	1	0	0	0	9
61	1	1	1	1	1	1	0	1	1	1	1	0	1	1	0	1	1	14
62	1	1	1	1	1	1	0	0	1	1	1	0	1	1	0	1	0	12
63	1	1	1	1	1	1	1	0	1	1	1	1	1	1	0	1	0	14
64	0	0	0	0	0	1	0	1	0	0	1	0	1	1	0	0	0	5
65	1	1	0	1	0	1	1	1	1	1	1	1	1	1	0	0	0	12
66	1	1	1	1	0	1	1	0	1	1	1	1	0	1	1	0	0	12
67	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15
68	1	1	1	1	1	1	1	0	1	1	1	1	0	1	1	1	0	14
69	1	1	0	1	0	1	1	0	1	1	1	1	1	1	1	0	1	13
70	1	1	0	1	0	1	0	1	1	1	1	0	1	1	0	1	0	11
71	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	16
72	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	15
73	1	0	0	0	1	1	0	0	1	1	0	0	1	1	0	1	1	9
74	1	1	1	1	0	1	0	0	1	1	0	0	1	1	0	0	0	9
75	1	1	1	1	1	1	1	0	1	1	1	1	0	1	0	0	0	12
76	1	1	0	1	0	1	1	0	1	1	1	1	1	1	0	0	0	11
77	0	0	0	0	1	1	1	0	1	1	1	1	0	1	0	0	0	8
78	1	1	0	1	0	1	0	1	1	1	0	0	1	1	0	1	0	10
79	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	1	16
80	1	1	0	1	1	1	1	1	1	1	1	1	1	1	1	1	0	15
Total	72	68	54	68	63	80	59	17	73	73	67	59	49	80	37	48	24	991

D. The Result Table of the English Teachers' Questionnaire

No. Respond.	Number of Questions																	
	1	2	3	4	5	6	7	8	9	10	11	12	13	15	16	18	20	Total
1.	1	1	0	0	0	1	1	0	0	0	1	1	0	1	0	1	0	8
2.	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15
3.	1	1	1	1	0	1	1	0	1	1	1	1	1	1	0	1	0	13
4.	1	1	1	1	0	1	1	0	1	1	1	1	0	1	0	1	0	12
5.	1	1	0	0	0	1	1	0	0	0	1	1	0	1	0	1	0	8
6.	1	1	1	1	1	1	1	0	1	1	1	1	1	1	1	1	0	15
Total	6	6	4	4	2	6	6	0	4	4	6	6	3	6	2	6	0	71

E. The Table of The Students' Reasons toward Attitude

1. The cognitive attitude of the twelfth grade students

Quest. No.	Questions	Sure(+) / Not Sure(-)	Reasons	Number of Respond.
2.	Are the students sure that the application of KBK-curriculum in the teaching and learning <i>English writing</i> is useful for them?	Sure (+)	1. KBK-curriculum can motivate them in learning English writing since it makes them more active in that skill.	47
			2. KBK-curriculum helps them to prepare themselves in making written communication with other people from other countries, studying at a university later, and applying for a good job.	11
			3. KBK-curriculum makes them enjoy and never get bored during the lesson since almost the activities and assignments are given in a group.	10
			Total	68
		Not Sure (-)	1. KBK-curriculum makes the lesson complicated to be learned, so they always get confused about it.	3
			2. KBK-curriculum makes the students, whose English is poor cannot follow the lesson.	3
			3. They think that in learning English they need to learn the theories rather than to practice it.	3
4. The quality of their teachers in teaching is still considered poor.	2			

			5. KBK-curriculum makes the role of their teachers during the lesson becomes smaller, so they have to understand the lesson by themselves.	1
			Total	12
3.	Are the students sure that KBK-curriculum is better than the 1994 Curriculum in the case of the teaching and learning of <i>English writing</i> ?	Sure (+)	1. KBK-curriculum makes them active in writing skills since they do not only listen to their teachers' explanation so they can learn and understand the lesson deeper as well as improve their skills.	34
			2. KBK-curriculum makes the teaching and learning process more attractive, innovative, efficient, and focused.	10
			3. KBK-curriculum makes them more easily to learn the lesson since not too many theories that they have to learn.	7
			4. KBK-curriculum motivates them to be more competitive and independent in learning.	3
			Total	54
		Not Sure (-)	1. The method used during teaching and learning in class is considered similar with the last curriculum.	12
			2. They like the method of teaching based on the last curriculum more.	6
			3. The quality of their teachers in teaching is still poor.	4
			4. KBK-curriculum always makes them understand the lesson by themselves since the teachers never give them the theories.	4

			Total	26
4.	Are the students sure that the application of KBK-curriculum in the teaching and learning has fulfilled what they need and want in learning English?	Sure (+)	a. KBK-curriculum can help them improve their English writing skill.	47
			b. KBK-curriculum makes them more active during the lesson, so they can learn and understand the lesson deeper without getting bored.	11
			c. KBK-curriculum helps them to prepare themselves in making written communication with other people from other countries, studying at a university later, and applying for a good job.	10
			Total	68
		Not Sure (-)	a. KBK-curriculum does not really help them to prepare themselves in facing SPMB test.	5
			b. KBK-curriculum makes the lesson complicated to be learned, so they always get confused about it.	3
			c. The quality of their teachers in teaching is still considered poor.	2
			d. KBK-curriculum makes the students, whose English is poor cannot follow the lesson.	2
			Total	12
		7.	Are the students sure that the application of KBK-curriculum in the teaching and learning English writing has	Sure (+)
2. KBK-curriculum makes the lesson becomes more focused about that skill.	6			
Total	59			
Not Sure (-)	1. They think that their skill in writing is still poor.			11

	helped them in improving their English writing skill?		2. The way their teachers teach still makes them confused with the lesson.	4
			3. They have no interest in writing.	2
			4. Their teachers seldom give them activities and assignments of writing, so they cannot practice it more.	2
			5. The facilities in their school are still poor to help them in learning English writing.	2
			Total	21

2. The affective attitude of the twelfth grade students

Quest. No.	Questions	Agree(+) / Yes(+) / Not Agree(-) / No(-)	Reasons	Number of Respond.
1.	Do the students agree with the application of KBK-curriculum in the teaching and learning of English writing in their school?	Agree (+)	1. KBK-curriculum can help them improve their English writing skill more actively since they do not only learn the theories, but also do practice.	49
			2. KBK-curriculum motivates them in learning English writing skill and makes them not bored during the lesson.	9
			3. KBK-curriculum makes the lesson more focused and understandable.	9
			4. KBK-curriculum can help them improve their creativity.	5
			Total	72

		Not Agree (-)	1. KBK-curriculum always makes them confused since they have to understand the lesson by themselves, so if they still do not understand about it, they have to spend their money more to join an English course outside.	8
			Total	8
5.	Do the students like the application of KBK-curriculum in teaching and learning of English writing in their school?	Yes (+)	1. KBK-curriculum makes them more active in English writing skill.	25
			2. The method of teaching is more attractive and innovative, so it does not make the students bored.	24
			3. The way the lesson is delivered becomes more focused and understandable.	9
			4. KBK-curriculum makes them more independents since they always find out all information about the lesson by themselves.	3
			5. KBK-curriculum makes them do all the activities and assignments more easily since they always do it in a group.	2
			Total	63
		No (-)	1. KBK-curriculum makes the lesson difficult to be followed for them since the teachers always give explanation in English, so they find difficulties in understanding it.	10
			2. KBK-curriculum always makes them understand the lesson by themselves since the teachers never give them the theories.	6

			3. KBK-curriculum makes the students always do more activities and assignments than learn the theories.	1
			Total	17
6.	Do the students agree that in learning English it is important to improve their skills in listening, speaking, reading, and writing?	Agree (+)	1. Learning English, is not only about learning theories, but they also need to learn how to practice them fluently.	41
			2. In the globalization era those skills are required in applying for a job.	19
			3. English is an international language, so they can use it to communicate with other people from other countries.	11
			4. They want to get good score in the lesson.	4
			5. To prepare themselves to study at a university after graduating from high school.	4
			6. It is included in the curriculum, so they must learn it.	1
			Total	80
		Not Agree (-)	-	0
		Total	0	
9.	Do the students think that it is necessary for them to be able to write fluently and correctly?	Yes (+)	1. In the globalization era that skill is required in applying for a job.	67
			2. They want to get good score in the lesson.	6
			Total	73
		No (-)	1. They think that they do not need that skill to pass SPMB.	4
			2. That skill seems little bit useless for them later when they study at a university since they will not take English as they major.	3

			Total	7
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3. The conative attitude of the twelfth grade students

Quest. No.	Questions	Yes (+) / Ever (+) / No (-) / Never(-)	Reasons	Number of Respond.
8.	Can the students do writing in English easily after the application of KBK?	Yes (+)	1. They think that their English is good.	8
			2. They only need to write down everything they want in Bahasa, which is then translated into English.	4
			3. They always practice it.	3
			4. In writing, they still can use simple vocabulary that they know.	2
			Total	17
		No (-)	1. They have difficulties in grammar since in English writing they have to pay more attention with tenses.	35
			2. They think that their vocabulary is still poor.	10
			3. They think that they are not able to learn English very well.	8
			4. They do not know how to make a good writing.	8
			5. The duration of doing writing is too limited.	1
			6. They are not used to do writing in English.	1
			Total	63
		10.	Do the students have a willingness to improve their writing	Yes (+)
2. They want to get good score in the lesson.	6			
Total	73			

	skill?	No (-)	1. They think that they do not need that skill to pass SPMB.	4
			2. That skill seems little bit useless for them later when they study at a university since they will not choice English Department as they major.	2
			3. They think that writing in English is too difficult.	1
			Total	7
11.	Have the students ever done some efforts to improve their writing skill outside their school?	Ever (+)	1. They still confused with what their teachers explain so that they then join a course.	59
			2. They think that their grammar and vocabulary are still poor so that they have to do more practice.	5
			3. They want to get good score in that lesson.	3
			Total	67
		Never (-)	1. They do not have much time to practice.	8
			2. They do not like English since it's too difficult.	5
			Total	13
12.	Have the students ever practiced their English writing skill at their home?	Ever (+)	1. By doing practice, they can improve their vocabulary.	30
			2. They can practice how to write with the right grammar.	26
			3. They like writing in English.	3
			Total	59
		Never (-)	1. They think that writing in English is too difficult to practice.	11
			2. They do not have much time to do it at home.	8
			3. They do not like English.	2
			Total	21

F. The Table of the English Teachers' Reasons toward Their Attitude

1. The cognitive attitude of the English writing teachers

Quest. No.	Questions	Sure(+)/ Not Sure(-)	Reasons	Number of Respond.
2.	Are the teachers sure that the application of KBK-curriculum in the teaching and learning of English writing is useful for their students?	Sure (+)	1. This curriculum can help their students improve their English writing skill.	3
			2. This curriculum can make the students more active in the class, so they do not become passive learners.	3
			Total	6
		Not Sure (-)	-	0
			Total	0
3.	Are the teachers sure that KBK-curriculum is better than the 1994 Curriculum in the case of the teaching and learning of English writing?	Sure (+)	1. This curriculum can make the English writing skill of students more improved.	2
			2. This curriculum can make them become active learners in the class.	2
			Total	4
		Not Sure (-)	1. Every system has its own strength and weakness for the students, so whether it is good or not depends on whether its objectives can fulfill what the students need.	2
			Total	2

4.	Are the teachers sure that the application of KBK-curriculum in the teaching and learning English writing has fulfilled what their students need and want in learning English?	Sure (+)	1. This curriculum can make the English writing skill of students more improved, which then can help them in continuing their study or in applying for a good job later.	2
			2. This curriculum can make them more active in the class.	2
			Total	4
		Not Sure (-)	1. The lack of reference books, facilities, and time that the teachers have can cause the teachers have difficulties to make the teaching and learning activities more optimal.	2
			Total	2
7.	Are the teachers sure that the application of KBK-curriculum has helped their students improve their English writing skill?	Sure (+)	1. This curriculum can make the students more active through some practices that they should do even though it still depends on how well the teachers, the students, and the school prepare themselves.	6
			Total	6
		Not Sure (-)	-	0
			Total	0

2. The affective attitude of the English writing teachers

Quest. No.	Questions	Agree(+) / Yes(+) / Not Agree(-) / No (-)	Reasons	Number of Respond.	
1.	Do the teachers agree with the application of KBK- curriculum in teaching and learning of English writing in their school?	Agree (+)	1. This curriculum is suitable with the aim of the learning, which is to make the learner to be able to communicate with that language since this curriculum requires the students to be more active in using English during the lesson, which then can improve their language skills.	6	
				Total	6
		Not Agree (-)		-	0
				Total	0
5.	Do the teachers like the application of KBK- curriculum in teaching and learning of English writing in their school?	Yes (+)	1. This curriculum requires the students to be more active in English writing, which then can improve their English writing skill.	2	
				Total	2
		No (-)	1. This curriculum makes the teachers get tired in preparing the lesson, in teaching the lesson, and in giving their students' activities and assignments score with the big number of the students in each class.	4	
				Total	4
6.	Do the teachers agree that in learning English it is important to improve their	Agree (+)	1. Learning English is not only about learning theories, but also about learning how to practice them fluently.	6	
				Total	6
		Not Agree (-)	-	0	

	students' skills in listening, speaking, reading, and writing?		Total	0
9.	Do the teachers think that it is necessary for their students to be able to write fluently and correctly?	Yes (+)	1. The students will need that skill in their future life when they continue their study at a university even though their major will not be English, and also when they apply for a job.	4
		Total		4
		No (-)	1. It depends on the students themselves. For them who will not continue their study in English Department later will think that it is not useful enough for them.	2
		Total		2

3. The conative attitude of the teachers

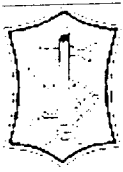
Quest. No.	Questions	Agree(+) / Yes(+) / Ever(+) / Not Agree(-) / No(-) / Never (-)	Reasons	Number of Respond.
13.	Do the teachers agree that they have taught English writing based on KBK-curriculum optimally?	Agree (+)	1. They always give their students exercise to make their students get more practice.	3
		Total		3
		Not Agree (-)	1. The lack of facilities, books used as references, and teaching training for the teachers.	3
		Total		3

14.	Have the teachers ever given assignments of writing or writing test in mid test and final test?	Ever(+)	1. They hope so because in giving all activities and assignments of writing, they always follow the standard syllabus from Depdikbud.	6
			Total	6
		Never (-)	-	0
			Total	0
15.	Do during the teaching English writing the teachers concern more with practice than theory?	Yes (+)	1. They follow what the standard syllabus requires.	2
			Total	2
		No (-)	1. The lack of time, reference books, and the big number of students.	4
			Total	4
16.	Have the teachers ever done some corrections for their students' assignments and exercise, and gave them back to the students?	Ever (+)	1. It is useful for them to know how well their students' skill in writing, besides the students can also learn more from the errors that they made even though the teachers do not often do it because of the lack of time and the big number of students in each class.	6
			Total	6
		Never (-)	-	0
			Total	0

G. The Table of the Students and the Teachers' Obstacles in the Teaching and Learning of English Writing Based on KBK-Curriculum

The Students/ The teachers	Not Have (+) / Have (-)	Reasons	Number of Respond.
The Students	Not have (+)	1. If they have difficulties, they still can ask their teachers' help.	9
		2. The application of KBK-curriculum in their school has already optimal.	6
		3. They also join an English course, which helps them understand the lesson.	5
		4. They always do practice at home.	4
		Total	24
	Have (-)	1. They think that their English is poor, especially in tenses.	16
		2. The way their teachers explain about the lesson is still poor, not detail, and not understandable compare to what they get in an English course outside that they join in.	8
		3. They do not like English since it is difficult to be learned, especially its grammar and its vocabulary.	7
		4. The lesson is too complicated.	6
		5. The use of English during their teacher explain has caused them had difficulties in understanding the lesson.	6
		6. Their teachers always ask them to understand the lesson by themselves.	5
		7. The lack number of aid tools and books in their school, for instance dictionary.	4
		8. The activities and assignments that their teachers give are more difficult than what their teachers explain before.	4
		Total	56
	The Teachers	Not have (-)	-
Total			0

	Have (+)	<ul style="list-style-type: none"> a. Too many students in each class. b. Too many hours of teaching for each teacher. c. The lack of the complementary books for the students. d. The lack of the reference books for the teachers. e. The lack of facilities like tape recorders and English listening cassettes. f. The lack of training for the teachers in order to improve their knowledge and skills. g. The lack of English lesson hours in a week since the teachers not only must prepare their students for the Ebtanas, but also for SPMB, which is the orientation between them is different. 	6
Total			6



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SURAT KETERANGAN

Nomor : 421.3 / 1778 / 402.4.9.1.202 / 2005

Yang bertanda tangan di bawah ini :

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Telah mengadakan penelitian / Research di SMA Negeri 2 Surabaya, tentang **“THE STUDY OF THE APPLICATION OF KBK CURRICULUM IN TEACHING AND LEARNING ENGLISH WRITING AT SMU NEGERI 2 SURABAYA”** yang dilaksanakan pada tanggal 19 Agustus 2005 s/d. 31 Agustus 2005, selama 2 (dua) minggu

Surat keterangan ini diberikan sesuai dengan hasil penelitian / Research yang dilakukannya .

Demikian pada pihak yang terkait harap menjadikan maklum dan agar dapat digunakan sebagaimana mestinya.

Surabaya, 3 September 2005



P/h. Kepala,

Dra. Rosniati/Betta, M.Pd.
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