

CHAPTER I

INTRODUCTION

A. Background of the Study

The choice of certain method used in class should be suited with the goal of teaching learning process based on the curriculum, as the right method will result better achievement. Nowadays, KTSP is used in most schools which the basic language skills are taught and trained intensively based on the genre and functional speeches. Genre is type of text, they are kinds of texts as procedures, news item, descriptive, recount, and the function are reading, speaking and dialog.

The KTSP has main concern on the mastery of the competency by student. This curriculum is based on the communicative competence in all situation and condition.

Actually, in the school level-based curriculum, English learning leads the students to be able to use English communicatively. In other word, the students are expected to be competent in using English.

CBC (Competency-Based Curriculum) has paradigm that the teachers not only give knowledge to the learners, but also the form competency to the learners. The teachers give CBC to learners in the school to study process with the participation. However, government felt that CBC is made as material learning process for teacher, so this curriculum is simple to be arranged. The new curriculum, KTSP (School-Based Curriculum), it is used until now.

In this case, KTSP is more complete than the curriculum before (CBC). In this curriculum, teachers are easier in teaching-learning process and it will give them more advantages. KTSP is the curriculum which is developed based on the school potency and the characteristic of the learners. KTSP is the effort to revise the curriculum in order to make teachers more familiar with it and more responsible in developing curriculum. In this curriculum, the teacher's effort is more dominant, especially in developing the student's of competency and based competency, not only in written program, but also in the real teaching learning process. In this case, the curriculum KTSP used in teaching paket B in Paciran, which the teacher can be easier to provide instruction to the students in kejar paket B, so they are easier to understand about the material being taught using a curriculum KTSP.

B. Previous Study

In previous study the researcher takes from the other researcher data. The first one is Arum Indrawati (2003). She describes about the implementation of (KTSP) in English teaching learning process for the first year students of SMP 2 Teras Boyolali in Academic year 2007/2008. She is very interested study about the implementation School-based Curriculum (KTSP) in English teaching learning process.

The result from this research is the students would be interested and understood about the lessons if the teacher gives illustration of the situation and

the material which are constructed to be familiar for the students and also to be related with their experiences, talents, and interest.

The different of result can be caused by two factors. The first factor is the writer observed the class just twice a week, so it is impossible to the appropriate English is teaching and learning material on those two meeting only. The second is the technique used (contrasts and opposites) is not appropriate with the material thought at the time of observation

Based on the data from Arum Indrawati, Arum Indrawati is very interested about the implementation School-based Curriculum (KTSP) in English teaching learning process of the first year student of SMPN 2 Teras Boyolali. The writer wants to know deeply about the goal, the teaching material, the assessment, and the methods.

The second one is taken from Fina Fullina (2004). The title is *An Analysis on the Compatibility of Reading Texts for the First Year Students of Senior High School with the School Based Curriculum*. She gave the material of reading texts (kinds of reading text) in the textbook with it in the School based curriculum. She uses the indicator of reading text in school based curriculum as the comparison.

The result of her data analysis about the quality of reading textbook material is very good; because the students are able to understand about the material which is given by the teacher. Find the content of book has percentage of compatibility 100% for reading text material.

From the description of the research above, it can be seen that there are some differences from the writer do. The writer evaluate an English textbook for the first year student of Junior High School, the book title is *Lest Talk* published by Pakar Raya. She compared the materials of reading text (kinds of reading text) in the textbook with those in the School-based Curriculum. She used the indicator or reading text in School-based Curriculum as the comparison.

Another research is written by Suryani (2006) with her research paper entitled “The Evaluation of English Textbook for the First Year Student of Vocational School of Sukoharjo”. She evaluated English textbook that is “Pelajaran Bahasa Inggris untuk SMK kelas 1”. This study is aimed at judging whether the speaking materials in the textbook used for the first year student of Vocational School in Sukoharjo are compatible with speaking material in the 2004 English curriculum or not. The result of data analysis shows that the quality of speaking materials in the textbook is good because the score of schema of quality qualification of speaking materials is 57, 5%, while the percentage is 100%.

Seeing the description of the two researches above, they are different from the one the writer does. The researcher evaluates English teaching in Kejar Paket B with school based curriculum.

C. Focus of the Study

Based on the background of the study, the writer solves the problem, as follows:

1. How is the development of lesson plan of teaching of English in Kejar Paket B in Paciran Lamongan?
2. How are the implementations of KTSP in the English classroom?

D. Objectives of the Study

Based on the problem statements above, the objectives of this study are:

1. To describe the way KTSP of English is developed in the lesson plan.
2. To describe the implementation of KTSP in the English classroom of Kejar Paket B.

E. Limitation of the Study

The discussion of this study is limited only to the techniques used by the teacher to the based curriculum KTSP in the teaching of English in Kejar Paket B in Paciran Lamongan. Because the writer's knowledge, time, and energy are limited, the subjects of this study are limited on the teacher and the second year students about of Kejar Paket B in Paciran Lamongan.

F. Benefit of the Study

1. Theoretically
 - a. The result of the study can be used as reference for those who want to conduct teaching English.
 - b. For the teacher and learner, this research may be useful for them in giving additional input and reference about the realization of teaching English in Kejar Paket B in Paciran Lamongan.

2. Practically

The result of this research is expected to give profit: 1) As an effort to improve efficiency and effectiveness management of elementary education.

2) As an input to compile execution and fulfill to learn nine year. 3) To determine the policy to improve efficiency and effectiveness management of education in general and elementary education especially.

G. Research Paper Organization

This research consists of five chapters. Chapter I is Introduction of the research. It consists of general background of the study, research problem, focus of the study, object of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II consists of nation of curriculum, school-based curriculum (KTSP), theories of teaching and learning process and aspect of teaching and learning.

Chapter III is research method, consisting of the type of research, subject of the study, object of the study, data and data source, technique of collecting data, and technique of analysis data.

Chapter IV is research findings and discussion. In this chapter the writer describes the implantation of school-based curriculum (KTSP) in the teaching of English in kejar paket B in Paciran Lamongan, which focus on four dimensions these are the content (the teaching material), the methods of teaching,

the media of teaching, and the evaluation system, discussion concerns with research finding.

Chapter V is conclusion, implication, and suggestion of the research.