

**THE IMPLEMENTATION OF SCHOOL LEVEL-BASED CURRICULUM
ON THE ENGLISH TEACHING-LEARNING PROCESS AT THE FIRST
YEAR OF SMP N 1 ANDONG BOYOLALI**



RESEARCH PAPER

Submitted as a Partial Fulfillment of the Requirements
for Getting Bachelor Degree of Education
in English Department

by

ASRI KURNIAWATI
A 320 040 359

**SCHOOL OF TEACHER TRAINING AND EDUCATION
MUHAMMADIYAH UNIVERSITY OF SURAKARTA
2008**

CHAPTER I INTRODUCTION

A. Background of the Study

Education is a very important thing to improve the quality of human. Indonesian people must get education as well as possible. There are many factors to increase the education quality, namely teaching-learning process, teacher's capability, curriculum, teaching method, high quality of media, good learner and so on.

One of the important factors to increase the education quality is curriculum. The education system isn't successful without it. It consists of content, material, competency standard, process standard, purpose. To improve the education quality the government should renew the development and application on education dimension in Indonesia, including the English curriculum.

Nunan (1997: 2) proposes that in language teaching, there has been a comparative neglect of systematic curriculum development. In particular, there have been few attempts to apply, in any systematic fashion, principles, of curriculum development to the planning, implementation and evaluation. Candlin (1984) in Nunan (1997: 2) suggests that curriculum is concerned with making general statements about language learning, learning purpose and experience, evaluation and the role relationship of teachers and learners. According to Candlin, it will also contain banks of learning, items and suggestions about how these might be used in a class. Syllabuses, on the other

hand, are more localized and are based on accounts and records of what actually happens at the classroom level as teachers and learners apply a given curriculum to their own situation.

Curriculum isn't static. It is always developed in line with the learners need. There is always innovation of curriculum in education. The purpose is to achieve vision and mission of national education. In our country, there are many curriculums that have ever been implied in our education. For example the 1994 Curriculum is based on the competency. Then it changes to the School Level-based Curriculum.

School Level-based Curriculum is an operational curriculum in education. This is a curriculum having main concern on the mastery of competency of students. It is developed based on the communicative language teaching whose goal is to develop the communicative competence at all situation and condition. School Level-based curriculum consists of the purpose of education structure and the content, education event and also syllabus.

School level - based curriculum is continuity the 2004 curriculum or CBC, it is only emphasizing again. The learning process is focused on competency, so the approach, method and the teaching technique are chosen by the teacher as long as the competence can be reach. Gordon (1986:55) states that there are six competency aspects such as: (1) Knowledge; (2) Understanding; (3) Skill; (4) Value; (5) Attitude; (6) Interest.

According to Finch and Councilor (2002: 60) define the competency as mastering duties, skills, behavior, and appreciation to support successful. The teaching learning activity between the 2004 curriculum and school Level-based Curriculum have same thing in teaching English there are: Genre-based and learning cycle, are: a) BKOF (Building Knowledge of Fields) can be applied by shared experiences, cultural context, control of relevant vocabulary and grammatical pattern, b) MOT (Modeling of Text) by cultural context, schematic structure, linguistic structure, and using spoken language to focus written language, c) JCOT (Join construction of Text) by schematic structure, linguistic features and knowledge on field, d) ICOT (Independent Construction of Text) by schematic structure, linguistic features and knowledge on field.

The Institutional Law of Implementation School Level-based Curriculum in Indonesia are Republic Indonesia regulation No. 20 th 2003 (UU 20/2003) about National Education System and Government Arrangement of Republic Indonesia No. 19 th 2005 (PP 19/2005) about National Education Standard, instruct to every unit of education to make School Level-based curriculum or in Indonesia called *Kurikulum Tingkat Satuan Pendidikan (KTSP)* in order to develop curriculum which should be implemented in every unit of education and content standard includes material and competency level to achieve label graduation.

The implementation of School Level-based Curriculum in more benefit for: first teacher, based on the implementation of School Level-based

Curriculum the teacher can free to choose any material learning, focus on language competency development, and determining the indicators and material that is suitable to the environments and learner interest and second for learner, For implementation of School Level-based Curriculum also benefit for learner: it is as a subject of teaching learning process, able to develop capability in certain aspect, and less of learning credit

By implementing School Level-based Curriculum or in Indonesian it is called *Kurikulum Tingkat Satuan Pendidikan*, gives wider autonomy for each school to develop then own curriculum by taking into account the potentials of schools and surrounding region. The schools using this curriculum must have a based competition, standard competition and indicator in delivering the materials and must have the syllabus. Beside that the province must prepare and arrange the local materials with foreign language, in order to make the materials or the lessons have high quality and balance with the others materials.

The education should contain the interaction between the lecturer (teacher) and the learners (students) to achieve the education objectives. The lecturer, learners and education objectives are the main components of education. All of them shape the triangle and if one of the components is lost, so the truth of education will be also lost. Through the change of curriculum, the lecturers (teacher) has to learn the curriculum again either from the materials or methods and the objectives.

The English teaching-learning process in SMP Negeri 1 Andong Boyolali previously is based on Competency-based Curriculum, but in 2007 academic year the English teaching-learning process does not use this curriculum again but uses the new curriculum instead. It is School Level-based Curriculum, which needs adjustments both the material and the teaching method. Those materials and the teaching method are the new things and they are necessary to be learned by the teacher, so in the teaching the learners have to use and learn this new method and material too.

This curriculum is very interesting to be investigated especially on the implementation, because it is rather different from the previous curriculum in all aspects. Based on its purpose, the writer is interested in knowing the implementation of School Level-based Curriculum on the English teaching-learning process in SMP Negeri 1 Andong Boyolali. The title of this research is **“THE IMPLEMENTATION OF SCHOOL LEVEL-BASED CURRICULUM ON THE ENGLISH TEACHING-LEARNING PROCESS AT THE FIRST YEAR OF SMP N 1 ANDONG BOYOLALI”**.

B. Problem of the Study

The problems of the study are as follows.

1. How is the implementation of School Level-based Curriculum on the English teaching-learning process in SMPN I Andong Boyolali?

2. What are the problems faced by the teachers in implementing the School Level-based Curriculum on the English teaching-learning process?

C. Objective of the Study

In this study, the writer wants to know and describe the implementation of School Level-based Curriculum on the English teaching-learning process at the first year students of SMPN 1 Andong Boyolali. Specifically it is: to describe the implementation of School Level-based Curriculum on the English teaching – learning process at the first year of SMP Negeri 1 Andong Boyolali, which cover (a) the educational purposes of the program (content); (b) the content (language teaching material); (c) the teaching-learning processes (method); (d) the means of assessment, to describe the problems faced by the teachers in implementing of School Level-based Curriculum on the English teaching-learning process.

D. Limitation of the Study

In this study the writer would like only to know the implementation of School Level-based Curriculum of English teaching-learning process at the first year students of SMPN 1 Andong Boyolali.

E. Benefit of the Study

This research has two kinds of benefits, namely theoretical and practical benefits.

1. Theoretical Benefits

Theoretically, the study improves the writer's knowledge and understanding of English teaching-learning process in naturalistic paradigm in general assumption as well as to develop this paradigm in order to get the effective and appropriate ways in English teaching-learning process at SMPN 1 Andong Boyolali.

2. Practical Benefits

The research gives some information for other researchers in conducting their research especially about the process of teaching – learning English based on School Level-based Curriculum. The result of the study also gives contribution for the English teacher.

F. Research Paper Organization

The writer organizes this research paper by dividing into five chapters. Each of them is concerned with different issues but it is related to each other.

Chapter I consists of background of the study, problem statement, objective of the study, limitation of the study, benefit of the study, and research paper organization.

Chapter II is review of related literature, which covers previous study, the notion of curriculum, School Level-based Curriculum of English, the

implementation of School Level-based Curriculum, and the nature of language learning and teaching language.

Chapter III discusses research method which covers type of research, object of research, data and source of the data, method of collecting data, and technique for analyzing data.

Chapter IV is the result of the study. In this chapter, the writer presents discussion and findings which consist of the data analysis, the result of the implementation of School Level-based Curriculum on the English teaching-learning process, the problems faced by the teachers in implementing of School Level-based Curriculum on the English teaching-learning process.

Chapter V deals with the conclusion and suggestion