

**A STUDY ON THE IMPLEMENTATION OF SCHOOL-BASED
CURRICULUM IN TEACHING LEARNING ENGLISH
(A CASE STUDY AT THE FIFTH YEAR OF SD
NEGERI DUKUHAN KERTEN)**



RESEARCH PAPER

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by

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CHAPTER 1

INTRODUCTION

A. Background of the Study

As a foreign language in Indonesia, English is seriously learned by many people to have a good prospect to be the community of the international world. This is learned by students from elementary school up to higher education. In the past, English was only taught in secondary school. In current years, however, the teaching of English is expanding into primary or elementary school setting. It is based on the Decree of the Ministry of Education and Culture, Republik of Indonesia No. 0487/4/1992, Chapter VII which is stated that English can be taught as an extra instruction if it is needed by the local community and if the teachers of English are available. The other Decree of Ministry of Education and Culture, No. 060/U/1993 states that English may be given to Elementary School students as a local content.

For the children of elementary school, English is the first foreign language they have learned. Children in Elementary School settings generally learn by doing (Piaget in Fauziati 2005: 170). English as a foreign language learning setting, means that children language classes need to be active rather than passive. Children need to be engaged in activities of which language is a part. They need to be working in meaningful task and the use language is accomplishing those tasks (Hudelson in Fauziati 2005: 170).

In fact, English is a tool to make communication both oral and written in the society. Learner is called competence in English if they can master the four skills in English. Those four skills are writing, listening, reading, and speaking. Those skills are involved in performing task. Task can involve both oral and written activities. Bygate in Ellis (2003: 6) states that task is intended to apply to write as well as oral task. Richards, Platt, and Weber in Ellis (2003: 6) explicitly state that a task may or may not involve the production of language, giving an example of listening task drawing a map while listening to a tape. Presumably, too, they would allow that task can be directed at reading. However, the literature on task, both research based and pedagogic (for example, Ur 1981; Klippel 1984; Day 1986; Crookes and Bass 1993a and 1993b; Bygate, Skehan and Swan 2001 in Ellis 2003: 6) assume that tasks are directed at oral skills, particularly speaking. Of course, the material for the task may also involve some reading and if a planning stage is involved, learner may also be required to write. Those four skills are used to make a communication in the society. Hence, English teaching learning process is focused on those four skills in order that the learners output have a good competence in mastering the English language. As a result, the learners can make a good communication in the society.

Related to that problem, it is very important to establish the Standard of Competency in English teaching learning as an extra instruction to study. Standard of Competency is one of the essential aspects of School-based

Curriculum. As it is stated in the Decree of the Ministry of Education and Culture, Republik of Indonesia No. 20/U/2005 related with National Education System, chapter 36 verses (2) that curriculum in all level and educational quality is developed with diversification principle that must be appropriate with the educational level, the district potency, and the learners. Hence, it is necessary to develop the School-based Curriculum in educational level. School-based Curriculum is an operational curriculum arranged and used in each educational level. Based on the Decree of the Ministry of Education and Culture, Republik of Indonesia No. 19/U/2005, School-based Curriculum in Elementary level and High School level focus on the Standard of Content (*Standar Isi*) and Standard of Output Competency (*Standar Kompetensi Lulusan*) in each education level and an orientation to the Committee of Standard National Education (*Badan Standar Nasional Pendidikan*).

In fact, *SD Negeri Dukuhan Kerten* applied School-based Curriculum since the fifth of May 2007. This curriculum was arranged based on the decree of Minister of Education and Culture Republic Indonesia No. 20/U/2005, 19/U/2005, and No. 22/U/2006. In applying this curriculum, *SD Negeri Dukuhan Kerten* has some vision and mission in their teaching learning activity. The visions of *SD Negeri Dukuhan Kerten* are excellent in academic and non academic achievement, polite in their behavior with: science, technology, faith, and pity principles. Hence, the mission of *SD Negeri*

Dukuhan Kerten are: 1). enlarge knowledge and enrich skills, 2). accompany students in mastering knowledge and technology, 3). improve academic and non academic achievement through the result of learning in teaching learning process, 4) make discipline behavior through building character, 5) and build student's character through the development of faith.

According to the headmaster of *SD Negeri Dukuhan Kerten*, the teachers feel difficult to applied School-based Curriculum. Most of them did not understand well about the concept of School-based Curriculum. on the other hand, School-based Curriculum has positive side for teaching learning process in this elementary school. By using School-based Curriculum, teacher can easily to deliver and explain the material because the teaching learning activities are suitable with the standard of competency and the basic of competence. From the data, the writer infers that it is very important to hold School-based Curriculum, especially in teaching English as a second language, in order that the teaching learning process can produce graduated who have a good competence in English skill.

From the reason above, the writer is interested in conducting a research paper entitled **A STUDY ON THE IMPLEMENTATION OF SCHOOL-BASED CURRICULUM IN TEACHING LEARNING ENGLISH (A CASE STUDY AT THE FIFTH YEAR OF SD NEGERI DUKUHAN KERTEN)** to know the English teaching learning process using School Level-Based Curriculum at the fifth year of *SDN Negeri Dukuhan Kerten*.

B. Previous Study

In this case, the writer discusses some previous studies that have been conducted by researchers about English teaching learning process, but actually the writer has different focus and object of the research with them.

The first previous research is “the implementation of Competency-based Curriculum using literary approach in teaching English at the seventh year of SMP N 1 Kartasura by Indah Agus Widyawati 2007. The results of her study are: the goal of the implementation of Competency-based Curriculum using literacy approach in the teaching English is very simple and limited on how the material can be transferred, the teaching learning activities are still lecturing rather than discussing, teacher and students role cannot be played maximally, and the last she found the strength and weaknesses of the implementation Competency-based Curriculum.

The second previous study is Arum Indrawati (2008). Her study is “A descriptive study on the implementation of School-based Curriculum (KTSP) in teaching learning process for the first year student of SMP N Teras Boyolali in academic year 2006/2007. The results of her study are that the teacher does not use a certain method, but the teacher uses many kinds method in English teaching learning process. The teacher uses three aspects in evaluation system: cognitive, psychometric, and affective aspect. She states that those entire dimensions are appropriate with KTSP. She concludes that the teacher should use method based on the characteristics of the student, and use various method to teach it.

In this research, the writer is interested in analyzing the English teaching learning process entitled A STUDY ON THE IMPLEMENTATION OF SCHOOL-BASED CURRICULUM IN TEACHING LEARNING ENGLISH (A CASE STUDY AT THE FIFTH YEAR OF SD NEGERI DUKUHAN KERTEN).

C. Problem Statement

The problems that the writer takes from this research paper are:

1. How is the English teaching learning process using School -based Curriculum to the fifth year students of *SD Negeri Dukuhan Kerten*?
2. What are the problems faced by the teacher in implementing the School-based Curriculum in *SD Negeri Dukuhan Kerten*?
3. How does the teacher solve the problems in implementing the School-based Curriculum in English teaching learning process?

D. Objective of the Study

Based on the problem stated above, the writer purposes the objectives of the study are:

1. to describe the English teaching learning process using School-based Curriculum to the fifth year students of *SD Negeri Dukuhan Kerten*.
2. to find out the problems faced by the teacher in English teaching learning process at *SD Negeri Dukuhan Kerten*.
3. to know the teacher's key to solve the problems in English teaching learning process at *SD Negeri Dukuhan Kerten*.

E. Limitation of the Study

In her research the writer limits her study in English teaching learning process by using School-based Curriculum at the fifth year of *SD Negeri Dukuhan Kerten*.

F. Benefit of the Study

The study is expected to give benefit as follows:

1. Practical Benefit
 - a. For the writer, she can get the larger knowledge about how to teach English in the Elementary School, especially to teach English in the fifth year.
 - b. The reader will get a large knowledge of how to teach English in the class on the Elementary School especially to the fifth year.
2. Theoretical Benefit
 - a. The result of the research paper can be used as an input and reference in teaching learning process, especially in teaching English to the Elementary School.
 - b. The finding of this research will be useful to the readers who are interested in analyzing teaching learning process of English for Elementary School.

G. Research Paper Organization

The writer organizes this research paper in order that it is easily understood. This research paper is divided into five chapters.

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

Chapter II is dealing with the underlying theory. It discusses the nature of language teaching, the nature of English teaching learning, the aspects in teaching learning English, classroom activities in teaching learning English, and brief explanation about School-based Curriculum.

Chapter III is research method. It deals with the type of research, object of the research, subject of the research, method of collecting data, data and data sources, and technique for analyzing data.

Chapter IV is result and discussion, and

Chapter V is conclusion and suggestion.