SCHOOL LEVEL BASED CURRICULUM
IMPLEMENTATION IN THE TEACHING OF ENGLISH TO
THE FIRST YEAR STUDENT OF SMP GAJAH MUNKGUR 6
NGADIROJO, WONOGIRI IN 2008/2009 ACADEMIC YEAR

RESEARCH PAPER

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by

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A. Background of the Study

Today, education is doing a basic innovation related to the school curriculum. The innovation demands the change of the way of thinking, the learning method, and the evaluation technique. Related to this problem, The National Education Department has changed the previous curriculum-Competence Level Based Curriculum (CLBC) - with the new one called Kurikulum Tingkat Satuan Pendidikan (KTSP) and in English language it is called by School Level Based Curriculum (SLBC). Here, curriculum is a set of plans and rules about goals, contents, and learning materials as well as the way of using it as guidance for implementation of learning activities that is aimed at a specific goal National Education Standardized Institution (BSNP, 2006). SLBC is an operational curriculum which is prepared and implemented in each educational unit. SLBC consists of the target education of level based education, structure and contents of curriculum in educational unit level, educational calendar and syllabus.

Syllabus is a learning plan on a subject matter/specific theme and/or a group of subject matters/specific themes that covers competency standards, basic competencies, subject matters/learning material, learning activities, indicators, assessments, time allocation, and source/material/instrument of learning. Syllabus is a detailed explanation of
competency standards and basic competencies that are realized into subject matter/learning materials, learning activities, and assessment indicators of competency achievement. In the end of learning the students are hoped mastering a set of competence in own self (attitude, skill, knowledge, capability, personality, principles, values, interest and conviction) passing process of active learning, creative, pleasant and effective that can be used in their future.

School Level Based Curriculum (SLBC) is developed according to its relevance by every group or educational unit under coordination and supervision of educational department or Religious Department of Regency/Municipal that is used for basic education and provinces for intermediate education. Development of SBC is taking references on Standar Internasional (SI), and Standar Kompetensi Kelulusan (SKL) Graduate Based Competence Standard and based on a curriculum preparation guidelines that are released by the National Body of Educational Standard or in Indonesian it is called Badan Standar Nasional Pendidikan (BSNP), as well as to pay attention to considerations of school/madrasah committee. Development of SLBC for special education is coordinated and supervised by educational department of province level, and it is based on SI and SKL and a curriculum preparation guideline that is released by BSNP.

Guidance prepared by BSNP consists of two sections. First, General Guidelines contains general provisions of curriculum development that can
be applied in educational unit by referring to Competency Standards and Basic Competencies established in SI and SKL. Containing the general provisions are explanations of the mandate established in UU 20/2003 and in PP 19/2005 and principles and actions that must become the references in developing the SBC. Second, SLBC model is an example of final outcome in developing SBC by referring to SI and SKL that taking guidelines from General Guidance that established by BSNP. As a model of SLBC, of course, it cannot accommodate the needs of all regions in Indonesia Republic and it should be a reference.

The government of Indonesia decides that English is the first foreign language that is learned and it is put in the school curriculum. It is hoped that by using SLBC the students will comprehend and master the language better. Considering that SLBC is new and it is not fully implemented yet, the writer tries to find out how the SLBC is implemented especially in teaching English. Therefore, in this research paper, the researcher takes a title “IMPLEMENTATION OF SCHOOL LEVEL BASED CURRICULUM IN THE TEACHING OF ENGLISH TO THE FIRST YEAR STUDENTS OF SMP GAJAH MUNIKUR 6 NGADIROJO WONOGIRI IN 2008/2009 ACADEMIC YEAR.” The writer chooses the school, for considering that the school is classified as one of the favorite private schools in Wonogiri. According to an English teacher, in this school SMP GAJAH MINGKUR 6 NGADIROJO WONOGIRI is one of the favorite private schools in Wonogiri, which also placed the improving
quality of English teaching method as a priority, in order to get the quality of education.

Hopefully the result of this research will improve the knowledge of teaching strategies for the teacher and the teacher candidates, and also gives a benefit for the education in the country.

B. Problem Statement

In this research, the writer formulates the problems of the study as follows:

1. How is the teaching English based on School-based Curriculum implemented?
2. What are the problems faced by the teacher in teaching English using School-based Curriculum?
3. What is the student’s response toward of the implementation of SLBC to the student?

C. Objective of the Study

Based on the research problem, the writer has some objectives as follows:

1. To describe the teaching English based on School Level-based Curriculum is implemented in SMP Gajah Mungkur 6 Ngadirojo, Wonogiri in Academic Year 2008/2009.
2. To describe the problem of teaching English using School Level-based Curriculum at SMP Gajah mungkur 6 Ngadirojo, Wonogiri in Academic Year 2008/2009.

3. To describe the student’s response toward of the implementation of SLBC to the student at SMP Gajah Mungkur 6 Ngadirojo, Wonogiri in Academic Year 2008/2009.

D. Limitation of the Study

The writer limits the study in the case of implementing School Based Level Curriculum used in English teaching learning process in SMP Gajah Mungkur 6 Ngadirojo, Wonogiri. The implementation covers method of teaching learning based Scholl Level Based Curriculum.

E. Benefit of the Study

The writer hopes that this research will give some benefits. This research will give some practical and theoretical benefits:

1. Practical benefit :
   a. This research will help the students in learning English using School Level-based Competence especially for the first year students in Junior High School.
   b. This research will help the teacher in teaching English using School Level-based Competence especially for the first year students in Junior High School.
2. **Theoretical benefit**

   Hopefully, this research will give contributions to teaching English using School Level-based Curriculum to the English teacher and be useful for the reference about teaching English of Junior High School.

**F. Research Paper Organization**

   In writing this research, the writer divides it into five chapters:

   Chapter I is Introduction. It presents background of the study, problem statement, objective of the study, benefit of the study, research paper organization.

   Chapter II is review of related literature. It consists of previous study and underlying theory that present curriculum, notion of curriculum, competence, language teaching, theory of language learning, teacher role, learner role, the material, and school-based curriculum (KTSP), teacher’s problem, and benefit of using School-based Curriculum.

   Chapter III is research method. It is related to approach and method of the research, object of the research, subject of the research, location of the research, data and data source, method of collecting data, and technique for analyzing data.

   Chapter IV is research result and discussion.

   Chapter V is conclusion the research are divided into introduction, review of literature, research method and research result and discuss.