

**A STUDY ON OBSTRUCTIONS FACED BY ENGLISH TEACHERS
IN IMPLEMENTING THE SCHOOL LEVEL-BASED CURRICULUM
IN JUNIOR HIGH SCHOOL AT JOGOROGO OF NGAWI REGENCY**



RESEARCH PAPER

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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

A good education is the best and valuable investment for the nation progress because the quality of education gives the big impact in prosperity of a nation. Improving the education's quality is very important to fulfill the world challenge in the global era. Indonesian Education Minister has some policies to do innovation in the education field, such as the curriculum, syllabus, and others to improve the quality of education.

English language has been very important in Indonesian education field. English is used in some important means of observation and the development of science and technology. In the teaching-learning process, English receives high priority. It seems that it becomes necessity and obligation for us to master, because English is the first language used as international language for unity. For this reason, the government considers English should be taught from Elementary level to university.

Teaching a foreign language successfully needs a good method. It is due to teaching itself as a complicated process that is never possible to give absolute rules which will ensure success (Lewis-hill, 1993: 10). The success of English language teaching can be seen by how far learners can communicate in target language. Beside that, curriculum is the main source for the teachers to

determine the way to teach, what material to take, the time allotment and also testing devices.

Curriculum is used as the guide of how and what to teach in the classroom. So, an English teacher should look upon the basic course outline in the curriculum before they are going to teach. Improvement of national education quality should have a dynamic change in curriculum, material formation, medium and facility and also their systems continually in order to reach the perfection and completeness (Susilo, 2007: 2).

Changing of curriculum in Indonesia is the government policy. It often happens and gives big impact in the teaching-learning process which has taken place. The education in Indonesia has experienced the changing of curriculum for many times. There are curriculum 1968, 1975, 1984, 1994, 2004 (Competency-based Curriculum) and the last is the 2006 curriculum which is known as the School Level-based Curriculum.

National Education Minister's Regulation No 22/ 2006 on Education Content Standard (and No 23/ 2006 on Graduates Competency Standard / SKL) introduced the School Level-based Curriculum or better known as the 2006 Curriculum in the 2006/2007 academic year (Media Indonesia: 04/10/06). The 2006 curriculum is the continuation of the 2004 curriculum or the Competency-based Curriculum that has a purpose to make a competent and smart output in carrying out the culture and nation identity. This curriculum gives the basic knowledge, skill, and the learning experiences that

build a social integrity and also cultivate and realize the national characteristic (Susilo, 2007: 11).

The School Level-based Curriculum is a concept that gives wider autonomy for each school to develop their own curriculum by taking into account the potentials of the school and the surrounding region in order to increase the quality and efficiency of education. So, the school can manage and modify the student as a human source to fulfill the society need in the surrounding region or area and makes a close relation among school, society, industries, and government. The implementation of the 2006 curriculum demands the support from the competent and professional worker or stake holder in order to raise the work motivation to be more productive and oriented in the surrounding area, and also solve the overlapping bureaucracy (Susilo, 2007: 14).

The 2006 curriculum gives the chance to headmaster, teachers, and learners to do improvisation in the school, related with the curriculum problem, teaching and learning, and managerial that raise from the activity, creativity, and professionalism that they have. Mulyasa (2006: 12) argues that the School Level-based Curriculum arranged, improved, and done by each school that have ready and able to develop this curriculum with refers to Regulation number 20, 2003 about National Education System.

The readiness in implementing the 2006 curriculum or the School Level-based Curriculum depends on the central government, region institution, society, and school itself. The socialization is very important in every part that

has influence and relation with the success of implementing the 2006 curriculum and prepares the facilities and media that are used.

In teaching-learning process the teacher directly interacts with educative participants. Beside that, in this new curriculum, the teachers should design the curriculum by themselves. Teams that consist of headmaster, teachers, society and regional institutions have a responsibility to design the curriculum with the basic competency and competency standard from the central government as a guide line.

Many teachers complain that curriculum of school in Indonesia changes very often, so this is very confusing for them. Sumantri (1994: 76) states that one of the problems faced in development of curriculum is related to communication, which is lack of communication among curriculum experts with the administrator or the teachers. This matter begins from the different idea concerning curriculum, so this causes confusion in the implementation.

Actually, the 2004 curriculum is not so different with the 2006 curriculum (the School Level-based Curriculum), because the 2006 curriculum is the continuity of the 2004, curriculum that focuses on the competence out put. The 2006 curriculum completes the lack of the 2004 curriculum but it will become a big problem and a big challenge for the teachers to implement the 2006 curriculum if they do not understand the 2004 curriculum. Beside that, the 2006 curriculum makes the teachers surprised because it's for the first time they should make a curriculum by themselves with the team from their school.

The 2006 curriculum is very school-oriented, it contains two columns, namely the column of competency standard and basic competency (Susilo, 2007: 96) unlike the 1994 or the 2004 curriculum that still contains main subjects which must be thought by the students. Ironically, there are only teachers from favorite schools that understand well the explanations concerning the 2006 curriculum. The consequences are teaching subjects developed by schools might be very varied and some problems will arise because of the lack information about the School Level-based Curriculum. The schools that located in the remote area and unfavorable enough will have a different understanding and difficulties with the favorite school in implementing the 2006 Curriculum.

Based on the description above, the education phenomena in Indonesia especially about the changing of curriculum makes the writer interested in conducting a research concerning to the obstruction faced by English teachers in implementing the School Level-based Curriculum in Junior High School at Jogorogo of Ngawi Regency. The writer chooses the English teachers in Junior High School at Jogorogo of Ngawi regency as a subject of the research because at least 25% of Junior High Schools at Jogorogo of Ngawi regency located in the village or remote area and 50% of Junior High Schools at Jogorogo district categorized as an unfavorable school.

B. Problem Statement

Related to the description above, the problems raised is: What are the obstructions faced by English teachers in Junior High School at Jogorogo of Ngawi Regency in implementing the School Level-based Curriculum in 2007/2008 academic year?

C. Objective of the Study

In this research, the researcher has an objective to identify the obstructions faced by English teachers in implementing the School Level-based Curriculum in Junior High School at Jogorogo of Ngawi regency including the internal problems (obstructions coming from the teachers themselves) and the external problems (obstructions coming from the out side of the teachers personality). .

D. Limitation of the Study

In order to avoid the misunderstanding about the subject matter discussed and to make this research feasible, the writer limits the problem. Obstruction faced by English teachers is a situation or condition that disturbs teachers in implementing the School Level-based Curriculum. The researcher takes the subject of research from two English teachers from four Junior High Schools at Jogorogo of Ngawi regency there are: SMPN 1 Jogorogo, MTsN Jogorogo, SMP PGRI Jogorogo, and MTs Walisongo Jogorogo. The researcher observes

the teaching-learning process in one of classes of the first year of Junior high School from four Junior High Schools at Jogorogo of Ngawi regency.

E. Benefit of the Study

The writer really hopes after carrying out this study, this research paper has some benefits to the writer herself and the readers as general.

The benefits of the study are:

1. Theoretical Benefit

- a. The result of this research paper can be used as the reference for those who want to conduct a research related to the same theme that is about the School Level-based Curriculum especially in teaching English.
- b. The research will give clear description about the School Level-based Curriculum and some aspects that can avoid some obstructions in implementing this curriculum.

2. Practical Benefits

- a. For the teacher

This research is expected to give information and understanding to the English teachers concerning with the School Level-based Curriculum and some obstructions in implementing the School Level-based Curriculum so that it can help the English teachers to avoid some obstructions in implementing the School Level-based Curriculum.

b. For the writer

The writer will get information and understanding about the implementation of the School Level-based Curriculum and the obstruction faced by The English Teachers in implementing that curriculum.

c. For the reader

The reader can enrich their knowledge about the curriculum development especially the School Level-based Curriculum.

F. Research Paper Organization

The outline of the paper is arranged systematically. This research paper organization can be arranged as follows:

Chapter I is introduction which presents background of the study, problem of the study, objective of the study, limitation of the study, benefit of the study, research paper organization.

Chapter II discusses review of related literature which contains previous research related to the research paper, teaching English, curriculum, the 2006 curriculum (the School Level-based Curriculum), the implementation of the School Level-based Curriculum.

Chapter III delivers research method which focuses on type of research, subject of the study, object of the study, data and data source, method of collecting data, credibility of data and technique for analyzing data.

Chapter IV is research finding which consists of internal problems (obstruction that comes from the English teachers themselves) and external problems (obstruction coming from other teacher personality).

The last is chapter V that presents conclusion and suggestion.