

**THE IMPLEMENTATION OF SCHOOL BASED-CURRICULUM IN
TEACHING ENGLISH TO THE FIFTH GRADES OF SDN 01
BANYUANYAR SURAKARTA IN 2009/2010 ACADEMIC YEAR**



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by

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CHAPTER I

INTRODUCTION

A. Background of the Study

Human being as social and individual creatures cannot live without interaction with the other. To make good interaction, we need communication and to make good communication, we need language to express our feeling. In general, language is a means of communication used to communicate ideas, thoughts, and feelings. English language as an international language is widely used as a second language throughout the world. The development of science and technology come mostly from western countries and is mostly reported in English language. As the consequences in facing the global era, English language also has the important role in establishing good relation with the other nation.

In this modern era, becoming bilingual is a way of life. People become more interested in establishing relationship with other communities. The more language we master, the more people using different language we will be able to communicate with. For example, if we master more than one language from different counties, as a result we can communicate with foreign people from foreign countries, although understanding English is not as easy as understanding Indonesian. It is no wonder because Indonesian students have had experience with another language, in this case, Indonesian as their native language or second language after their mother tongue. They faced with

differences in sounds, words, sentences, grouping things, person and actions, and arrangement of time.

Teaching method has an important role in English teaching-learning process because teaching method that impresses student can make them consider that English is a difficult subject matter. Teaching-learning process especially in elementary School should explore students' motivation, not force them to learn. Motivation is one important factor in foreign language teaching. Creating motivation in learners of English has always been a difficult task for the teacher. Actually there are several methods in teaching English as a foreign language to increase students' motivation. These methods are used to increase the students' attention to the lesson material, and produce better learning. However, not all methods are helpful for the students. The method used in teaching should be adjusted with their characteristic.

The first important thing in teaching English, in teaching learning process teacher should not only make students active, but also make students understand about what the teacher explains. After that, the teacher should make students interested in English, do not make students afraid with English and make students have motivation to learn English. If the students does not feel stressed with English and enjoy English without any forces, it can be a good basic for students to learn English. A good basic of learning English can help students learn English in the next steps. So, there is no statement that English is a difficult subject matter, especially elementary School. To support the demand of good English ability, education needs something to guide the

teaching-learning process. Basically, curriculum is the core to answer the need above. Curriculum concerns with planning, implementation, evaluation, management and administration of education programs. “Syllabus” on the other hand, focuses more narrowly on the selection and grading of content. (Nunan, 1998: 9).

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 the better achievement. For example, before 2007 the school used the Competency-Based Curriculum but since 2007 until now, curriculum used by most schools is the School Level Based Curriculum or Kurikulum Tingkat Satuan Pendidikan, being abbreviated as KTSP in which the basic language skills are taught and trained intensively based on the genres and functional speeches. Genre is called as kinds of texts, such as procedures, news item, descriptive, recount. While functional speeches are the utterance produced by the people to show their ideas in communication with the other.

Based on the changes of curriculum used, the writer is interested in making a research about the implementation of school based-curriculum in teaching English to the fifth year of SDN 01 BANYUANYAR SURAKARTA. SDN 01 BANYUANYAR is the school that the writer observes. The elementary school the student uses School Level based Curriculum. SDN 01 Banyuanyar Surakarta gives opportunity to the student so express their idea through teaching English. From the phenomena above the writer is interested in making a research on the implementation of School –

Based Curriculum in teaching English to the fifth year students of SDN 01 SURAKARTA IN 2009/2010 Academic Year.

B. Problem of the Study

The research problem as follows:

1. How is the implementation of School-based Curriculum in English teaching class to the fifth grades students of SDN 01 BAYUANYAR SURSKARTA?
2. What are the problems of the faced by the teacher in implementing school -based Curriculum in SDN 01 BANYUANYAR SURAKARTA?

C. Objective of the Study

Based on the problems of the study mentioned above, the writer formulates some objectives of the study as follows:

1. Describing the implementation of KTSP curriculum in English teaching in classroom at the fifth year of the student of the first state elementary school of Surakarta in academic year 2009/2010.
2. Knowing the more about problems faced by the teacher in implementing School –based Curriculum in SDN 01 BANYUANYAR SURAKARTA.

D. Limitation of Problem

The writer will limit the problems, in order to focus the analysis. The problem limitation is as follows:

1. The implementation of KTSP Curriculum in English teaching class.
2. The subject is procedure of English teaching for fifth year student of SDN 01 BANYUANYAR SURAKARTA. Because SDN 01 BANYUANYAR SURAKARTA which is English teaching based on the school level based curriculum and it improves English skill of the students.

E. Benefit of Study

It is known that everything done always has advantage. Different activities will have different advantages. There are two kinds of advantages: theoretical and practical. The expected advantages of the study both theoretical and practical are:

1. Theoretical benefit
 - a. The result of the research can be used as the reference for those who want to conduct a research in English learning process.
 - b. This research will give contribution to the method of English teaching learning process.
2. Practical benefit
 - a. For the teacher

The result of this study can be used as the reference to know more about the strengths and the weakness of KTSP so that he/she can improve his/her professionalism in teaching. Besides, the result also affects the teacher to make the teaching learning process becomes conducive.

b. For the students

The result of the study is expected to be more valuable in improving their ability in English skill. Besides, they can concern more on the English competence.

c. For the government

By the reading the thesis, they will have much knowledge about the weaknesses and the strengths of the KTSP implemented there and the research is hoped as input in increasing the quality of their curriculum

d. For researcher

By doing the research, it is expected that the researcher understand that being a teacher nowadays is not an easy job. I need more creativity and strategy so that the quality of the output is being competent.

F. Paper Organization

To give clear understanding or the context of the study the writer has appointed the presentation of studies which consist of five chapters.

Chapter I is introduction that consists of the Background of the Study, Research Problem, Limitation of the Study, Objective of the Study, Benefit of the Study and Research Paper Organization.

Chapter II is Review of related literature. This chapter involves review of Previous Study, The Histories that are Useful for Conducting the

Analysis of the Data, it Consist of the Nation of Curriculum, English Nation of School – Based Curriculum, Nation of Teaching English, Nation of KTSP, and Theoretical Framework.

Chapter III is Research method. This chapter is dealing with Type of Research, Object of the Research, Method of Collecting Data, and Technique for Analyzing Data.

Chapter IV is Research Result and Discussion. It focuses on the Research Finding and Discussion of Research Finding.

Chapter V is Conclusion and Suggestion.