

A STUDY ON THE IMPLEMENTATION OF ENGLISH SCHOOL BASED CURRICULUM IN SMA NEGERI 5 DENPASAR

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Abstract

This research was conducted in an attempt to analyze and describe the implementation of English School Based Curriculum (ESBC) in SMAN 5 Denpasar in the academic year 2012/2013. The setting of the research was in three classes and there were three teachers as the subjects of the study. The primary reasons for taking this school as the research setting was mainly because this school provides learners with National as well as International Standard. The teaching and learning processes were conducted entirely in English and the ESBC has been implemented since 2006. The sources of the data were Syllabus, lesson plans and the teaching and learning activities in naturalistic environment of the classroom. This research was conducted to figure out the teachers' understanding of ESBC, the planning of ESBC, the implementation of ESBC and the teachers' problems in implementing ESBC. This study revealed that the teachers under study needs to improve their understanding of ESBC, their ability in designing English syllabus and lesson plan as well as their ability in implementing ESBC in more contextualized learning activities.

Key Words: English School Based Curriculum, National Standard of Education, International Standard of Education

INTRODUCTION

Curriculum is a set of plans which contains learning objectives, content and learning materials. It is used as a guideline to carry out teaching-learning processes to gain a certain educational objective. This objective covers local characteristics and conditions, also the needs of the students and educational institution. Therefore, curriculum is designed by each education institution to give an opportunity to adapt the educational program to the needs and the potential of the local region (BNSP, 2006).

The development of School Based Curriculum (SBC) refers to national education standard to ensure the achievement of national education objectives. The national education standards consist of standards of content, standards of process, output standards, teachers and staff standards, facilities

standards, management standards, fund standards and assessment standards. Two of these standards, content standards and output standards are used as the main references for an educational institution to develop the curriculum (BNSP, 2006).

Muslich (2009 : 17) states that SBC is considered as a development of the Competency Based Curriculum year 2004. SBC is regarded as an operational curriculum designed and implemented by every education institution. In accordance with this curriculum development, the board of national education has designed a guideline for SBC development. This guideline is expected to be a guidance for every education institution in designing and developing a curriculum which is going to be implemented for their own education institution.

Puskur (2008) explains that SBC development is a process in which all of the members of a school community plan, implement, and/ or evaluate an aspect or aspects of the curriculum offering of the school. This may involve adapting an existing curriculum, adopting it, or creating a new curriculum. SBC is a collaborative effort which should not be confused with the individual efforts of teachers or administrators operating outside the boundaries of a collaboratively accepted framework.

Moreover, Puskur (2008) explains that in SBC system, schools have full authority and responsibility in choosing curriculum and learning process according to the vision, mission, and certain purpose. To attain the vision, mission, and purpose, schools must develop their standard competency and basic competency to the competency indicator, developing specific strategy, determine the priority, control tie use of schools and environment's potencies, and also take account to the society and government.

The development of School Based Curriculum based on the law of National Education System No. 20 year 2003 about National Education Systems and Government Regulation No. 19 year 2005 about National Education Standard bring implication toward systems and coordination including development and implementation of curriculum. Government policy is to obligate to all primary and middle schools to develop School Based Curriculum. The development of School Based Curriculum is done by school/education institution concerned about and based on the standard competency that is developed by National Education Standard Board (BSNP, 2006).

Hamalik (2010 : 6) states that the purposes of curriculum designing is to achieve the objective of a study program and subject matters. The objectives of learning is gained after the implementation of teaching and learning process. These objectives are formulated based on the curriculum objectives. A learning process should be implemented intensively to ensure the delivery of learning material

and to make the students gain sufficient learning experiences. The students' learning achievement should be evaluated continuously to obtain feedbacks for maximum progress in competences meet the objectives.

There are three factors that influence the implementation of School Based Curriculum, such as: (1) curriculum characteristics involving scope of new ideas of a curriculum and its explanation for the user, (2) The implementation strategy is the strategy used in implementation, and (3) the characteristics of the user of curriculum including knowledge, skill, values, and the attitude of the teacher towards the curriculum , and also the teacher's competency to plan curriculum in the subject matters (Depdiknas, 2006).

In accordance with the statement above, English is one of the most important subjects to be learnt by the students. English has been selected and designated as a compulsory foreign language to be taught in schools throughout Indonesia, from junior high school to university. The choices and decisions are very logical, strategic and prospective because English is a lingua franca of international speakers and has spread across the globe. Nations have adopted and embraced the modern development paradigm to make English a second language in their country, in addition to their national language.

The progress and development of telecommunication systems, which are very powerful, make English an even more important medium of communication. Bilingual and International schools have emerged, making English the language of instruction in the teaching and learning process. It can be an indicator of how important the urgency of English mastery is in Indonesia and in Bali in particular. If we are committed to be competitive in the global market, especially in increasingly competitive areas, such as the labour market, the mastery of foreign languages, especially English, according to the researcher, is an obligatory thing.

The development of global life is marked by continual and rapid growth evolving science and technology, as well as changes to socio-cultural constellation. This is sometimes difficult to predict and therefore has demanded the government, in this case, the Ministry of Education, to provide increasingly intensive attention to learning English. The era of globalization has made the world a much smaller place to live in. The growth of schools with international standards have mushroomed increasingly and captured the hearts of the people. The parents, who have the financial ability, tend to send their children to international standard schools. They believe that the global competition demands labors that have technology ability and life skills as well as a good mastery of communicative English. Therefore, it is understandable that this nation can only compete in the globalization era and its existence recognized by other nations if the mastery of English has been intensified. This is due to the fact that the demand and recruitment of labors in the globalization era have always made the mastery of the written and spoken English language as one of the most important requirements (Zacharia, 2012).

In addition, BSNP (2006) elaborates that School Based Curriculum is developed to give an opportunity for each school to design their syllabus and manage the resources by allocating the essential needs and also develops syllabus contents in accordance to the needs of local community. Schools also should be able to focus on the student's different needs, the different desire of teachers, different situation of environment, the expectation of the community that sent their children to school and as well as the demand of industrial which needs to get productive, potential and qualified workers.

Based on the preliminary information from the teachers in SMA Negeri 5 Denpasar, it was found that ESBC was difficult to be implemented. Some problems were still encountered by the English teachers. It seemed that the

teachers found difficulties in designing their own lesson plans, and using contextual learning materials strategy. In ESBC, the teachers are required to be able to make effective and appropriate teaching preparations and have the ability to implement them in teaching-learning process as well.

SMA Negeri 5 Denpasar has implemented ESBC especially in English language instruction, because ESBC is one of crucial factors to the success of teaching English in High school. Consequently, all teachers are expected to be highly knowledgeable and have the capability in implementing the ESBC in every English language instruction. English learning outcome is still below the expectations. As what has been suggested by the curriculum used in SMA Negeri 5 Denpasar, the students' English learning competence should be above the minimum criteria of learning mastery, that is 75 for the tenth grade students, 82 for the eleventh and twelfth grade students. Even though most of the students gained the minimum criteria of learning mastery, but many of them were unable to use English communicatively. This phenomenon was not in line with the principles of ESBC in which it requires the students to be able to use English communicatively in contextual daily life interactions.

As mentioned in the section above, the essential objective of learning English is the mastery of communication skills. English teaching in Indonesia is already making use of communicative approaches and methods that aim to equip the students with communication skills, both spoken and written. ESBC is a technical term refers to a guideline used by the English teachers in teaching English which is developed based on the SBC.

In Implementing ESBC, English teachers have variety of understanding. Consequently, the success of curriculum implementation is not the same and sometimes, the curriculum was blamed as the cause of the failure of English language learning. To avoid this phenomenon, a curriculum should be

designed to meet the standard and the needs of the students. Therefore, several revisions and modifications are needed in order to be in line with the growth and demands of daily life. However, as good and as perfect as any curriculum, it will not mean anything when the teacher is not able to understand it and make it happen in the classroom in the form of an effective and efficient learning process (Lie, 2007)

Based on the information from the headmaster of SMA Negeri 5 Denpasar, school-based curriculum has already been implemented. The objective is to improve the English skills of the students in accordance with the field of science and also to improve the communicative competence of students. The students should have a good communicative competence both in written and spoken forms. This is in line with the nature of this study that was to analyze the implementation of English school based curriculum in SMA Negeri 5 Denpasar. Due to the fact that the success of the implementation of English school based curriculum is important, this study should be conducted immediately.

This school has implemented successfully the international school programs, however, in accordance with the decision of Constitutional Court concerning the dismissal of International standard schools in Indonesia, consequently the programs of International standard schools are no longer implemented.

The most prominent thing in the implementation of international standard school program is the participation of teachers in improving their English language skills because most subjects are taught in English. Furthermore, the headmaster of SMA Negeri 5 Denpasar explained that the Constituent Court decision greatly affects the survival of some good programs that have been implemented and the programs that will be implemented. This surely will give a great effect to the learning process that has been implemented in SMA Negeri 5 Denpasar. Therefore, in this study, the researcher is interested in conducting a

study on curriculum implementation in SMA Negeri 5 Denpasar during the transition process of the dismissal of international standard school program.

In accordance with the background above, the problems investigated in this study are stated as follows: (1) How is the English teacher's understanding of ESBC used in SMA Negeri 5 Denpasar?; (2) How is the planning of ESBC implementation in SMA Negeri 5 Denpasar?; (3) How is the implementation of ESBC in SMA Negeri 5 Denpasar?; (4) What are the problems encountered by the English teachers in implementing ESBC in SMA Negeri 5 Denpasar.

This study was conducted in SMA Negeri 5 Denpasar by means of qualitative research design using descriptive analysis. This study aimed at analyzing the implementation of ESBC to give some valuable insights for the improvement of the implementation of the ESBC. The objectives of the analysis were to answer the questions as stated above which were formulated as follows: (1) to analyze the teacher's understanding of English School based Curriculum used in SMA Negeri 5 Denpasar; (2) to analyze the planning of English School Based Curriculum implementation used in SMA Negeri 5 Denpasar; (3) to analyze the implementation English school based curriculum in SMA Negeri 5 Denpasar; (4) to analyze the problems encountered by the English teachers in implementing ESBC in SMA Negeri 5 Denpasar.

METHODS

This study made use of a qualitative research design. A qualitative research design differs from a quantitative research design in which the procedures usually do not provide the researcher with a step by step plan or a fixed procedures to follow. In quantitative research, the design determines the researchers' choice and action, however in qualitative research the researchers' choices and action determine the design. Millan and Shumacher (2001) defines a qualitative research approach as a research method that presents the data with words.

Moreover they state that qualitative research proves explanation to the extent of our understanding of our phenomenon to promote opportunity of informed decision for social action. Qualitative research furthermore contributes to theory, educational practice, policy making and social consciousness.

In line with the above, in this qualitative research with descriptive analysis, the data were collected by document recording, observation and interview. The researcher studied thoroughly the documents used by the English teachers in teaching English, such as: teaching syllabus and lesson plans. The observation was carried out to collect the data needed in term of the implementation of ESBC in real classroom settings. The interview was conducted to collect the data in terms of the problems faced by the English teachers in implementing ESBC in SMA Negeri 5 Denpasar.

The subject of a study is a source where information about an object is obtained. Since the present study was about analyzing the implementation of ESBC, the subjects were determined purposely, which were resulted in those who could give information about what was being investigated. Thus, in this case, the subjects were the English teachers, the students in English classes in SMA Negeri 5 Denpasar.

This study was conducted in SMAN 5 Denpasar and there were three English teachers who were currently teaching in tenth, eleventh, and twelfth grade classes. They were the subjects of this study. The data were collected using questionnaire, observation and guided interviews. The data related to teaching preparation in the form of English syllabus and lesson plans were collected through document study. The data about the implementation of ESBC and the teachers' understanding of ESBC were collected by interviews. The data about the implementation of ESBC were collected through observation. Questionnaires were used to collect the general data to support

the analysis. All the collected data were analyzed qualitatively.

FINDINGS AND DISCUSSION

The data about the implementation of ESBC were collected by direct observation to teaching document, direct interview and observation to naturalistic classroom setting.

Teachers' understanding in implementing ESBC

The first problem of this study deals with the teachers' understanding in implementing ESBC. The teacher's understanding of ESBC used in SMA Negeri 5 Denpasar was collected by using interview. The interview was conducted toward three English teachers who were currently teaching in SMA Negeri 5 Denpasar at the tenth grade eleventh grade and the twelfth grade English classes. The data were presented as follows:

Table of Teachers' understand of ESBC

Subject	Understanding
Tenth grade English Teacher	The teacher did not seem to have a comprehensive understanding of ESBC. The ability in developing syllabus, designing lesson plans, creating learning material and implementing contextual learning strategies were still below the expected standards of ESBC implementation.
Eleventh grade teacher	The eleventh grade teacher did not seem to have a full understanding about the way how to implement ESBC in the classroom intensively. The teacher understands the principles of syllabus, however the syllabus was developed based on the preexisting syllabus designed by the English teacher discussion group (MGMP)
Twelfth grade	The teacher could clearly explain about ESBC.

teacher	However, the teacher still relied on examples from MGMP in developing the syllabus. The ability in creating learning materials and implementing appropriate learning strategies were still below the standards of ESBC implementation.
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The researcher found the subjects under study still need to improve their understanding on English school based curriculum. They need to comprehend comprehensively the main principles of ESBC that is used as operational curriculum created by all elements of education system that really focuses on the implementation of school programs. The teachers under study also need to improve their ability to implement curriculum guide properly especially in developing creative learning conditions, designing appropriate lesson plans, how to evaluate the students' learning competences and determine the minimum criteria of students' mastery.

It was also found that the teaching learning strategies used by the teachers under study need to be more student-centered learning. The teachers' ability in implementing contextual learning techniques need to be immediately improved so that they can make the students active and creative in the classroom. These are important to be done in order that the teachers become familiar with more contextual and interactive teaching strategies. The use of contextual learning technique is one of the important factors to be successful in achieving the objectives of ESBC.

In terms of teachers' understanding on how the English syllabus should be designed, this study also revealed that the subjects under study were still reluctant to completely develop the English syllabus themselves, and they prefer adapting the syllabus from the department of curriculum or syllabus from MGMP (English teachers discussion group). The teachers under study have difficulty in developing the

interconnected components of the syllabus; as a result, modifying an existing syllabus was one of the choices taken. Consequently, in some degree, the appropriateness of syllabus used by the English teacher in teaching English was not exactly effective.

In terms of teachers' understanding how the English lesson plans should be designed, this study found that the teachers under study could comprehensively elaborate on how to write a good and appropriate lesson plan that complied with guidelines issued by the National Board of Education Standard. The teachers still found difficulty in designing a good lesson plan, which really meets the expectation of the principles of ESBC. The selection of the learning sources needs to be more seriously taken into account in order that the learning materials become more interesting and contextual to the students' daily life. It also can be said that the teachers found difficulty in developing learning material to meet the standard competence and basic competence as well as learning objective.

English School based curriculum has been implemented in Indonesia since 2006. The implementation of this curriculum gives more opportunity to the school and the school community to design and develop the school curriculum to meet the needs of local area. This curriculum allows the stakeholders to analyze the internal and external school environment, and determines the vision and mission as well as the objective of education in every educational institution. In accordance with the national standards, each school develops its own designed curriculum through accommodating minimum contents of national curriculum and local contents which are considered to be important for students' development. The local contents are determined by all stakeholders of the school to develop competencies of the students based on local resources and specific targets of the schools to ensure their graduates are useful for the community.

Since English school based curriculum has been implemented, there

have been a number of problems encountered by the English teachers from the development to the implementation. School based curriculum required the teachers to be professional in implementing the curriculum to ensure that the students achieve high standard of learning competencies. In this research, the teacher still found problems in teaching preparation, in learning implementation and also in evaluation process.

The Planning of ESBC Implementation

The second problem of the study, deals with the teachers' planning in implementing ESBC. The data were collected through document study in which the researcher studied the lesson plan and syllabus supplied by the English teachers.

Based on the checklist of document analysis of syllabus used by the tenth grade teacher, there were 15 items of checklist indicators were marked as "Yes" and 5 items of checklist indicators were marked as "No". For the syllabus used by the eleventh grade teacher, there were 15 items of checklist indicators were marked as "Yes" and 5 items of checklist indicators were marked as "No", and for the syllabus used by the eleventh grade teacher, there were 14 items of checklist indicators were marked as "Yes" and 6 items of checklist indicators were marked as "No". The percentage score of the syllabus of the tenth grade teacher was 75 % (good), The percentage score of the syllabus of the eleventh grade teacher was 80 % (good), the percentage score of the syllabus of the tenth grade teacher was 85 % (good). These data show that there were around 15% to 25% of inappropriateness of syllabus components indicated in this study. These are due to the fact that there were several syllabus components which need to be redesigned to meet the principles of existing curriculum. Those components were mainly in learning materials, assessment and scoring rubrics.

Based on the analysis of the lesson plans made by the English teachers, the data were presented below:

Table of Lesson Plan availability

Subjects \ Components assessed	Lesson Plan components assessed (Existence, Relevance, Appropriateness)	
	Mean	Category
The tenth Grade Teacher	73 %	Sufficient
Eleventh Grade Teacher	76 %	Good
Twelfth Grade Teacher	78 %	Good

It shows that there were about 12% to 27% of lesson plans inappropriateness used by the English teachers under study.

In developing syllabus and lesson plan the teachers under study used the guidance from *BNSP*. It was found that all components of syllabus were already in line with *BNSP* guidelines, however based on the teachers' information, most syllabus contents were developed by English teacher group (*MGMP*). Consequently the contents of the syllabus were rather similar to other high schools in Denpasar. It is quite contradictive with the principle of ESBC which gives full school's autonomy to develop their own syllabus.

In designing lesson plans the teachers under study made use of the guideline from *BNSP*. Based on the analysis of the documents supplied by the English teachers there were some weaknesses found in their lesson plans which occurred in the planning of pre activities, whilst activities, and also post activities. It was also found that most of the lesson plans were not completed with clear and detail assessment rubrics and assessment guidelines.

The Implementation of ESBC

The third problem of this study deals with the implementation of ESBC in SMAN 5 Denpasar. The data were collected by means of direct observation and interview. The data were presented below:

Table of the teachers' Ability in Implementing ESBC

Subjects	The ability in Implementing ESBC According to Process Standard (Engagement, Exploration, Elaboration, Confirmation)	
	Mean	Category
The tenth Grade Teacher	76 %	Good
Eleventh Grade Teacher	73 %	Sufficient
Twelfth Grade Teacher	72 %	Sufficient

The table above shows that the percentage of teachers' ability in implementing ESBC in SMA Negeri 5 Denpasar which was analyzed based on criteria as suggested by standard process. The average percentage of ESBC implementation which were relevant to standard process components carried out by the tenth grade teacher was 76 %. This indicates that 24 % of learning implementation components were not relevant with the standard process indicators. The average percentage of ESBC implementation which were relevant to standard process components carried out by the eleventh grade teacher was 73 %. This indicates that 27 % of learning implementation components were not completely relevant with the standard process indicators. The average percentage of ESBC implementation which were relevant to standard process components carried out by the twelfth grade teacher was 72 %. This indicates that 28 % of learning implementation components were not relevant with the standard process indicators.

During the implementation of ESBC the teaching strategies used by the teachers tended to be monotonous because the teachers only used small group discussions, question and answers and students' presentation technique. It

can be concluded that the teachers under study did not used intensively various learning resources and learning strategies.

It was found that the weaknesses occurred in all learning stages (in pre activity, whilst activity and post activity. In the pre activity, the weaknesses, all subjects under study did not do the pre activity comprehensively. The teachers under study need to improve their ability in comprehensively linking up the students' prior knowledge with upcoming material, clearly explaining the scope of the material according to syllabus and intensively explaining the learning competences that were going to be achieved.

In the whilst activity, the subjects under study did not use intensively variety of learning activity, learning materials, exercises, and learning media. The teaching learning process was mainly dominated by students' activity in doing their workbook. The lack of intensity of pre activity was also caused by the number of the students in one class. This is due to the fact that the number of the students in one class was too big for the teacher to manage. The exploration was not carried out intensively; elaboration was not very contextualized since the teacher used the exercises from the students' workbook to elaborate the learning activity. The confirmation process was also not done properly, consequently the students' understanding was not confirmed deeply or it was not confirming what the students have learnt.

Based on the observation, it was found that the students were asked to take turns in doing a presentation for their works. The class was ended after several students did their presentation. The teacher did not do proper confirmation about the content or the topic of the presentation. The students were asked to ask questions, some students were asked questions and then the student who was presenting the topic answered without much corrections or emphasis given by the teacher.

It was found that the learning activity was still rather teacher centered. The teacher did not always make use of a

variety of learning activity to improve the students' learning competence. The learning activities need to be thoroughly maximized starting from when the teacher entered the classroom. In the pre activity the teacher just greeted the students and asked the students' attendance. Afterwards, the teacher continued with the discussion of the exercises of the workbook.

The closing stage needs to be improved intensively according to the lesson plan. This is due to the fact that the confirmation processes were mostly conducted by simply asking the students whether they had understood or not. The administration of post test was not always carried out by the teacher at the end of teaching session. After the students answered that they understood constantly then the teachers closed the class. Homework was given which was taken from the students' workbook.

This study found that the teachers under study still have some weaknesses in designing good and adequate teaching material and appropriate assessment. Most teachers did not develop their own teaching material however the teacher only took the teaching material from the workbook and text book. As a result of this practice the assessment and the learning material sometimes could not be firmly appropriate. It was also found that all lesson plans designed by the English teacher under study had inappropriate assessment and scoring rubric. Assessment techniques were not developed in accordance with assessment instrument, even in all the lesson plans there was no example of instrument used, the teacher simply wrote down the assessment types.

The rubrics have to be constructed appropriately in line with the instrument used, and the instrument itself has to be constructed appropriately in line with the technique of assessment. The assessment should be administered based on the learning indicators and conducted in the form of test and non test, observation, project or exhibition, portfolio, and self assessment. ESBC strongly

suggests that assessment should be constructed in the form of authentic assessment and completed with appropriate rubric and scoring guide.

Developing a comprehensive assessment system, which is evaluating the overall students' performance, is really necessary in order that the result of the assessment can be used to improve the students' learning achievement and the teachers' teaching techniques. The assessment should be developed in line with the curriculum so that the students' learning was evaluated against the stated learning competences in the curriculum.

It was also found the teachers under study have some problems in motivating the students to learn English and to be active and creative in all activities conducted in the classroom. There were still many students who were not well motivated in participating in classroom activities, the classroom activities were still dominated by several students in almost every teaching session. The teacher tried hard to motivate the students who were not active but not very successful. When the teachers told them to be active in the learning activities, the motivated students tended to do something different by their own rather than discussing the topic with other members of the group.

The Teachers' Problems in Implementing ESBC

The fourth problem of this study was dealing with the teachers' problem in implementing ESBC in SMAN 5 Denpasar. The problems encountered by the teachers can be categorized into three types; those are (1) problem encountered by the teachers in planning; (2) problem encountered by the teachers in implementing ESBC; (3) problem in evaluation. Based on the interview conducted to the teachers under study, the teachers' problems in planning ESBC were mainly: (1) the teachers still did not able to design lesson plan which was suitable with syllabus, (2) the teachers found problems in selecting teaching learning strategy, (3) the teachers found

problems in choosing appropriate learning materials, and (4) teachers found problems in selecting the right teaching media. The teachers' problems in implementing ESBC were mainly: (1) the teachers found problems in using the appropriate teaching techniques, (2) the teachers found problems in managing the time allocation, (3) the teachers found problems in managing big classes, and (4) the teachers found difficulty in motivating the students in learning English. The teachers' problems in evaluation were mainly: (1) the teachers found problems in choosing the appropriate form of assessment, and (2) the teachers found problems in writing assessment rubric.

The teachers' problems in implementing ESBC in SMAN 5 Denpasar are considered to be important things to be discussed. The English teachers under study still found problems in designing lesson plans, time allotment, big class management, teaching learning strategy and daily assessment rubric. The English teachers still considered that designing a lesson plan prior to teaching is a burden, consequently some of the lesson plans did not match with the English teaching syllabus component and also the implementation. This problem can be seen clearly in the lesson plan where some indicators which are considered to be important components of syllabus and lesson plan were not interconnected. The learning objectives in lesson plan were also stated in relevant to indicators and some degree in relevant to basic competence. The likenesses of the teachers' ability in designing lesson plans are mainly because of insufficient training given to the teachers. This phenomenon was mentioned by the teachers under study during the interview process in which they clearly explained that only several teachers were sent to join the instructional design workshop. These teachers were then expected to give a similar workshop to the other teachers in SMAN 5 Denpasar. Since those teachers have various understanding on instructional designing consequently many teachers who learn from them have

various understanding too. Consequently many teachers have their own style of lesson plan.

The teachers under study also found problems in managing time as allocated by teaching syllabus in which sometimes the teachers only focus on completing one basic competence for the duration of time allocated for whole basic competence. As a result, some of the basic competences were not discussed in teaching learning process. The ability of the teacher in allocating the time to cover all the basic competence is an important skill to be mastered because it requires the ability of the teacher in dividing all learning activities to fit with the time as previously planned.

The subjects under study also found problems in managing big classes. The large number of students in one class requires a high ability of classroom management. Because of the classroom sizes are big enough to accommodate all students, the teacher found problems in controlling them especially when the students work in groups and when they were doing presentations. The students tend to make a lot of noises and disturb their friends when the other groups do presentation in front of the classroom.

The teachers under study found problems in selecting and implementing appropriate learning strategies. In implementing ESBC the teachers were required to make use of fun, creative, innovative, challenging strategies based on CTL. It was, of course very difficult for the teachers to select and implement contextualized learning strategies due to the fact that almost in every class in SMAN 5 Denpasar had a large number of students. In some degree the teachers used appropriate teaching strategy but the students could not participate completely in the activities due to the lack of time to accommodate them all. To tackle the problems, the teachers under study preferred to apply monotonous strategy and focus on the use of ICT as a tool in teaching English.

The teachers under study also found problems in motivating the students

in learning English although many kinds of encouragement were administered, but the students' had low motivation and some of them were silent in the teaching and learning process. Motivation is considered as a key to successful learning; therefore the teachers are required to keep motivating the students to be active in teaching and learning process. This can be done by using various interactive strategies and also a variety of learning resources. Monotonous learning strategies and uninteresting learning material could easily make the students get bored and reluctant to take part in learning.

Assessment is the process of gathering, interpreting, recording and using information about the students' responses. The form of assessment used can be in the form of homework, classroom activities, project, performance, role play, exhibitions, and self assessment. Although the teachers under study have been trained to be international standard high school teachers, they also still found problems in selecting and implementing appropriate language assessment. In general the English teachers in SMAN 5 Denpasar believe that assessment is very important. It is done to evaluate the effectiveness of teaching-learning and measure the students' achievement.

The teachers' opinions regarding the selections of language assessment were gathered through interviews with the teachers under study. All of them agree that authentic assessment should be applied, however in some degree all the subject under study acknowledge that the implementation of authentic assessment is not an easy task. Based on the interview it could be said that the teachers agree to keep up with appropriate assessment technique in assessing the students English competence, and they also agree to maintain using authentic assessment, however they also acknowledge that writing the rubric of authentic assessment is a difficult thing to do, this is because the teachers ability in understanding the standard competence and basic competence is not really good.

Consequently they find it difficult to work out the rubric statements that were appropriate to measure the students' competence. Therefore it is very important to conduct intensive workshop on how to assess the students' competence.

It was also found that the teachers under study have some problems in motivating the students to learn English and to be active and creative in all activities conducted in the classroom. There were many students who were not well motivated in participating in all classroom activities; the classroom activities were still dominated by several students in almost every teaching session. The teacher tried hard to motivate the students who were not active but not very successfully. When the teachers told them to be active in the learning activities, the motivated students tended to do something different by themselves rather than discussing the topic with other members of the group.

As what has been mentioned in the background of the study that SMAN 5 Denpasar has become an international school and had implemented ESBC pursuant to Indonesian government regulation, but as a matter of fact the English teachers who became the subjects of this study still have lack of good understanding of ESBC, they still found difficulty in designing syllabus and lesson plans and they also did not carry out the learning activities and assessment appropriately.

In regard to the previous research on the same topics, this study also confirmed that there were several problems related to ESBC in SMAN5 Denpasar. The problems are mainly in designing syllabus and lesson plans, selecting and using the appropriate teaching techniques, designing contextual learning materials, managing the time allocation, in managing big classes and motivating the students in learning English.

The explanations above were intended to make a summary of a qualitative study which dealt with the implementation of ESBC in SMAN 5

Denpasar. The explanations above answered the four research questions that were previously formulated in the background of the study. Based on the explanations above it can be said that the English teachers are successfully implementing ESBC in SMAN 5 Denpasar; even though there are still some weaknesses and some problems to be solved.

CONCUSION AND SUGGESTION

Conclusions

In this session the researcher draws the conclusion of the research that dealt with the implementation of ESBC in SMAN 5 Denpasar. Based on the data analysis conducted, there were some points of conclusion that can be described as follows: (1) the teachers under study still did not comprehensively understand about ESBC used in SMAN 5 Denpasar. The teachers still do not have good understanding about how to make good preparation of ESBC, the teachers still have a lack ability in selecting various learning resources and also lack of understanding of the use of various teaching strategies; (2) the teachers under study still have difficulty in designing appropriate syllabus and lesson plans. Most of the English teachers still copied the syllabus, which was designed by MGMP, and the teachers made only small revisions. The lessons plans designed by the teachers were not really matched with the syllabus and several components were not strongly developed. The teachers never brought the syllabus and lesson plans into the classroom; consequently the teaching and learning process slightly differed from the activities stated in the lesson plan; (3) in implementing ESBC the teacher focused on using ICT (LCD and laptop) to do the learning activities and made use of exercises which were taken from students' workbook. There were three learning strategies used namely group discussions, questions and answers, and students' presentations. The teachers did not really confirm to the students about their understanding of the learning material and did not confirm the

achievement of learning competencies before ending the teaching and learning activities; (4) there were several problems encountered by the English teachers in implementing ESBC especially in planning, in implementing and in evaluating the students' performance. These problems should immediately be addressed so that the implementation of ESBC in SMAN 5 Denpasar can be successfully completed.

Suggestions

Based on the explanation above, some suggestions are put forward, they are; (1) The English teachers of SMA 5 Denpasar are suggested to improve their understanding about English school based curriculum, especially in the planning and the implementation of EBSC. The teachers are expected to maximize their understanding on various forms of syllabus and lesson plan; (2) The English teacher of SMAN 5 Denpasar are suggested to improve their ability in designing syllabus and lesson plan. The teachers are expected to be able to design their own syllabus and lesson plans based on the students' competence and their daily life needs; (3) The English teachers of SMA N 5 Denpasar are suggested to make use of various teaching resources, teaching media and teaching strategy in order the teaching-learning process becomes more effective and efficient; (4) The school stakeholders are suggested to address the problems encountered by the English teachers in implementing English school based curriculum

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