

AN EVALUATION STUDY ON THE IMPLEMENTATION OF SCHOOL-BASED CURRICULUM (SBC) IN THE TEACHING OF ENGLISH AS A FOREIGN LANGUAGE IN SMP NEGERI 3 SAKRA TIMUR

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Abstract

This research is to evaluate the implementation of English school-based curriculum (ESBC) in SMP Negeri 3 Sakra Timur. This evaluation research used Context, Input, Process, Product (CIPP) model from Stufflebeam (1986). Context variable is limited only in school's geography, school's vision and mission, school program, school management/organization, and school's SWOT. Input as the supporting point of the program concerns curriculum (SBC), teachers' characteristics, facilities, school's environment, and school's budgeting. Process includes program development plan, teaching practices, assessment of students' learning, and decision making. Product or output can be measured from two aspects, namely: students' non-academic achievement, and students' academic achievement. There were 5 participants used as the subjects of the present study and they were headmaster, vice headmaster of curriculum, and 3 English Teachers in year 2012/2013. The data were collected by using questionnaire, guided interview, observation and document analysis. The data were analyzed using descriptive quantitative and qualitative method. The result shows that: (1) context, input, and product variables were positive (+) means good, (2) process variable was negative (-) means not good. It could be concluded that the English teachers in SMP Negeri 3 Sakra Timur in East Lombok regency were good enough in implementing school-based curriculum in academic year 2012/2013. From the evidence, it is suggested that English teachers should be facilitated to strengthen their awareness in teaching English.

Key words: *evaluation study, curriculum implementation, school based curriculum.*

INTRODUCTION

A curriculum has numerous definitions, which can bring about different interpretations. In its broadest sense, a curriculum may refer to all courses offered at a school. This is particularly true for schools, where the diversity of a curriculum might be an attractive point to a potential student. The term curriculum is derived from the old Greek words "curir" and "curere". Curriculum was then related to the sport especially for the track that should be taken by runners in a running competition from the start until finish. (Wirawan, 2011)

A curriculum is the blueprint of an instructional process. A curriculum consists of the plan about what should be done during the instructional process (Subandijah, 1993). In this case, a curriculum takes part as the guide for instruction. Pratt in Subandijah (1993) considers a curriculum as an organized set of formal educational and training intentions. A curriculum itself consists of the objective, content, evaluation, media sources, and method of learning that should be understood since it is the blueprint of activities in its implementation. Those general principles according to Sukmadinata (1999) are concerned with relevancy, flexibility, continuity, practicality, and effectiveness.

To face the globalization era particularly, a good foundation of education is very much needed, and it is closely related to education planning that consists of the planning of educational materials, goals, methods, approaches, and so on. This is what is called curriculum. According to George A. Beauchamp (in Sudrajat, 2008), "A curriculum is a written document which may contain many ingredients, but basically it is a plan of the education of pupils during their enrollment in a given school".

In the recent years, education in Indonesia has undertaken a basic innovation related to the school curriculum. The innovation demands a change toward improvement in the way of thinking, the learning method, and the

evaluation technique. Related to this problem, the Ministry of National Education has changed the previous curriculum, the Competency Based Curriculum (CBC) with the new one called *Kurikulum Tingkat Satuan Pendidikan (KTSP)* that is, School Based Curriculum (SBC). To strengthen the new national education system, the Ministry of National Education of Indonesia, in year 2003, launched a new vision for the nation's education reform. The new vision is geared towards "... the implementation of the principles of democracy, autonomy, decentralization, and public accountability" (Act of the Republic of Indonesia No. 20, year 2003 on National Education System, p. 1).

School Based Curriculum (SBC) is developed according to its relevance to every group or educational unit under the coordination and supervision of the Regional Educational Office or Regional Religion Department. The regional educational unit is for basic education, and the provincial educational unit is for intermediate education. Development of SBC is taking references on *Standar Isi (SI)*, or National Standard of Content and *Standar Kompetensi Lulusan (SKL)* or Standard of Graduate Competency. SBC is also developed based on curriculum preparation guidelines that are issued by the BSNP or *National Council of Educational Standard*. The development of curriculum should also consider school conditions as well as the school committee. Development of SBC for special education is coordinated and supervised by the provincial educational department based on *SI* and *SKL*. These are also based on the Regulation of Ministry of National Education of the Republic of Indonesia No. 22 and 23 year 2006 (*Permendiknas 22, 23, 2006*).

Based on the description above, curriculum is assumed to be a vital tool in an educational process. The next important consideration is how the curriculum is applied or implemented. Indonesia is an archipelagic country, with its many different cultures. Therefore its curriculum should be designed according

to the students' differing backgrounds. Variations in cultural, ethnic and national characteristics within and amongst individual students affect classroom dynamics, and therefore influence the decision which teachers need to make in order to provide an optimal learning environment for all learners (Griffiths, 2008). Dakir (2004) suggests that education be conducted by applying a curriculum that considers students' background, which means that one curriculum can be implemented in many ways; it returns to the teacher's strategies in implementing the curriculum and the students' social and cultural background.

SBC as a curriculum has some problems out of its implementation, especially in relation to the English subject. An initial discussion with teachers of English in Sakra Timur revealed that SBC is difficult to implement as a new curriculum because it is too complex. It is not fair when the teachers are asked to make their own syllabus and lesson plans. Meanwhile, in terms of implementation in the classroom, an observation has revealed that the majority of teachers are influenced by their old strategies of teaching, such as lecturing, focusing on memorization, etc., which are in fact not in accordance with the principles of SBC. Another fact is that there are teachers who do not have a clear view about the new curriculum or what they should do with it. There are also some teachers who complain that they are quite confused in implementing SBC and have problems in developing authentic teaching materials, and that they have difficulty in developing contextual teaching and learning.

The above phenomena are contradictory to the concept of SBC. The National Curriculum Centre, known as "*Puskur*", has determined three guidelines that the school should consider when developing the curriculum, namely: Standard of Competency, Basic Competency, and the Structure of the Curriculum. When developing the curriculum, the school must not go too far from the above three guidelines, which are made on the basis of the principles issued by the BSNP. The BSNP has determined

eight National Education Standards, namely: content standard, process. Competency of graduate, education labour, tools and infrastructure, management, financing, and evaluation of the education. It implies that the teachers have to be able to realize what is needed by their students and be creative to decide what is best to be given to them.

Considering what has been described above, in this study the writer attempts to evaluate the implementation of the English School-Based Curriculum (ESBC) using CIPP theory. Stufflebeam, Madaus, and Kellaghan, (2002) states that CIPP model of evaluation consists of four types, namely: context evaluation, input evaluation, process evaluation and product evaluation, each of which is elaborated to some extent below.

Evaluation of context is concerned with identifying and assessing the need that underlies the formulation of a program. Evaluation of context is trying to find answers to the questions: (1) What needs to be done? (2) What is needed before the program is constructed? (3) What should be planned in the program decisions?.

Evaluation of inputs is to find the answer to the question: What should be done? It is concerned with identifying problems, assets and opportunities to help decision makers define goals and priorities, and to help the wider groups assess the objectives and benefits of the program, assess alternative approaches, the action plan, the staff and budget for the feasibility, and potential cost effectiveness to meet targeted needs and goals.

Input evaluation is concerned with choosing among existing plans, preparing funding for proposals, allocation of resources, staffing, scheduling the work, assessing the activity plans, and budgeting.

The evaluation of process tries to find answers to the question of how the program is implemented. The evaluation is concerned with the implementation of a plan to help staff carry out activities of the program and then help the broader user groups assess and interpret the benefits.

Evaluation of products aims to find answers to the question: did it succeed? This evaluation seeks to identify and access the outputs and benefits of the program, whether planned or unplanned, in both short and long terms. It deals with both to help staff keep the effort focused on achieving significant benefits and ultimately to help the user groups to measure the success of a broader effort to achieve the targeted needs.

Stufflebeam, Madaus, and Kellaghan, (2002) states that CIPP evaluation model is also known as formative evaluation and summative evaluation. The formative evaluation of CIPP seeks answers to the question: What to do? How to do it? Is it being done? Is it working? This evaluation provides information on the findings to stakeholders; helps guide decision-making, and strengthens the work of the staff. When formative evaluation is carried out, adjustment can be done if the planned development cannot be executed properly.

On the other hand, the summative evaluation of CIPP seeks to get additional information to answer the following questions: What are the needs that are handled well? Can the effort guided by a plan and a budget be sustained? Is a complete design service is implemented and modified if needed? Are efforts made successful?.

Evaluation of context will produce an evaluation of the extent of any deviation between what is expected and what is realized through program activities. The evaluation aims to define the context setting in which the activities will take place, identify, and quantify needs and opportunities in the context of diagnosing problems necessities and opportunities. Input evaluation is concerned with provided information about the strengths and weaknesses of the strategies and procedures of selecting activities in an effort to realize the goals. Evaluation of product aims to identify and quantify system capabilities and strategies of existing input and designing the implementation strategy. The evaluation of process aims to identify or predict the

process, procedure design and implementation flaws. Process evaluation provides accurate information on programs that have been planned in advance by maintaining and recording all the events that took place. The Process evaluation can be done through the monitoring of the barriers that are procedural and potential. Evaluation of outcomes emphasizes the extent to which results have been achieved in accordance with the desired destination, and whether an activity should be stopped, continued, improved and so on. Product evaluation aims to link the information about the final results with the purpose, background, carrying capacity, and a predetermined process.

Based on the above facts, an evaluation study was conducted to obtain information about the implementation of ESBC especially in junior high schools. The results of this study were expected to provide information and description toward improvement for the policy makers in selecting and establishing policy in educational system and curriculum development for the teachers, schools, and other educational components to help the students' development and to select the learning materials, teaching method, learning media, and assessment system.

METHODS

This study employed a descriptive-quantitative and qualitative research design. This study involved headmaster, vice headmaster part of the curriculum, and three English teachers of SMP Negeri 3 Sakra Timur. The data were collected by using questionnaire and observation guidance, interview Guidance and document analysis guidance. (1) The questionnaire was used to collect the data in which every question was provided with 5 alternatives of answers. If the respondent chooses 5, it means the score given was 5, if the respondent chooses 4 the score given was 4, if the respondent chooses 3 the score given was 3 if the respondents chooses 2 the score given was 2, if the respondent chooses 1 the score given was 1. (2) Guided interview an

interview model is chosen guided interview, where the interviewer asks the respondent a number of questions which has already prepared in relation with the core material of the present study itself. (3) Observation guidance is done for data enrichment in which the observer done directly through teaching and learning process of English in the classroom. In this study process variable is assessed by doing an observation through teaching and learning process. (4) Document analysis is done to complete the obtained data. The documentation data needed is internal document closely related to the problem being solved. The document needed here are school's program, school based-curriculum, English syllabus, and lesson plan. The score of each variables was determined by using *T*-score. The scale uses for the mean = 50, the deviation standard = 10. *T*-score's scale can be found out by timing *Z*-Score with 10, and then plus 50 (Arikunto, 2006). *T* moves from 20 to 80 without minus. Then, the data of the questionnaires and the observation sheets were tabulated and the score of each instrument was put into the right categories to determine the criteria. In order to find out the score from each variable, it was calculated by using *T*-score. If $T > 50$ it means positive (+), if $T \leq 50$ it means negative (-). To know the final result of each variable, They were calculated by summing positive score (+) and negative score (-). If the sum of positive more than or equal to negative score, it means that the result is positive [$\sum \text{score} + \geq \sum - = +$], on the other hand, if the sum of positive score is less than negative score, it means that the result is negative [$\sum \text{score} + < \sum - = -$].

The data from context, input, process and product variable are analyzed by using Glickman Paradigm (2000). If all the data analysis show positive result (+) and in first (I) quadrant meaning that, "Good", and on the contrary if the result of data analysis negative (-) and in fourth (IV) quadrant, it means "not good". If the result of the data analysis, three of the variables are positive, and in the second (II) quadrant, it means that "Good Enough". If the result of the data analysis two or one

variable shows positive result and it is in the third (III) quadrant, it means "less Good." The following is described the prototype based on Glickman Paradigm (2000).

FINDINGS AND DISCUSSION

There was two types of data collected from this study : quantitative and qualitative data as obtained from questionnaires. The main point to be examined were context variable (X1), input variable (X2), Process variable (X3) and product Variable (X4) and qualitative descriptive. The findings from this research are presented below ;

The result of the study showed that the highest scores for the context variable was = 150 while the lowest was = 120, (total $n = 5$). The mean score was 140.40 and the deviation standard was = 12.14. The following is presented the frequency of data description of the research for context variable.

Second, from The result of the study showed that, the highest scores for input variable was 150 while the lowest was 124. Total $n = 5$ The mean score was 141,2, and the deviation standard was = 10.13. The following is the frequency of data description of the study for input variable.

Third, from the result of the study showed that, for process variable was obtained the highest score = 73 and the lowest = 69, total $n = 3$. The mean score was 70.67 and the deviation standard was 2.08. The following is the frequency of data description of the research result from process variable.

At last, from the result of the study showed that the highest score for the product variable was = 150 while the lowest was = 140 (total $n = 3$). The mean was 146, and the deviation standard was = 5.29. The following is the frequency of data description of the research for product variable.

Based on the result of the study in terms of all variables, the result of the study in terms of context, input, process, and product variables in SMP Negeri 3 Sakra Timur, it was found that variable being evaluated had different result. The analysis data from context variable (X1) it was obtained mean 140.40 SD = 12.14, $Z = 1.712$. After transformed the findings into *T-score* the result was 55.70 So that, the result of data analysis of context variable $T > 50$ it means Positive (+).

Then, the result of data analysis of input variable (X2) it was obtained mean score 141.2, SD = 10.13, $Z = 1.712$ after transformed the findings into *T-score* the result was 55.73 Therefore, the result of data analysis of input variable (X2) $T > 50$, it means positive (+).

Then, the result of data analysis of process variable (X3), it was found, mean 70.67 SD = 2.08, $Z = -1.124$ after transforming the findings into *T-score* the result was 45.38. So that, the result of data analysis of process variable $T < 50$ it means negative (-).

Subsequently, the result of data analysis of product variable (X4) it was found that, mean 146, SD = 5.29, $Z = 1.134$ after transformed the findings into *T-score* the result was 55.67. So that, the result of data analysis of process variable $T > 50$ it means positive (+). Then, the recapitulation result of each variable; context, input, process, and product variables from SMP Negeri 3 Sakra Timur is presented in the following Table 4.7 below.

Based on Glickman prototype formula (++ - +). *Good enough*. With regard to the result of the data recapitulation above, then, it can be concluded that, the English teachers in SMP Negeri 3 Sakra Timur in East Lombok regency were *good enough* in implementing the school-based curriculum (SBC) seen from context, input, process and product variable in academic year 2012/2013.

Findings of Guided Interview and Document analysis in Implementing SBC

The guided interview and document analysis in implementing SBC became one focus that contributed to this study. The result of context, input, and product variables were described below.

1. The Findings of guided interview to the English teachers in SMP Negeri 3 Sakra Timur implements the school-based curriculum in terms of context.

The quality of a program implementation is influenced by the other factors for instances; school's geographical situation, school's vision, school's facilities, school's administration, and human resources. The awareness of context is needed to support the teachers' awareness during the implementation of a program (Kerta Adhi, 2003). For this evaluation research, a guided interview was used to obtain information about teachers supporting factors in implementing SBC in SMP Negeri 3 Sakra Timur in East Lombok regency. Based on the result of the guided interview, there were some factors that support teacher's awareness in implementing SBC namely: (a) The school's geographical situation. The school's situation influence the success of SBC's implementation. (b) The relationship between the students' parents and the school. A good relationship between the students' parents and the school gave contribution in supporting the teacher's awareness in SBC implementation. According to the teachers they felt easy to implement SBC because the parents always supported their programs for students' activities. (c) The role of the society in contributing learning facilities. Society had important role for supplying the school's facilities. *Komite Sekolah* for instance had helped the school in supplying computers so that the schools could have a computer lab to support the teaching and learning process. (d) The school's vision, mission, and efforts. A visible vision and mission of a school were needed to support the teaching and learning process. This gave benefit for the teachers' and schools' future orientated. (e) The school's leadership and management.

Administration matter of a school's leader became important in SBC implementation. The teachers could implement many kinds of teaching methods because they were provided with proper adequate management.

2. The Findings for the English teachers in SMP Negeri 3 Sakra Timur implements the school-based curriculum in terms of input

The quality of implementing SBC is influenced by the input variable too. The educational input that supports the SBC's implementation includes curriculum, teacher's characteristics, facilities, school's environment, and schools funding. The awareness of input is urgent too. For this evaluation research, a guided interview was used to obtain information about teachers supporting factors in implementing SBC in SMP Negeri 3 Sakra Timur in East Lombok regency. The findings of the guided interview showed that, there are some factors that support teacher's awareness in implementing SBC, such as: (a) The role of the school in terms of providing SBC. There was a tendency that the role of the schools' stakeholders influenced the SBC implementation. So a good school's management cannot be neglected and cannot be separated from the English teachers' awareness. (b) The teachers' teaching experience. If the teachers had sufficient experiences in teaching these might have given opportunity for the teachers to improve their ways of teaching as well as their knowledge and understanding of SBC. (c) The SBC training from the government. No one could blame that training brought significant changes to teachers' teaching. SBC training have given opportunity for the teachers to improve their knowledge and understanding in SBC. The result, this influenced the teachers' good perception about SBC in which the teachers taught that SBC was an interesting curriculum to be implemented. (d) The learning facilities and learning media. SBC is a good curriculum because it developed the students' competency. But in teaching and

learning process it needs proper media or other facilities. (e) The school's physical condition. How good a curriculum is without good school physical condition was difficult to achieve the objectives of a program. (f) The school's of funding. Money is an important thing to support SBC implementation.

3. The Findings for the English teachers in SMP Negeri 3 Sakra Timur implements the school-based curriculum in terms of process

Every process has its own supporting factors that influenced the quality of the outcomes. In the observation of teaching and learning some of the English teachers have some problems during the implementation of SBC. Although the problems did not give any significant obstacles toward the process, but urgent solution is still needed. Beside that the researcher saw the students were not very active during the process of teaching and some of them had difficulties to follow the teacher's instruction because they haven't had good basic in English. Based on the result of the observation there were some factors that might affect the teaching and learning process, namely: (a) Big classes. The English teacher was hard to manage a big class. Teachers found difficulties to monitor the development of each student's competency because there were so many students in one room. The problem was mainly in the assessment system in which the teacher had to assess the student's factual competency. With so many students the teachers often could not monitor every single student's work because the time was not enough. (b) Students' basic in English. It might not have any significant obstacles for the teachers. But it affected the teachers in implementing SBC. Teachers got their biggest problem if the students did not actively learn during the classroom activities. (c) Double roles of the teachers. The teachers felt a little bit occupied with the side jobs for instance as curriculum sector, students' sector, and others. The problem was that teachers only had little time to prepare tomorrow's lesson plan or

syllabus. (d) Teachers' teaching burden more than 24 hours a week. Ideally for the teacher teaches 4 to 5 hours a day or 20 hours a week. Because in SBC teachers not only demanded creative in teaching but also active in fulfilling the administration. (e) The teacher's level of prosperity. Teachers wealthy provide high spirit and motivation toward teaching.

4. The Findings for the English teachers in SMP Negeri 3 Sakra Timur implements the school-based curriculum in terms of product

The quality of a product is determined by the quality of the outcomes. The good quality of the outcomes is determined by the level of the student's achievement in academic and non-academic achievement. As we know that the quality of school is qualified schools with qualified students. The findings of the guided interview for product variable, namely: (a) Qualified input produces high quality of outcomes. The teachers agree that SBC was good for the improvement of teachers and the students' quality. By using SBC, they could improve their creative thinking in creating teaching media and his teaching also. (b) The outcomes had good etiquette, discipline, habit, and attitude. At one time teachers wanted to conduct a teaching but there is no etiquette, discipline, and good attitude of the students of course this matter became significant problem for the teachers. In other word these affected teachers' spirit toward teaching and learning process. (c) The students passed 100%. The outcomes gave support through the school and the teacher's awareness in SBC.

5. The Findings for Document Analysis

For this evaluation research, a document analysis was used to obtain information about school's supporting factors in implementing SBC in SMP Negeri 3 Sakra Timur in East Lombok regency. The supporting terms might be; the teachers' qualification, students condition, and schools facilities. The findings of the document analysis showed: (a) English teachers status affect the SBC's implementation. Teachers teaching experience in teaching English determined their awareness in SBC. A teacher had

been teaching English for 20 years was different from a teacher had been teaching English for 2 years. Because by having a long teaching experience the teacher had excellent knowledge in SBC and of course, the teacher could conduct teaching and learning process optimally. (b) There is students' achievement in academic and non-academic for regency or province level.

As stated previously that this evaluation study aim at finding out the answer of the present problems whether: a) the English teachers were good to implement the school-based curriculum in terms of context in SMP Negeri 3 Sakra Timur in East Lombok regency in year 2012/2013, b) the English teachers were good to implement the school-based curriculum in terms of input in SMP Negeri 3 Sakra Timur in East Lombok regency in year 2012/2013, c) the English teachers were not good to implement the school-based curriculum in terms of process in SMP Negeri 3 Sakra Timur in East Lombok regency in year 2012/2013, d) the English teachers were good to implement the school-based curriculum in terms of product in SMP Negeri 3 Sakra Timur in East Lombok regency in year 2012/2013.

The English teachers in SMP Negeri 3 Sakra Timur were good enough in implementing SBC. In terms of the four variables whether context, input, process, and product variable being analyzed showed (+ + - +) results. From context: the school's geography supports the SBC implementation. By its strategic location, there is almost no obstacle in implementing the school's program. The communication climate in between school's stakeholders is good.

As the first favorite school in Sakra timur district, this school has very clear vision and mission with the indicators and clear purposes. The school's program; strategic and operational program are organized and arranged in such a way in school's operational planning (*RKS*). In school organization and job description are well organized. It could be seen from

the document analysis of the job division in the schools.

The results of this finding are in accordance with Sukmadinata in Rusman, (2007) He states that to implement the curriculum in accordance with the design takes some preparation especially implementation readiness. The implementation readiness associated with everything that is sure to be much needed during the implementation of the curriculum is run, as well as the needs of the students will go to school then complete readiness in his bag to be prepared at home more so when it is in school all purposes have also been available and there will be no more confusion. SBC and as applicable curriculum set by the government as a national curriculum with the inherent characteristic and synonymous with independence of teachers, school autonomy and community participation.

In term of the school already had a complete curriculum document in terms of doc. 1 pocket book of SBC, and doc 2 syllabus and lesson plan for all subjects being taught in this school. The English teachers' competences can be considered as since good. They all have followed in house training, seminar and workshop about SBC and they had all S1 qualification. The school's facilities; buildings, school's instruments, and school media were adequacy complete to enrich the SBC's implementation. Besides that, School's environment was physically and non-physically supportive to the implementation of the school's program as well as the newest curriculum. The source of school's budget is still the only one that is school's operational budgeting (BOS), because of the government's regulation about free education. It is not enough for ideal school's budget, it should be added from other sources, whether from the societies or people who care about education.

The results of this finding is suitable with Sukmadinata (in Mulyasa 2010) states that "the main obstacle in the development of curriculum in schools located in the teachers, including the lack of knowledge and skills those teachers themselves". In

addition, the implementation of the curriculum in the learning activities at the school also is influenced by the support of learning resources, adequate infrastructure, especially the condition of the learning space, library, laboratories and teaching purpose.

Based on the result of the classroom observation on English teachers in teaching, good enough almost all of them prepared their way of teaching well. They have teachers' administration class, year/semester program, syllabus, lesson plan, and assessment or evaluation tool.

The English teachers and headmaster need to consider about the students need, social background and difference in terms of interest, ability, ways of learning, and learning motivation. One principle in the development of teaching-learning activities that is learner-centred required the teaching-learning activities to put the students as the objects of learning. However, with many students in a class, it was very difficult to apply the principle optimally. Based on Utami (2004) in Armayu (2008), team teaching was considered as one solution of the problem. One class could be handled by two teachers so that attention and control to each student could be maximized. However, this technique of teaching had not been implemented yet.

Then the results of data analysis from product variable. Students' academic achievement for the three last decades in this school is: the students could pass the final examination 100% and with good mark. In non-academic achievement, the school also has a lot of medal, from art, sport competition, UKS and many others. A measure to determine the success of the learning process can be seen from the ability of student learning outcomes obtained. Learning outcomes students received course vary. The levels of student learning outcomes are influenced by two factors: internal and external factors, internal factors are factors that originate from within the students include: physiological factors (general physical condition, the condition of the five senses) and psychological factors (intelligence,

attention, motivation, interests, talents, and cognitive ability, maturity and readiness). While external factors are all factors that are sourced from outside the student include: family factors (natural environment), school factors (curriculum, facilities and teachers' programs) and community factors (Slameto, 2010:54). Some of the above factors, the level of student learning outcomes are influenced

CONCLUSSION AND SUGGESTION

On the basis of the findings toward the English teachers' awareness in implementing the school-based curriculum in SMP Negeri 3 Sakra Timur in East Lombok regency, there were some points of conclusion that the researcher arrived at. They are stated as follows. (a) In terms of context, it was found that the result of the research positive (+). It means that seen from context variable the English teachers in SMP Negeri 3 Sakra Timur was good to implement the school-based curriculum (SBC). (b) For input variable, it was found that the result of the research positive (+) Which means that English teachers in SMP Negeri 3 Sakra timur was good to implement the school-based curriculum (SBC). (c) For process variable the result was negative (-). It means that seen from process variable the English teachers in SMP Negeri 3 Sakra timur were not good in implementing the school-based curriculum (SBC). (d) In terms of product it was found that the result positive (+). It means that the English teachers in SMP Negeri 3 Sakra Timur was good in implementing the school-based curriculum (SBC).

Furthermore, as the first favorite school in Sakra timur district, this school has very clear vision and mission with the indicators and clear purposes. The school's program; strategic and operational program are organized and arranged in such a way in school's operational planning (*RKS*). In school organization and job description are well organized. It could be seen from the

by external factors include the curriculum. Curriculum is a teachers' guide in designing learning programs and implementing the learning process. It means that the curriculum is an integral part of learning. According Mulyasa (2010:5)

document analysis of the job division in the schools.

In term of the school already had a complete curriculum document in terms of doc. 1 pocket book of SBC, and doc 2 syllabus and lesson plan for all subjects being taught in this school. The English teachers' competences can be considered as since good. They all have followed in house training, seminar and workshop about SBC and they had all S1 qualification. The school's facilities; buildings, school's instruments, and school media were adequality complete to enrich the SBC's implementation. Besides that, School's environment was physically and non-physically supportive to the implementation of the school's program as well as the newest curriculum. The source of school's budget is still the only one that is school's operational budgeting (BOS), because of the government's regulation about free education. It is not enough for ideal school's budget, it should be added from other sources, whether from the societies or people who care about education.

Based on the result of the classroom observation on English teachers in teaching, good enough almost all of them prepared their way of teaching well. They have teachers' administration class, year/semester program, syllabus, lesson plan, and assessment or evaluation tool.

Then the results of data analysis from product variable. Students' academic achievement for the three last decades in this school is: the students could pass the final examination 100% and with good mark. In non-academic achievement, the

school also has a lot of medal, from art, sport competition, *UKS* and many others.

Suggestion

Regarding the previous conclusions, there are some suggestions and recommendations that can be offered by the researcher.

1. to the Policy Makers in Public Junior High Schools in East Lombok

As found in this research, the first thing that should be paid attention by policy makers, especially in SMP Negeri 3 Sakra Timur, is teachers' facilities. The policy makers here can government and or local government, Local staff of National Education Ministry, headmaster. It is also suggested to the decision makers take some actions in relation to the improvement of the facilities.

They also should make sure that the teachers are conducting their profession in a professional way. They should monitor the teachers in order to maintain their teaching quality. Besides, they also need to support the development of teachers' competency and teaching-learning skill through;

- (a) Involving the teachers in some formal activities such as seminars, workshop, conducting training, etc. The activities can be done through cooperation with university institution and or experts. Beside, collaboration could be done with advance school or senior teachers in the other regency or provincial.
- (b) Study tour and or exchange with other institution in Indonesia or abroad could be done. The participant of the program could be followed by headmaster, teachers and also students.
- (c) Giving permission for teachers to get scholarships is also a form of support that the policy makers in SMP Negeri 3 Sakra Timur need to take in order to maintain the teachers' quality.
- (d) Doing classroom action research. It is need to be done by a good teacher periodically to evaluate him/her. Whether good or not in implementing such strategy. This program should be supported by policy makers through financial and time allotment.
- (e) To solve the constraint in managing a big class, school could try to apply peer or team teaching. It could be done to monitor the students who lack of learning and give

them additional material and time allotment.

2. To the English Teachers

The teachers are those who have a big contribution in creating an effective teaching and learning process. Thus, all of the English teachers should increase their professionalism. It can be done by conducting an effective teaching and learning process. Moreover, they should also develop their competency through updating any information related to their profession, following seminars, etc.

- (a) The teachers should improve the use of English in the teaching-learning activities.
- (b) The teachers should improve their skill in applying and improving teaching media.
- (c) Although in the daily teaching-learning activities, the teachers focus more on the target of the national final exam, they should also concern themselves with the daily assessment, and involve multifarious teaching-learning strategies.
- (d) The teachers should also improve their communication with the students during the teaching-learning activities.

3. To the Students;

- (a) The students should be more active in the teaching-learning activities, in order to develop their language and to enhance understanding.
- (b) The students should be braver in asking questions, and giving suggestions to the teachers dealing with the teaching-learning activities conducted in the classroom.
- (c) The students should not be worried about mistakes they will make in communicating by using English.
- (d) The students should increase their motivation in learning and in developing their language.

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