

THE IMPLEMENTATION OF SCHOOL CURRICULUM IN TEACHING ENGLISH

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Abstract

This research is aimed to describe the implementation of KTSP in teaching English at the second year of SMA N 1 Banyudono which is viewed from the learning activity in English lessons, the evaluation system the school used and the teaching materials. In addition, the other aim is to identify the strengths and the weaknesses in the KTSP implementation in teaching English at the second year of SMA N 1 Banyudono. This study was conducted at SMA N 1 Banyudono in May 2012. In this study, the researcher applied a descriptive qualitative method to describe the KTSP implementation in teaching English. The techniques of collecting the data in this study were observation, interview and document analysis. In analyzing the data, the researcher applied interactive analysis method; data reduction, data display and conclusion drawing. The outcomes of the study show that the implementation of KTSP in teaching English of SMA N 1 Banyudono in the academic year of 2011/ 2012 was well conducted.

Key words: implementation of KTSP, descriptive qualitative, data

Abstrak

Penelitian ini bertujuan untuk menggambarkan penerapan KTSP dalam pengajaran bahasa Inggris terhadap siswa kelas XI SMA N 1 Banyudono ditinjau dari aktivitas pembelajaran pada pelajaran Bahasa Inggris, sistem evaluasi yang diterapkan sekolah dan materi pembelajaran. Sebagai tambahan, tujuan yang lain adalah untuk mengidentifikasi kelebihan dan kelemahan penerapan KTSP dalam pengajaran bahasa Inggris terhadap siswa kelas XI SMA N 1 Banyudono. Penelitian ini dilaksanakan terhadap siswa kelas XI SMA N 1 Banyudono pada tahun ajaran 2011/2012. Pada penelitian ini, peneliti menerapkan metode deskriptif kualitatif untuk menggambarkan penerapan KTSP dalam pengajaran Bahasa Inggris. Data dikumpulkan menggunakan beberapa teknik yaitu observasi, wawancara, dan analisis dokumen. Dalam menganalisis data, peneliti menggunakan metode analisis interaktif; reduksi data, tampilan data dan penggambaran kesimpulan. Hasil dari penelitian menunjukkan bahwa penerapan

KTSP dalam pengajaran bahasa Inggris di SMA N 1 Banyudono pada tahun ajaran 2011/2012 diterapkan dengan baik.

Kata kunci: penerapan KTSP, deskriptif kualitatif, data

Curriculum is always being a burning question in Indonesia. As quoted in the Education Regulation number 20 year 2003 about National Educational System, curriculum is a set of planning and organizing about the aims, contents, subjects and strategies used as instruction of learning activities process to achieve certain educational purposes including the national education aims. The term curriculum is a formal academic plan for the learning experiences of students in pursuit a college degree. The term curriculum includes aims for pupil learning (skills, knowledge, and attitudes), content (the subject matter in which learning experiences are embedded), sequence (the order in which concepts are presented), learners, instructional methods and activities, instructional resources (materials and settings), evaluation (method used to assess student learning as a result of these experiences), and adjustments to teaching and learning processes, based on experience and evaluation.

Curriculum is an instrument to gain an institutional goal (Subandijah in Getreda, 2008: 11). Another definition comes from Wardiman (1996: 119), curriculum is one of the tools to be used to achieve the objectives of education. Lawrence in Burhan

(1988: 5) stated curriculum as all of the planned experiences provided by the school to assist the pupils in attaining children the designated learning outcomes to the best their abilities. Burhan (1988: 1) argues that curriculum must be relevant to the education goals, so that curriculum enable us to achieve the education goals.

A curriculum is constructed to anticipate and to adjust the growth of science and technology, it was constantly changed in any certain period of time. The development is involved in the whole and also partially of the curriculum. The curriculum of language teaching also changes in the development of curriculum. In the continued efforts to improve and develop education system, the curriculum has undergone many changes, to bring in line with the contemporary conditions (Wardiman, 1996: 119).

After noticing several theories, it can be concluded that curriculum is a set plan of learning process about the aims, contents, subjects and strategies used as instruction to get the certain goal of education.

Indonesian government introduced the newest educational curriculum *Kurikulum Tingkat Satuan Pendidikan (KTSP)* in 2006.

It is stated that educational curriculum is developed according to educational unit, local potency, social and culture, and learners. School is licensed to arrange its own curriculum that is suitable to the needs and conditions of their school and learners.

But, some reasons show that the curriculum cannot be implemented smoothly. There are some difficulties faced during the implementation of KTSP. The lack of essential factors such as teachers, facility and socialization can turn out to be boomerang (Napitupulu: 2008). The further difficulties arise.

The first, most of teaching institutions in our country never prepare teachers to become the curriculum developer, while it was understood that the government policy ordered the teachers and the schools to develop their own curriculum (Mujiran: 2006).

The second, Media Indonesia (2006) stated that the main weakness of KTSP was in the teacher itself. Amelia (2007) had researched the other mark of the difficulties in implementation of KTSP on the teachers' sight. Her research explained that teachers have not been ready to develop their own school's curriculum because of their lack of understanding and training on KTSP. It is also supported by Kompas (2006) which stated that a number of teachers in Jakarta faced difficulties in the implementation of KTSP.

The third one is found by the data from Strategic Plan of National Education Department 2007 (cited in Suwandi and Bharati: 2007). It was argued that some of English teachers in Indonesia (35%) were not qualified enough to fulfill the requirement. In addition, it was revealed that when the National Education Department did the monitoring in December 2006, it was also found that most High Schools which stated it was nonsense for them to implement KTSP. Whole documents included syllabus and instructional plan were all the copy paste of the examples from the National Education Department.

Based on the fact above, the researcher was interested in studying about the implementation of KTSP in teaching English to the second grade students of Senior High School. The researcher did a preliminary class observation to find out the problem in class XI IA2 SMA Negeri I Banyudono. Through this study, the writer tried to observe the English learning process in this school.

Research Method

To get a more complete picture of KTSP in teaching English at SMA Negeri 1 Banyudono, the researcher used descriptive qualitative method. The researcher investigated the quality of the English learning process implementing KTSP on natural setting or in entity context. Natural setting is the classroom in SMA

Negeri 1 Banyudono where the learning activities take place and entity context is the process of learning English using KTSP. In this study, the research was conducted in XI IA2. Fraenkel and Wallen (2000: 502) stated qualitative research is a research that investigates the quality of relationship, activities, situations, or materials in a particular activity or situation.

The Sources of the Data

Qualitative research is a research relying primarily on the collection on qualitative data i.e. non-numerical data for example words and pictures. So, the data materials are in the form of word because the data taken describe the information about the phenomena being studied. According to Sutopo (1996: 49-51), the information can be taken from four sources. There are events, participants, setting and documents or artifacts.

In getting the data, the researcher derives the source of data. They are the field notes of the classroom observation during the learning process, the transcript of English teacher's interview, the transcript of vice principle, several transcript of learners and related documents garnered from official's documents dealing with the implementation of KTSP in SMA N 1 Banyudono specially in learning English.

The techniques of collecting data

To obtain the data, the writer applied three techniques of collecting data. They were observation, interview and document analysis.

The writer focused the observation on the process of learning activity using KTSP. The researcher wrote down the data into field notes to collect the data. In this research, the writer used in-depth interviewing to investigate deeply the interviewer last experience, expectation and about teaching of English implementing KTSP. the researcher also took the guidelines followed from the second grade English subject matter syllabuses model, the lesson plan of English Subject matter, instructional materials and several textbooks.

Technique of Analyzing Data

According to Sutopo (2006: 113), the data analysis in qualitative research includes three aspects; the data reduction, the data presentation/display and the conclusion drawing/verification. In this research, the process of analyzing the data describes the quality of the implementation of KTSP in teaching English.

In this study, the writer used qualitative method known as interactive model analysis. Milles and Huberman (1992: 16) stated that there are three activities done simultaneously in qualitative analysis including data reduction, data display and conclusion drawing/verification.

FINDING AND DISCUSSION

KTSP is the development model of the Competency Based Curriculum. Several characteristics of KTSP are: (a) it is oriented to the learner outcomes and its effects (b) it is based on competency standard and basic competency that is spelt out into content standard (c) it is based on the graduation competency standard (d) it is concerned more on the diversity of curriculum model (e) it develops the whole and overall competencies (f) it applies complete learning.

In the same idea, Mulyasa (2007) stated four characteristics of KTSP: (a) the full authority of headmaster and educational unit. Every school has a board of trustee which is responsible for whole elements of school work. So, the headmaster has several instructions dealing with the school work for example the full authority owner and the decision maker of the school together with school committee. According to the idea of KTSP, the headmaster must enable to chose the learner's need and the local community need according the typical and cultural surrounding background. In addition, the full authority given by the government is expected that school can develop the quality in respect of teachers' professionalism through their active participation in decision creating and the implication of it (b) parents and society have more participation. In

implementation of KTSP curriculum, parents and society can involve in creating school decision. Their participation is through the association; school committee and education committee. They concern on financial aspect and school's programs improvement directed to develop the learning quality. Through the school council, parents and society enable to monitor and help the school in controlling the school program. The participation can be getting directly and indirectly in school program and learning process (c) the democratic and professional leadership. Based on Sutisna (1993), the leadership is a process of affecting individual or group activity to get the planned objective in certain condition. According to KTSP Curriculum, the development and the implementation of curriculum are supported by school leadership that is democratic and professional. In a school, the headmaster has the important role in deciding the school plan. According to the principle of KTSP, the headmaster is the person chose by the school committee and several school personnel's to conduct all school activities based on the regulation. He controls the responsibility for producing conducive situation appropriate to learning process dealing with school decision. The headmaster has the important authority to arrange school decisions suitable with the school

committee agreement. At the same time, teacher who has responsibility in organizing the learning process is a professional person who work as well as possible so teacher can create a conducive atmosphere in learning process and support the successful of learning objective. Furthermore, the democratic leadership is the system of decision creating used by the headmaster called as 'bottom-up' and whole components connected with it are responsible to implementation (d) transparent teamwork. In KTSP, transparent is much needed in a team work system of school which contains several intercorelated elements; the learners, the teachers, parents and several other school personnel because parents, pupils, and teachers are best understand the context and the culture of the school. So, they may work together without any under-estimation to the other. The whole elements work together to achieve the intended objective. As the result, those works must have high quality coordination.

Teachers have a central role in learning process. To produce an effective teaching, it needs individuals who can encourage their pupil's academic achievement and guides them toward important social, moral and ethical aims. Teaching is a complex word. Michael said in his book '*Process and Experience in the language Classroom*' that several teacher's roles in classroom are: (a)

teachers as coordinator and the facilitator. The common role of the teachers in the classroom is as the coordinator of the learning process. The teachers are responsible to complete the learning and can intervene with help and advice or set to the goals (b) the teachers as manager and organizer. In special classroom, particularly in language classroom, the teachers may have the role as manager and organizer; arranging the framework project, managing the learning condition, and guiding the learning process (c) the teachers as instructor. The teachers should to show the learners how to learn experientially and arrange the right conditions and possibility as an element of teacher's managerial, conducting and participating in the instructional regulated. In short, the teachers do as guides who urge the learners to be active contributors stopping from the passive and receptive role (d) the teacher as investigator and researcher. The teachers engage the understanding actively researching in the classroom with certain sight, to know the learning process and to make improvements.

The students have the important role in learning process. Pupils are needed to be more active and creative in learning process. It was stated that learner's role is to build their own knowledge in the accepting of new information. The pupils must actively search meaning,

find regularity and order the events in the world in the absence of whole information. Supporting this idea, Dimiyati and Mujiono argued the roles of the students are: (a) the actor in looking for problem and the solving (b) an active participant in doing research (c) the explorer of problem searching and the solving (d) the inventor of the problem solving.

Richard and Rogers (2001: 30) argued a particular design for an instructional system contains a special set of roles for materials to support the syllabuses, the teachers and the students. They gave examples of role of instructional materials as follows: (a) materials will concern on the communicative skills of interpretation, expression and negotiation (b) materials will focus on understandable, relevant and interesting exchanges of information, rather than on the presentation of grammatical form (c) materials will include various type of text.

Based on Mulyasa as quoted by Martinis Yamin, there are several methods of evaluations in implementing the curriculum: (1) class-based evaluation. This evaluation is done by the teachers during learning process. This includes the collection of information and the pupils learning achievements with the aim to determine the levels of outcome and mastering certain skills according to

standard competency and some indicators which stated in curriculum (2) basic-competence test. It is to measure learner's skill specially in reading, writing and accounting (3) school-based evaluation. It is used for describing the entire learner's skill and activity during instruction. This evaluation is usually done at the end of school level (4) benchmarking. It is a type of work evaluation and process performance with the aim to determine the levels of superiority and the success of learning achievements. It is done at the end of educational unit. This evaluation is used for giving learners ranking not for giving learners mark (5) program evaluation. This evaluation is used for measuring the implementation of the learning program in the school if it is achieved well or not. There are several differences between *formative evaluation* and *summative evaluation*. Formative evaluation is usually done during the program taken. It is used for giving the valuable information for the teachers with the aim to correct the program if it runs well or not. Meanwhile, summative evaluation is done in the end of the instructions. It is used to give potential information for consumer connected to the benefit of the program (6) port folio assessment. Port folios are the collective of learner's assignment or worksheet planned and integrated that is chose according to the

directions licensed. Furthermore, portfolio assessment is also considered as the class based evaluation of collective learner's assessment which is created systematically and organizationally by the teachers during learning at certain period.

Based on the observation, the learning activities were in the line with KTSP concept. The learning activities which happened in the classroom occurred interestingly. The teacher managed these activities well. The movement of each activity jump very smoothly. However, there was weakness in the teaching and learning activities. The major problem was the limited time allotment in delivering materials. So that, the teacher had not finished presenting the teaching materials based on the concept of KTSP.

We can conclude that the teacher's role was appropriate with what was stated in KTSP. He acted as a motivator, a facilitator, and a guide. The teacher considers the students as the 'friends' in the learning activity. He made a good atmosphere of learning in the class. But, sometimes he faced problem. In addition, if the media doesn't run well, he must looking for help.

From the observation, we can conclude that student's role is line with the KTSP concept. Students acted as doer or subject of learning process. They were being active and creative during instructions.

However, the weakness is several students kept silent during the learning activity. The consequence is the teacher must be more active to give feedback and motivation.

From the data, we can conclude that the evaluation system used was appropriate with the concept of KTSP. The teacher evaluated the learning activity periodically. Evaluation in cognitive aspects was taken from 'ulangan harian' tasks, exercise, weekly test, mid-term test and final examination. In addition, the students who could not pass the minimal score must follow remedial tests. In psychomotor aspect, the teacher gave the students mark if they performed their attention, responsibility during the lesson, activity in asking and answering the questions or when the learners performed their competence to speak English fluently. But, the weakness is the limited time allotment. It demanded the teacher to become creative and manage the time well.

We can conclude that the materials were appropriate with the demands of KTSP concept. The teacher used various materials from many sources. He completed the materials with the printed and non-printed materials for instance from cassette, CD and internet. But, the weakness that can be found from the observation was the limited various

texts which force the teacher should use the same text in teaching.

The learning activity was interactive. According to the researcher's interview and observation, the communication in the learning process was appropriate with the concept of KTSP. It viewed from the teacher and the learners had acted their role well. The learners were the active subject of the learning process and the teacher played as the facilitator, guide and motivator according to the method implied in class. So, from the observation, we can conclude that the learning activity happened between the teacher and the learners was done well.

In addition, the implementation of KTSP in SMA N 1 Banyudono had the strengths and the weaknesses. The strengths are the learners were more active and critical, learners can make up their score, the use of media was optimal and teacher had prepared well before teaching.

Meanwhile, the weaknesses are the limited of time allotment, several teachers had the lack of knowledge of KTSP, several teachers have limited ability in operating media and have closed minded; they deny the changes in education system and use 'old version' of curriculum and several teachers concern on cognitive aspect only.

CONCLUSION AND SUGGESTION

Based on the research findings and the discussion, the writer comes to the conclusions of the research. Generally, the implementation of KTSP in teaching English at the second grade of SMA N 1 Banyudono was well done. It was viewed from the learning process which covered the learning activity occurred, classroom interaction, the teacher's role, student's role. In addition, the appropriateness of the KTSP implementation in SMA N 1 Banyudono was also viewed from the teaching materials and the evaluation system used in the school.

Generally, the teachers had a great opinion about KTSP in teaching English. In addition, someone's perception was effected by the behavior. In this case, the teacher had a great perception of KTSP therefore he could implement it well in learning process. It also directly affected the classroom interaction, the method used in learning, the teaching material used etc.

During learning activities, the teacher had acted his role as well as possible. The teacher tried to improve the curriculum particularly in writing syllabus and lesson plan. The teacher's role was a motivator. He tried to produce conducive climate in learning activities therefore the learners could

participate in learning process actively, for instance ordering the learners become more active in reacting the teachers' feedbacks.

Meanwhile, the teacher was a motivator and a facilitator. It was based on the class discussions in which the teacher corrected the learner's performances and presented the correct explanation when there was misunderstanding and misconception related to the material given in learning activity. The teacher's roles were according to the methods implied in the learning. All of them were chosen according to the materials given and the learner's acquisition. It matched with the Mulyasa's ideas, the use of various methods and approaches in teaching was useful for producing the conducive atmosphere and joyful learning.

According to the interview and the observation, the learners were the doers of learning process. They were active in responding the teacher's questions, reading aloud, working in groups, doing the task from the teacher etc. despite the fact that there were several passive learners and frequently kept silent in the learning process, but generally the learners were active. Nonetheless, the teacher always gave them motivation to become active. For instance, the teacher gave the learners who lack of English fluency the extra treatment, etc.

In addition, the evaluation system the school used matched with the principles of KTSP. The teacher gave the weekly test, the mid-term test and final test which dealt with the cognitive elements of evaluation. The affective and psychomotor elements of evaluation were taken from the learners' enthusiasm and their suitable attitude in following English lesson. For instance it was taken from the learners' activeness in answering the teacher's questions and it could be taken from their presence.

In presenting the materials, the teacher used the teaching materials from several learning sources. It included printed materials and the recorded materials. For printed materials, the teacher took several textbooks as the guiding book of Erlangga publisher entitled "Look Ahead for Senior High School Students Year XI", "Guided English Skill", LKS etc which were taken according to the teachers' enrichment sources. He also completed his materials by playing cassettes or CDs that were relevant to the materials given in classroom.

According to the explanation above, there were several strengths and the weaknesses in the implementation of KTSP in teaching English in SMA N 1 Banyudono. The strengths are learners were more active and critical, the learners had a chance to make up their score, the use of media was optimal in

supporting the English learning process and the teacher had prepared well before teaching the learners.

Meanwhile, according to the interview and the observation there were also several weaknesses of the implementation of KTSP in Teaching English in SMA N 1 Banyudono despite the fact that learning activities conducted in the classroom occurred interestingly, but the main problem was the limited time allotment in presenting materials, several teachers had the lack of knowledge of KTSP, several teachers had limited ability in operating media and had closed minded; they denied the changes in education system and use a 'old version' of curriculum and several teachers concerned with cognitive aspect only.

Considering the research findings and discussion, the researcher gets clear description of the implementation of KTSP in teaching English in SMA N 1 Banyudono. Hopefully, the suggestion will be useful for the teacher to improve the learning of English especially in the implementation of KTSP. Those suggestions are (1) the teacher would enrich himself with many different kinds of learning sources. He can insert the Boyolali's culture for example the legend of Umbul Pengging and Yosodipura. So, this enrichment is match with the KTSP principle that needs to add the region

culture and the learner's acquisition (2) the teacher would develop his creativity in presenting material applying different kinds of methods and approaches specially in teaching English to give the learners motivation to become active following the English learning process (3) the teacher would follow the multimedia courses to develop their abilities to operate the media.

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