

## CHAPTER IV

### REPORT OF THE RESEARCH RESULT

#### A. General Description about Location Of Research

This research is done at Junior High School 6 (SMPN 6) Banjarmasin. To be clearly about the research location, it will be explained as follows:

##### 1. Brief History of Junior High School 6 Banjarmasin

SMPN 6 Banjarmasin is one of the formal educational, favorite and one of the best school also this school is an International school in Banjarmasin. The school is located in on strategic position. Its area is 7.962 m<sup>2</sup>, the situation of this School is very unique that is joint 2 blocks, between blocks 3 ( Amal) and blocks Sempati. To go to this school can pass Jl. Kampung Melayu land blocks 3 ( Amal) and can pass Jl. Veteran of Blocks Sempati. This School located at Sub district of Banjarmasin, South Kalimantan. Status of is Ownership of Municipal Administration of Banjarmasin destined by SMPN 6.

Previously SMPN 6 is a part of SMPN 3 Banjarmasin, where school activity run at morning for SMPN 3 and the evening for SMPN 6. Through which long enough at Month of January 1966 by definitive showed by headmaster of SMPN 6 Banjarmasin. In April 1967 SMPN 6 got decree letter from Pafelrada South Kalimantan to may take possession of building of SD Tionghoa at the street of Piere Tendean.

At that time together with Student Parent Association tried to look for new location. In 1976 SMPN 6 moved to the location at Jl. Veteran Gg. Sempati No. 3 RT. 30 Banjarmasin.

Based on the interview and documents that the writer found, the facilities of the school maybe seen in the following table:

Table 4.1 Facility of SMPN 6 Banjarmasin South Kalimantan in 2008/2009

No (1)	Kinds of Facility (2)	Total (3)	Condition (4)
1	Classrooms	25	Good
2	Headmaster room	1	Good
3	Administration room	1	Good
4	Teachers room	1	Good
5	Library	1	Good
6	Laboratory of IPA	1	Good
7	Teachers bathroom/ toilet	5	Good
8	Language laboratories	2	Good
9	Students bathroom/ toilet	15	Good
10	Computers room	1	Good
11	Computers	80	Good
12	Kitchen room	1	Good
13	Art education room	1	Good
14	UKS room	1	Good
15	Student cooperation room	1	Good
16	Mosque	1	Good
17	Students organization room	1	Good
18	Transportations	2	Good
19	Sewing machine	26	Good
20	Counseling room	1	Good
21	Photo copy machine	1	Good

(1)	(2)	(3)	(4)
22	Store room	2	Good
23	Auditorium	1	Good
24	Skill room	1	Good

Source: Documents of SMPN 6 Banjarmasin in 2008/2009

2. Description of Headmasters, Administration Staff, Teachers, and Students at SMPN 6 Banjarmasin

a) Headmasters

SMPN 6 Banjarmasin has been managed by some headmasters since it was established until now. The description some headmasters can be seen in the following table:

Table 4.2 Description about headmasters at SMPN 6 Banjarmasin South Kalimantan

NO	Name of Headmasters	Years of Their Job
1.	Piet Hein Toar	1965-1986
2.	Djakfar	1986-1989
3.	H. Darmansyah	1989-1993
4.	Darsuni	1993-1998
5.	Anang Kamrani	1998-1999
6.	Drs. Rahmadi	1999-2005
7.	Tamriani Aziddin, SE	2005-Now

b) Administration Staff

Based on the result of interview and documents, it is known that the Administration staff of SMPN 6 Banjarmasin South

Kalimantan are 9 persons. To know more about the identity of administration staff, it can be seen in the following table:

Table 4.3 Description of administration staffs at SMPN 6 Banjarmasin South Kalimantan in 2008/2009

No.	Name	Position
1.	Fathul Bari, S.Sos	Head of administration
2.	Akhmad Rusli	Staff
3.	Hj. Mustaqimah	Staff
4.	Hj. Hembei	Staff
5.	Hasratin Noor	Staff
6.	Supian Nur	Staff
7.	Siti Sarah	Staff
8.	H. Fachru Fani	Staff
9.	Lini Murni, SE	Part time staff

Source: Documents of SMPN 6 Banjarmasin South Kalimantan in 2008/2009

c) Teachers

The school has 48 teachers which consists of 43 full time teachers (Permanent Teachers) and 5 are part timer teachers (Un permanent Teachers). To know more detail about those teachers, it can be seen in the following table:

Table 4.4 Description of teachers at SMPN 6 Banjarmasin South Kalimantan in 2008/2009

No. (1)	Name (2)	Position (3)	Subject (4)
1.	Tamriani Aziddin, SE	Headmaster	
2.	Dra. Hj. Sri Wahyuni	Permanent teacher	PPKN

(1)	(2)	(3)	(4)
3.	H. Surihadi, S.Pd	Permanent teacher	History
4.	Ahmad Baihaqi, S.Pd	Permanent teacher	History
5.	Kariman, S.Pd	Permanent teacher	Mathematics
6.	Kartini	Permanent teacher	Economic
7.	M. Hidayatul Arifin,	Permanent teacher	Biology
8.	Ahmad Nurhadi, S.Pd	Permanent teacher	Physics
9.	Suriani, S.Pd	Permanent teacher	Biology
10.	Marliani, S.Pd	Permanent teacher	Counselor
11.	Ardiansyah, S.Pd	Permanent teacher	Mathematics
12.	Hj. Zamrud	Permanent teacher	Indonesian
13.	Norsewan	Permanent teacher	MULOK
14.	Darmansyah, S.Pd	Permanent teacher	KTK
15.	M. Syahrums	Permanent teacher	Sport
16.	Marhimah, S.Pd	Permanent teacher	Geography
17.	Hj. Baldah	Permanent teacher	Mathematics
18.	Syarifah Sidah, BA	Permanent teacher	Islamic religion
19.	Hj. Kamariah. HD	Permanent teacher	Indonesian
20.	Muhammad Nur, S.Pd	Permanent teacher	English
21.	Hulwani, S.Pd	Permanent teacher	Mathematics
22.	Dra. Ika Atikah	Permanent teacher	History,
23.	Hasanah Noor, S.Pd	Permanent teacher	Mathematics
24.	Hj. Khairiah, S.Pd	Permanent teacher	Indonesian
25.	Rosita, S.Pd	Permanent teacher	Sport
26.	Ambariah, S.Pd	Permanent teacher	Economics
27.	Enny Wahyuning Tyas	Permanent teacher	Indonesian
28.	Hj. Isnawati	Permanent teacher	MULOK
29.	Ariana, S.Pd	Permanent teacher	Mathematics
30.	Hj. Herliati	Permanent teacher	Mathematics
31.	Retno Kentas Triwuri	Permanent teacher	Indonesian
32.	Aksah, S.Pd	Permanent teacher	PPKN
33.	Zulaeha, S.Pd	Permanent teacher	English
34.	Dra. Samsinah	Permanent teacher	Islamic religion
35.	Sabdiana, S.Ag	Permanent teacher	Catholic
36.	Isran, S.Pak	Permanent teacher	Protestant

(1)	(2)	(3)	(4)
37.	Hartati Waji Wahyuni	Permanent teacher	Counselor
38.	Emilda Khairani, S.Pd	Permanent teacher	English
39.	Anang Yamani, S.Pd	Permanent teacher	Physics
40.	Paulus	Permanent teacher	Buddha religion
41.	Drs. Bahrian Alkaf	Permanent teacher	Indonesian
42.	Mahfuddin, S.Pd	Permanent teacher	Indonesian
43.	Sri Wahyuni, S.Pd	Permanent teacher	Counselor
44.	Ana Nailah, S.Pd	Permanent teacher	Physics
45.	Emilda Sansa, SE	Un permanent teacher	English
46.	Rifka Sari, S.Pd	Un permanent teacher	Biology
47.	Yeny Sartika, S.Pd	Un permanent teacher	English
48.	Agus Ridani, S.Pd	Un permanent teacher	English
49.	Zuraida Nurafni, S.Pd	Un permanent teacher	

Source: Documents of SMPN 6 Banjarmasin South Kalimantan in 2008/2009

Based on the result of interview and observations from 48 teachers at SMPN 6 Banjarmasin South Kalimantan, there are 6 English teachers. To know more detail about those teachers, it can be seen in the following table:

Table 4.5 Description of English teachers at SMPN 6 Banjarmasin South Kalimantan in 2008/2009

No.	Name	Position	Education
1.	Muhammad Nur, S.Pd	GT/ IV- a	FKIP UNLAM Banjarmasin
2.	Zulaeha, S.Pd	GT/ III- c	FKIP UNLAM Banjarmasin
3.	Emilda Khairani, S.Pd	GT/ III- b	FKIP UNLAM Banjarmasin
4.	Emilda Sansa, SE	GTT	UNLAM Banjarmasin
5.	Yeny Sartika, S.Pd	GTT	STIKIP Banjarmasin
6.	Agus Ridani, S.Pd	GTT	UNMUH Malang

Source: Documents of SMPN 6 Banjarmasin South Kalimantan in 2008/2009

d) The Students

There are 715 students at SMPN 6 Banjarmasin South Kalimantan in Academic year 2008/2009. To know more detail, it can be seen in the following table:

Table 4.6 Description of students at SMPN 6 Banjarmasin South Kalimantan in 2008/2009

<b>No. (1)</b>	<b>Class (2)</b>	<b>Male (3)</b>	<b>Female (4)</b>	<b>Total (5)</b>
1	VII A	12	12	24
2	VII B	12	10	22
3	VII C	12	20	32
4	VII D	13	21	34
5	VII E	13	20	33
6	VII F	13	20	33
7	VII G	13	19	32
8	VIII A	7	14	21
9	VIII B	7	14	21
10	VIII C	18	18	36
11	VIII D	18	17	37
12	VIII E	17	19	36
13	VIII F	17	19	36
14	VIII G	16	18	34
15	IX A	15	20	35
16	IX B	16	19	35
17	IX C	16	19	35
18	IX D	16	20	36
19	IX E	16	19	35
20	IX F	16	18	34
21	IX G	13	20	33
22	Accelerations I	13	8	21
23	Accelerations II	9	13	22

Source: Documents of SMPN 6 Banjarmasin South Kalimantan in 2008/2009

## **B. Data Presentation**

The data which was obtained about description of English teachers in the Implementation of teaching English based on the education unit curriculum at SMPN 6 Banjarmasin is the data about the Planning and the preparation of English teachers, the Implementation of teaching and learning process, and the difficulties in the Implementation Of The Education Unit Curriculum In teaching English.

### **1. The Planning of English teachers in teaching English language**

Based on interview and observation that was done toward two English teachers, it can be known that the English teachers always make lesson plan before implementing of teaching. The lesson plan including, base competence, standard competence, indicators, the activity that would be done, material, the source of material, media, time allocation and evaluation, the English teachers are asked by the Headmaster to give the all lesson plan in order to know if teaching English in the SMPN 6 was done well or not.

Besides, the English teachers are demanded to make annual program, program for each semester, design of lesson, and lesson plan, and the teachers must give all of them to the Headmaster, to be checked out by the headmaster to evaluates teachers' presence in the classroom through it.



## 2. The Implementation of Teaching Learning Process

### a. The competence of the English teachers in opening the class

The result of interview and observation indicated that the English teachers' activities in opening the class are: greeting, repeat some sentences by giving some questions to some students, after that the teacher introduce and prepare the material that will be learned and the teachers also give some important part of the material that will be learned, then the teacher always do the activities to get students' enthusiasm and attention.

#### 1) The Competence of English Teacher in Delivering Material

Based on observation and interview at 7-8 October 2008, the writer obtained the data about delivering the material by two English teachers, as follow: the teachers give a text reading and the teachers read the text first then followed by the students, then the teachers make a small group each group consist of two students then the teachers ask the students to look for the theme of the text and make some questions on a paper that related with the text. Furthermore, the teachers collected the papers, then divide them randomly to be answered by other students. Besides, the teachers sometimes use various methods to make the class have fun and not boring. In other classes, in

delivering the material, the English teachers still used sermon method (*metode ceramah*) and sometimes use questions and answers such way makes students' learn passively. Also, they do not have a great attention on the lesson being taught.

2) The competence of English teacher in Using Method

Based on interview and observation with two English teachers who teach at SMPN 6 Banjarmasin about the method that is used in the implementation of the education unit curriculum in teaching English, certainly the method is used is the method which demands the students more active in learning English, such as: (information search, every one is a teacher here, and team quiz). There were still more methods that are usually used in teaching learning activity in SMPN 6 Banjarmasin.

3) The Source of Material and Media

The interview and observation, result showed that the source of material that was usually used by English teacher in teaching learning process is an English book, English story book, and newspapers in English language. They also used media, such as; picture card, whiteboard, TV and VCD, and caption. Sometimes the teacher use language laboratory to learn about listening skill.

4) Evaluation System

Based on interview and observation, the data that was obtained, as follow: In evaluation system, all English teachers usually give test after all material was delivered in two hours of English language lesson, the teachers also give test that call be said by them by "Monthly exam", for every month. This is to prepare the students to "*ulangan semester*". The teachers in giving the test after delivering all material is test which related with text that was learned by the students, for example the English teacher has taught reading text about Cinderella, and the test that will be given is about the Cinderella story in form question and answer test and the basic competence that must be reached is the reading skill.

5) The Competence of English Teacher in Closing English Lesson

Based on observation and interview to English teachers in closing lesson, the writer obtained the data that: two English teachers always give motivation and suggestion to the students such as: asking the students to learn more, Besides, the students is ordered to look for new source of material such as newspaper in English and English story, and the materials will be learned and Studied together.

Besides the English teachers in closing the lesson using English language, pray to god and say greeting before going out

of class.

b. The Difficulties encountered by the teachers in Implementing the Education Unit Curriculum

The difficulties in the implementation of the education unit curriculum in teaching English according to the all teachers who teach English at SMPN 6 Banjarmasin is evaluation analysis, because there are so much objects must be evaluated. That is to evaluate the lesson by giving test or giving score to the students' act or behavior. For example there are four skills or basic competence that must be reached in English language such as: listening comprehension, reading comprehension, writing comprehension, and speaking comprehension and all of them should be mastered by each students. So, the English teacher must evaluate each skill of students. Besides evaluating four skills or competence the teachers must evaluate the actional language, or the experience of learning and his competence in daily life in school, because the competence is not only inside of a class but outside of a class.

3. Some factors that influence the implementation of the education unit curriculum in teaching English at SMPN 6 Banjarmasin.

a. The Educational background of English Teacher.

The data that was obtained, it can be known that at SMPN 6 Banjarmasin there are six English teachers, all of them teach English based on the education unit curriculum. They also teach

English using Grammar Translation Method or traditional way of teaching, TPR, Direct method, etc. Five of them are graduated from Education faculty and English department.

b. Teaching experience

The English teacher at SMPN 6 Banjarmasin are Yeny Sartika S.Pd graduated from English Department. She has begun to teach English school since 2003, so she has been teaching English for five years.

Mr. Agus Ridani, S.Pd graduated from English Department too. He has begun teach English in this school since 2006, so he has been teaching English for two years.

c. Teachers' Knowledge

Teachers' knowledge about the education unit curriculum also influence to teacher's competence in the implementation of the education unit curriculum in teaching English. Teachers' knowledge can be said as training, seminar. etc. The data that was obtained that there are two teachers who has followed the Teachers' knowledge only one, the teacher A has followed the training about the education unit curriculum in Banjarnasin, the teacher B has ever followed the training about the education unit curriculum too.

So, the Teachers' knowledge is enough for supporting to

competence of the English teachers in the implementation education unit curriculum in teaching English.

d. Facilities and media

The facilities and media which are used and supporting in teaching English Language at SMPN 6 Banjarmasin are:

Table 4.7 The media condition at SMPN 6 Banjarmasin South Kalimantan In 2008/2009

No. (1)	Media (2)	Information (3)	Condition (4)
1.	TV & VCD	Available	Good
2.	Radio/Tape Recorder	Available	Good
3.	Language Laboratory	Available	Good
4.	VCD Cassette For English	Available	Good
5.	Tape Cassette For English	Available	Good
6.	English Book	Available	Good
7.	Caption	Available	Good
8.	Picture Card	Available	Good
9.	Computer	Available	Good
10.	Magazine	Available	Good
11.	Whiteboard	Available	Good
12.	Dictionary	Available	Good

e. Allocation of Time

To know more detail the allocation time for English teachers in teaching English at SMPN 6 Banjarmasin, it can be seen in the following table:

Table 4.8 Allocation time for English lesson at SMPN 6 Banjarmasin South Kalimantan In 2008/2009

No.	The English Teacher	Day/Time	Class
1.	Yeny Sartika, S.Pd	Monday / 09.50-10.30 12.10-1250	VIII E VIII C
		Tuesday / 10.30-11.50	VIII E
		Wednesday / 07.30-08.50 09.50-11.10 12.50-13.30	VIII E VIII C VIII D
		Thursday/ 11.30-12.50	VIII C
		Friday / 07.30-08.50	VIII D
		Saturday / 07.30-0850	VIII D
		2.	Agus Ridani, S.Pd
Tuesday / 10.30-11.50	VII E		
Wednesday / 07.30-08.50 09.50-11.10 12.50-13.30	VII E VII C VII D		
Thursday/ 11.30-12.50	VII C		
Friday / 07.30-08.50	VII D		
Saturday / 07.30-0850	VII D		

The time allocation which is prepared for English language lesson at SMPN 6 Banjarmasin is six hours for every teachers, and it is the standard time for all lesson at that school, and the time is organized

by the school.

### **C. Data Analysis**

After the data is processed in form of description, the writer will analyzed the data and described it based on the turn of the last data presentation.

#### **1. The Description of the implementation of the education unit curriculum in teaching English**

The description of the implementation of the education unit curriculum in teaching English can be known from the data that was presented in this research, that are planning of English teacher in teaching English, the implementation in teaching learning process, and the difficulties of English teacher in the implementation of the education unit curriculum in teaching English.

##### **a. Planning of English Teacher in Teaching English Language**

Based on the data that was presented before, all of English teachers who teach At SMPN 6 Banjarmasin always make syllabus, the syllabus involving: basic competence, standard competence, indicators, the activity that would be done, the material, the source of material, media that will be used, the allocation time and evaluation, the English teachers always plan and prepare all of them before presenting it in front of the class, such as: preparing media that will be used like picture card, TV, VCD, and caption. Besides, the teachers also should prepare everything using language laboratory for the



shake of learning listening. The material that should be planned the content of English book or source of material such as: text, vocabularies and structure that is in the English book, beside the English book as sources of material, the teachers usually used English story books and English newspaper.

Besides to increase the quality of education especially in English lesson, the headmaster always asks the teacher to make the syllabus, annual program design of lesson, lesson plan, and evaluation system, the headmaster then checks them and monitors the activity of English teachers in teaching English process.

The role of the headmaster can be impact to increase the quality of education especially in English lesson. In the implementation of the education unit curriculum in teaching English by English Teachers. The headmaster ask to the teacher to make "*Rencana Pelaksanaan Pembelajaran*" the education unit curriculum, the headmaster checks and monitors the activity of English teachers in teaching English.

b. The Implementation of The Education Unit Curriculum in Teaching Learning

Based on the data presentation, the implementation of the education unit curriculum in teaching process contains some steps namely:

1) The Competence of English teacher in Opening Lesson

Based on interview and observation for two English teachers at SMPN 6 Banjarmasin in opening lesson, it can be categorized good performance, the teachers always give greeting each meeting, and the teachers always repeat past lesson by giving some question to the some students, after that the teacher introduce and prepare the material which will be learned.

Besides, the English teacher who teach at SMPN 6 Banjarmasin always do the activities to get students' enthusiasm and students' attention, such as: make a game first, quiz, and sing a song that related to the material learned. It is done before delivering the material. By this way the students want to know English more and will learn English language well.

## 2) The Competence of English teacher in Delivering the Material

In delivering the material, English teachers at SMPN 6 Banjarmasin can be said very good, because each of them has own characteristics that different each other. There are some factors that supported the English teacher in delivering material, such as educational background of English teachers, teaching experience, teachers knowledge, facilities, etc.

The teacher with category very good in delivering the

material used more than three methods, in order the competence that was targeted in syllabus must be reached well.

The teachers with category good in delivering material used two or three methods, and according to them to Implementation of the education unit curriculum in teaching English is very easy but to evaluate the student's competence is difficult, these competences must be evaluated. Such as: competence in listening skill, speaking skill, reading skill, and writing skill. All of competence should be mastered by each students.

### 3) The competence of English teacher in Using Method

In giving the material, certainly it is not far away from the method, because to reach the goal of education the teacher must use various methods in order to the teaching learning activity will not be out of procedure that is determined before.

Based on interview and observation with two English teachers who teach at SMPN 6 Banjarmasin about the method that is used in the implementation of the education unit curriculum, certainly the method that demands the students more active in learning English, such as: information search, every one is a teacher here, and team quiz. There were more method

that is usually used in teaching learning activity in SMPN 6 Banjarmasin.

Besides, the teachers rarely uses sermon method, it is caused the students still cannot understand English language well. Sermon method is a method that demands the teacher more active.

#### 4) The Source of Material and Media

Based on interview and observation, the data about using media by the English teachers who teach at SMPN 6 Banjarmasin as follow:

The main material that usually used by all English teachers at SMPN 6 is English book that was given by the government to the students and the English teacher. Besides the material was used is the English story book such as Cinderella, Snow Princess, Pinocchio, and animal story (folktale) the English story are taught for reading skill. And for listening skill the teacher used laboratory, tape, TV and VCD, and the material to develop listening which is used is the real text of daily activities such as school life, family life, etc. Which are packed in a cassette as audio media or VCD as audio visual media.

The media that is usually used in teaching learning

process is Television and VCD, because every class has a set of TV and VCD. Besides the media used is a set of pocket chart, and picture. Tape recorder and dolls is also used in teaching learning activity.

Most of the method that usually is used in teaching learning activity needs media, by collaborating media and suitable method, the goal of the implementation of the education unit curriculum in teaching can be reached easier and well. In other words, the basic competence and standard competence can be reached easily.

#### 5) Evaluation System

Based on the data presentation about evaluation system of English lesson by English teacher at SMPN 6 Banjarmasin. English teachers usually give test after all material was delivered in two hours of English language lesson, it was done to measure the competence of the student in mastering the material that was learned recently. The teachers in giving the test after delivering all material is tested which related to the text, for example the English teacher has taught reading text about Cinderella, and the test is about the Cinderella story in form question and answer test, and the basic competence that must be reached is the

reading.

6) The Competence of English Teacher in Closing English Lesson

Based on the data presentation above can be categorized good performance, because the teacher always suggest the students to learn actually and more active not only in the class but outside of class. Besides the teachers also give motivation to increase the enthusiasm and interest of the students in English language lesson.

Every teacher is demanded to pray together with the students after all material delivered and learned by the students, and to guide the students in good behavior, the teachers must say greeting while the teachers leave the class.

c. Difficulties in The Implementation of The Education Unit Curriculum In Teaching Process

Based on the data presentation, the difficulties in the implementation of the education unit curriculum in teaching English according to the English teachers who teach English at SMPN 6 Banjarmasin is evaluation analysis, because there are so much objects must be evaluated. There are four skills or basic competence that must be reached in English language such as: listening comprehension, speaking comprehension,

reading comprehension, and writing comprehension, and all of them should be mastered by each students. So, the English teacher must evaluate each skill of students, and it is not easy to evaluate and give score to each students. Besides evaluating four skills or basic competence the teachers must evaluate the actional language, or the experience of learning and his competence in daily life in school, because the competence is not only inside of a class but outside of a class.

2. Some Factors That Influence The Implementation of The Education Unit Curriculum In Teaching Learning Activities At SMPN 6 Banjarmasin

a. The Educational background of English Teacher.

The Educational background of English teacher can influence to ability's teacher in teaching English, from the data that was obtained, it can be known that at SMPN 6 Banjarmasin there are six English teachers, and all of teachers teach English based on the education unit curriculum, five of them are graduated from Education faculty and took English department. So, the educational background of English teacher at SMPN 6 Banjarmasin can be categorized very supporting in teaching learning process and can guarantee good ability of English teacher in implementation curriculum.

b. Teaching experience

The English teachers who teach English language at SMPN 6 Banjarmasin are Mrs. Yeny Sartika, S. Pd have experience in teaching English language more than four years, and Mr. Agus Ridani, S.Pd have experience in teaching English language for 2 years, by seeing the experience of the English teacher, certainly, it can be said that the teaching experience of English teachers in teaching English can support the teaching English at SMPN 6 Banjarmasin and easy to implement the curriculum in teaching learning process.

c. Teachers' Knowledge

The teachers' knowledge is very important one in implementing curriculum, because the education unit curriculum is obtained from this teachers' knowledge, such as: *pelatihan Kurikulum Tingkat Satuan Pendidikan bahasa Inggris*, Training, workshop, etc. of course, the teachers' knowledge can be said it very supporting the implementation of the education unit curriculum in teaching English at SMPN 6 Banjarmasin , because the teachers' knowledge about education unit curriculum added the knowledge, information, idea, and some ways in the implementation education unit curriculum in teaching English language, in order to the English teachers who teach English language at SMPN 6 Banjarmasin will be easy in



the implementation.

d. Facilities and Media

To guarantee the goal of education call be reached well, of Course the implementation of teaching and learning activities based on the education unit curriculum need facilities and media in order to the purpose of education call be reached well.

The media that were owned by the school and supporting the teaching English language such as audio media such as tape and tape recorder. Visual media such as picture, pocket chart, scrabble words game, and jumbled word. Audio visual media such as TV and VCD. Facilities are available such as laboratory, class with TV and VCD inside, library which in it some English books, story books in English.

d. Allocation of Time

Allocation of time is one of some factors that also influence to competence of English teacher in implementation teaching activities at SMPN 6 Banjarmasin. With the allocation time, it might be for the English teacher teach English language based on education unit curriculum well and all material which will be taught can be delivered well. Based on interview and observation, the writer call get the data about that the allocation time at SMPN 6 Banjarmasin is enough much to do the teaching learning process in a class and enough to

support to teachers' competence in implementation education curriculum teaching. Based on the data presentation the time allocation which is prepared by school for English language lesson at SMPN is six hours for every teachers, and it is the standard time for all lessons in SMPN 6 Banjarmasin.

## CHAPTER V

### CLOSURE

#### A. Conclusions

In this chapter, the writer concludes all the research result as follow:

1. The implementation of the education unit curriculum in teaching English at SMPN 6 Banjarmasin can be said good after researching that was done for two months, and reason of the writer gave score "good" for the English teacher are the competence of English teacher in planning lesson plan, syllabus, opening the class, delivering material, using method, and technique of evaluation can be said that the implementation of the education unit curriculum in teaching English at SMPN 6 Banjarmasin is suitable with the procedure that given by the government of Indonesia.
2. Some factors that influence the implementation of the education unit curriculum in teaching English at SMPN 6 Banjarmasin, namely:
  - a. The educational background of English teachers are very support the success of teaching and learning English.
  - b. Teaching experience are enough to support her/his professional

job.

- c. Teachers' knowledge are enough to support the success of the teaching and learning English.
- d. Facilities and media are very support the success of the teaching and learning English.
- e. Allocation of time are very support the success of the teaching and learning English.

## **B. Suggestions**

To increase the implementation of the education unit curriculum in teaching English at SMPN 6 Banjarmasin, so the writer gives some suggestion as follow:

1. The teacher should use more methods and more fun in implementation of the education unit curriculum in teaching English, in order to the style of teaching English will be more variety and the students will not get bored in learning English language.
2. The school should keep and take care the facilities and media that SMPN 6 Banjarmasin have, in order to next generation can use and enjoy the facilities and media in teaching English language.





