

# CHAPTER I

## INTRODUCTION

### A. RATIONALE

“Language is a way to communicate ideas comprehensibly from one person to another in such a way that the other will be able to act exactly accordingly. The transportation of such ideas could be acquired by either verbal expression, signing in alphabet (written word) and perhaps if someone can imagine two parties with different tongue, signing with gestures and images.”<sup>1</sup> In another references, language is sufficiently defined in glossary as a human system of communication that uses arbitrary signals, such as voice sounds, gestures or written symbols.<sup>2</sup> The variety of language has been written in Holy Qur'an, verse in Ar-Ruum verse 22:

وَمِنْ آيَاتِهِ خَلْقُ السَّمَوَاتِ وَالْأَرْضِ وَاخْتِلَافُ أَلْسِنَتِكُمْ وَالْوَنُكْمُ إِنَّ فِي ذَلِكَ لَآيَاتٍ لِّلْعَالَمِينَ .

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<sup>1</sup> <http://www.signgenius.com/sign-language/definition-of-language.html> retrieved 29 November 2011.

<sup>2</sup> Maruli Pangabea. Bahasa, Pengaruh dan Peranannya. (Jakarta: Gramedia. 1981) p. 5

English is a kind of knowledge, and human who learning any knowledge described by Prophet Muhammad in hadith metaphor a prosperous soil.

عَنْ أَبِي مُوسَى عَنْ النَّبِيِّ صَلَّى اللَّهُ عَلَيْهِ وَسَلَّمَ قَالَ مَثَلُ مَا بَعَثَنِي اللَّهُ بِهِ مِنَ الْهُدَى وَالْعِلْمِ  
كَمَثَلِ الْغَيْثِ الْكَثِيرِ أَصَابَ أَرْضًا فَكَانَ مِنْهَا نَقِيَّةٌ قَبِلَتْ الْمَاءَ فَأَنْبَتَتِ الْكَلَّا وَالْعُشْبَ  
الْكَثِيرَ وَكَانَتْ مِنْهَا أَجَادِبُ أُمْسَكَتِ الْمَاءَ فَتَنَفَعَ اللَّهُ بِهَا النَّاسَ ....

(رواه البخاري عن أبي موسى)

English plays a very important role in Indonesia. As a developing country, it needs to learn more new things from developed countries, such as a new advanced ideas, research findings, and experiments. English is regarded as the first foreign language to be taught at kindergarten, elementary school, junior high school, senior high school, and at the universities as additional subject.

It is suitable for Endang Fauziati argumentation states that “As an international language, English has gained its popularity all over the world including Indonesia. In the past English was only taught in secondary schools. In current years, however, the teaching of English is expanding into primary or elementary school settings”.<sup>3</sup>

Based on the statement, it could be assumed that studied English so important for children from the ages of three years old. Therefore English is used in numbers of aspects such as technology, new broadcasting and education. Between language and English so important to achieve development in this

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<sup>3</sup> Fauziati, Endang, *Teaching of English as a foreign language (TEFL)*, (Surakarta: Muhammadiyah University Press, 2002) p. 169.

modern era, the functional of language, the students able to speak English in daily activity like read newspaper, manual, and instruction.

Language also means, as one of media communication, that gives important role in our life to do interaction to each other such as, in sharing opinion, expressing ideas, developing our intellectual and so soon. Everybody has to be aware that in the interaction or everything related to activity in daily social life will need a language.

Based on the definition above, it could be concluded that language has been central character to develop of intellectual, social, and emotional of the students. Studying a language would help the students to know yourself, culture, and the other culture. David Nunan states:

English is one of foreign language in Indonesia. It becomes one of language priority among the others languages. Since English has an important role thus Indonesian government has decided that English has to be taught and learned since elementary school. It is very useful in developing of our country. By getting English knowledge, the development of modern era can be followed.<sup>4</sup>

Based on the clarification of English in formal education institutions, the literature that contains English grows up every year. It has to be learned more in order we can go public and follow the every developing of era. It means that the full attentions in learning English have to be done.

Finally, it could be concluded that language is always used in every school especially English. English is important to be learned in every school, because of that English related to language. In education the teachers not only understand the

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<sup>4</sup> David Nunan, *Second Language Teaching and Learning*, (An International, Boston: Thomson Publishing Company, 1999) p.72.

subject but also know the curriculum to complete their teaching.

According to Tricia Ellis argumentation states that:

Curriculum has numerous definitions, which can be slightly confusing. In its broadest sense a curriculum may refer to all courses offered at a school. This is particularly true of schools at the university level, where the diversity of a curriculum might be an attractive point to a potential student. In education, curriculum is a course offered by an educational institution or a set of courses constituting an area of specialization. To more clear, curriculum is all elements and processes in the planning, implementation, and evaluation of learning programs.<sup>5</sup>

Based on the statement, curriculum in education is deemed central and usually made mandatory for all students of a school or school system. Because of that, to produce a good learning or good score in teaching learning curriculum may refer to all course offered at a school. Beside the content of curriculum not only about the strategy but also in curriculum the teacher learned to make syllabus or lesson plan.

According to Encyclopedia state: Its mean curriculum collectively describes the teaching, learning, and assessment materials available for a given course of study. The curriculum has typically been highly in the school and technical institutes.

According to KTSP state, there should be real pride in our curriculum: the learning that the nation has decided to set before it's young. Teachers, parents, employers, the media and the public should all see the curriculum as something to embrace, support and celebrate. Most of all, young people should relish the opportunity for discovery and achievement that the curriculum offers.<sup>6</sup>

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<sup>5</sup> Tricia Ellis-Christensen. 2003. "What is Curriculum". <http://www.wisegeek.com/what-is-curriculum.html> accessed 29 November 2011

<sup>6</sup> KTSP. 2008. "Curriculum Development". <http://curriculum.qca.org.html>. Accessed 4 December 2011).

In curriculum not only the teacher might understand but also the parents should know the content of curriculum. In this approach the curriculum itself develops through the dynamic interaction of action and reflection.

Curzon states: A syllabus will not generally indicate the relative importance of its topics or the order in which they are to be studied. In some cases as Curzon points out, those who compile a syllabus tend to follow the traditional textbook approach of an 'order of contents', or a pattern prescribed by a 'logical' approach to the subject, or consciously or unconsciously a the shape of a university course in which the, may have participated.<sup>7</sup>

Based on the statement an approach to curriculum theory and practice which focuses on syllabus is only really concerned with content. Where people still equate curriculum with a syllabus they are likely to limit their planning to a consideration of the content or the body of knowledge that they wish to transmit.

Blenkin, G.M state, "Curriculum is a body of knowledge, content, and subjects. Education in this sense is the process by which these are transmitted or delivered to students by the most effective methods that can be devised".<sup>8</sup>

School based curriculum as a concept of curriculum that emphasize to improving the teacher with the preparation of curriculum, so that curriculum is important in teaching-learning. Where people still compare with syllabus they are likely to limit their planning to a consideration of the content or the body of knowledge. In education, actually every teacher always thinks the content of curriculum is difficult while the theory of curriculum is simple.

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<sup>7</sup> Curzon, L.B. 1985. "Teaching in Further Education". [http:// www. Infed. Org/biblio/b-curriculum.html](http://www.Infed.Org/biblio/b-curriculum.html) Accessed 4 November 2011).

<sup>8</sup> Blenkin, G.M. 1992. "Curriculum in theory and practice". <http://www. Infed. Org/biblio/b-curriculum. html> Accessed 30 November 2011

Smith, M.K state, the central theory (of curriculum) is simple. Human life, however varied, consists in the performance of specific activities. Education that prepares for life is one that prepares for life is one that prepares definitely and adequately for these specific activities. However numerous and diverse they may be for any social class they can be discovered. This requires only that one go out into the world of affairs and discover the particulars of which their affairs consist. These will show the abilities, attitudes, habits, appreciations and forms of knowledge that men need. These will be the objectives of the curriculum. They will be numerous, definite and particularized.<sup>9</sup>

Based on the statement, it could be concluded education in this world so important to our life. Beside education is most often seen as a technical exercised. Then, in education or curriculum system is not only in the theory but also in practice. Therefore, curriculum as system of learning which is planned and guided by the school, guided by whether it carried in groups or individually, inside or outside the school. In curriculum there are curriculum-45, KBK, and KTSP. In this content there are curriculum, implementing of curriculum, and syllabus. In the school the teacher might know the purpose of teaching learning, but in this case the teacher sometimes get the big problem of teaching learning. According to Robert:

The big problem of English teaching in Indonesia is output or result of the study is not optimum, that problem often appear in teaching-learning process. The method that use by the teacher not stimulate the students to active in teaching learning process. The teacher in his/her teaching as a transmitter (giving knowledge) and the students just as a receiver, so the students did not have active learning but just passive learning.<sup>10</sup>

In this case, based on the observation it could be found some problems in English teaching there are: the students seldom be active in the class, the students

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<sup>9</sup> Smith, M.K. 1996. "Curriculum Theory and Practice". <http://www. Infed. Org/biblio/b-curriculum.html> Accessed 30 November 2011.

<sup>10</sup> Robert. 2008. *Tujuan Belajar Bahasa Inggris*. <http://robersumardi. Wordpress.com.html> retrieved 4 December 2011.

not active in communication in teaching-learning, because of that the teacher might taught they to more active cause in this curriculum the students should active learning.

Based on the problems, English subject has different characteristic with other subjects. Therefore, the English teacher implementing KTSP should be ready when they teach the students.

Beside the ability of the teacher to make good situation, good teacher and good strategy in his/her teaching and learning process. Our government has a teaching-learning competence based curriculum program as a guide to improve the implementation of education. Improving teaching preparation for successful teaching in the school will help the school.

Molly Lasagna states, “All of the teachers were willing to stay in the school when they experience success in rising students’ achievement, managing a classroom, and partnering with parents, and the community”.<sup>11</sup> Therefore, in teaching learning of English, the teacher should be able to make a good situation in the classroom. If a teacher can make a good situation in the classroom, he/she will be able to give motivation to the students.

In Language there are intellectual developments, socials, and emotional of students in learning all of subject study. Many teachers naturally taught in the same way that they were taught like used the media, method and their students become teachers who teach in similar manner.

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<sup>11</sup> Molly Lasagna, *Preparing Teachers Effectively For At-Risk Schools*, (Washington DC: t.np, 2009) p.2.

Based on pre observation, not all of teachers prepare when they taught the students, so that they did not get the best after they taught the students. For that reason, it is interested in describing the preparation curriculum of KTSP by the teacher of English class at MTsS Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar. The title of this study is as follow: **“THE PROBLEM OF IMPLEMENTATION SCHOOL BASED CURRICULUM (KTSP) OF ENGLISH LESSON AT MTSS HAYATUL ISLAM PEMURUS KEC. ALUH-ALUH KAB. BANJAR ACADEMIC YEAR 2012/2013”**

## **B. CLARIFICATIONS OF TITLE**

In order to avoid misinterpretation about the title above, it will be responsible to explain some terms in the title, as follows:

1. School based curriculum or KTSP (*Kurikulum Tingkat Satuan Pendidikan*) according to *BNSP* is “an operational curriculum that arranged by and doing in current educational unit.”<sup>12</sup>
2. According to E. Mulyasa, “implementation is an action or applying as an evaluation”.<sup>13</sup>
3. The word “KTSP” is acronym of “*Kurikulum Tingkat Satuan Pendidikan*”.<sup>14</sup>
4. MTsS it is mean Islamic Junior High School.

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<sup>12</sup> Bambang Soehendro. *Badan Standar Nasional Pendidikan (BSNP)*, (Jakarta, 2006) p.2

<sup>13</sup> Mulyasa. *Implementasi Kurikulum 2004*, (Bandung: Rosdakarya 2005) p.234

<sup>14</sup> BSNP, *Badan Standar Nasional Pendidikan -Standar Isi*,(Jakarta,2006),p.45.

5. MTsS Hayatul Islam is a school where the observer takes place. MTsS Hayatul Islam is located on Jl. Pemurus Rt.01 Kec. Aluh-aluh Kab. Banjar.

### **C. PROBLEM OF THE FORMULATION**

1. How is the English teacher in implementing of KTSP in English class at MTsS Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar in term of teaching preparation, teaching process, and evaluation?
2. What problems does the English teacher have in implementing of KTSP in English class at MTsS Hayatul Islam Pemurus Kec. Aluh-aluh Kab. Banjar?

### **D. REASON FOR CHOOSING THE TITLE**

1. KTSP is the last curriculum in Indonesia and still have to be observed the quality and goals of it.
2. To know how is the implementation of KTSP in Islamic junior high school and observe the teacher ability in developing the curriculum.

### **E. THE PURPOSE OF THE RESEARCH**

Based the rationale, this research is purposed to:

1. To observe and to know far the implementation of School Based Curriculum (KTSP) nowadays in Islamic junior high school.
2. To get an information of problem KTSP implementation.

## **F. SIGNIFICANCE OF THE RESEARCH**

1. Theoretically, it is an information and to improve the knowledge about the English teachers' preparation and problem of KTSP.
2. Practically, it is a material that can be used in teaching learning process, not only in the school but also at other place, for the people who are teaching and learning English.

## **G. WRITING ORGANIZATION**

This research consists of five chapters. They are arranged as follows:

The first chapter contains introduction that covers of rationale, problem formulation, reason for choosing the title, the purpose of the research, the significance of the research, and writing organization.

The second chapter contains theoretical review on related subject, consisting of the English teachers' preparation, definition of curriculum, definition of curriculum KTSP, and some aspects that influence of implementing KTSP in Islamic junior high school.

The third chapter contains method of research consisting subject and object of the research, data, source of data, technique of data collecting, design of measurement, techniques of data processing and analysis, and research procedures.

The fourth chapter contains report of research result, which consists of description of the research location, data presentation and data analysis.

The fifth chapter contains closure, which contains conclusion and suggestion.