CHAPTER I

INTRODUCTION

A. Background

School-based Curriculum (*Kurikulum Tingkat Satuan Pendidikan*) is a curriculum that is widely implemented by the Government of Indonesia to improve the quality of education in Indonesia. The government, through the Minister of National Education only gives the main directions. This curriculum largely gives authority for each unit of educational institution (school) to determine the materials in their teaching – learning process. The units of educational institution are expected to be able to increase local potency related to both local culture and education that students need, in line with views of national and global. Therefore, the students will eventually have proper skills to live in their environment.

School-based Curriculum consists of some components that are implemented generally. SBC's components are arranged into two documents. The components of SCB are:

a. Document 1
   − The aim of the unit of educational institution (school)
   − Structure and content of curriculum (consist of the subjects, local subjects, self-development, and management of subject credit, minimum mastery

criteria (KKM), requirements of advance class and graduation, education of life skill, local and global based education).

- Calendar of education

b. Document 2

- Syllabus, lesson plan (*Rencana Pelaksanaan Pembelajaran*)

- Appendixes (annual program, semester program, standard competency and local basic competence, self-development program, other program such as mapping basic competency or indicator).[1]

For the implementation of SBC, the headmaster as the decision maker in the policy of school has the responsibility for the entire school programs as stated in the rule of Minister of National Education No.19 year 2007 part B 5 chapter a.4 namely, *"4) Kepala Sekolah/Madrasah bertanggung jawab atas tersusunnya KTSP."[2]*

As a stakeholder of school, the headmaster has a large authority to lead the teachers and school's committee to manage and arrange of SBC in order to achieve the quality of education in the school. The development of SBC significantly depends on the headmaster's management skill of how the skill is properly applied of the students' needs and the demand of the world.

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[1]Direktorat Jenderal Manajemen Pendidikan Dasar dan Menengah, Direktorat Pembinaan Sekolah Menengah Pertama, *Buku Saku Kurikulum Tingkat Satuan Pendidikan (KTSP) Sekolah Menengah Pertama Departemen Pendidikan Nasional* (Jakarta: Depdiknas, 2009), 3 – 4.
[2]Bambang Sudibyo, *Standar Pengelolaan Pendidikan oleh Satuan Pendidikan Dasar Dan Menengah* (Jakarta: Peraturan Menteri Pendidikan Nasional Republik Indonesia Nomor 19 tahun 2007), 5.

The other person who has an important role is the vice headmaster of curriculum. He manages and redesigns the curriculum of the school. He also supervises the implementation of curriculum, especially for development of English speaking skill. Thus, the vice headmaster also handles the development of standard competency and basic competency.

Likewise, the teacher is the most important person who has the main role in the implementation of SBC. The teacher can create the materials of subject, develop and modify them using the direction of Standardized Institution of National Education (*Badan Standarisasi Nasional Pendidikan)*. The teacher certainly chooses and selects materials and methods of teaching that are suitable to the culture and students' need. It is because the teacher is the closest person with the students and their culture.

The teacher has role and responsibility to implement SBC, one of them is to arrange syllabus well according to the directions in standard competency (*Standar Kompetensi*) and basic competency (*Kompetensi Dasar*) that are given by the government through the Standardized Institution of National Education (*Badan Standar Nasional Pendidikan*). In the rule of Minister of National Education in No.19 year 2007 part B 5 chapter a.6 namely, *"6) Setiap guru bertanggung jawab menyusun silabus setiap mata pelajaran yang diampunya sesuai dengan Standar Isi, Standar Kompetensi Lulusan, dan Panduan*

Penyusunan KTSP."[3] The syllabus will be used as a reference to make suitable lesson plan. Every aim in SBC will be implemented especially in syllabus design. Both the materials and methods will be used by the teacher.

English contains four main skills: listening, speaking, reading, and writing. The skills are the main components to build understanding of English for everybody especially for students in communication. Most experts made efforts to find an easy way to help students understand English well.

Specifically for speaking skill, it is a major skill and a real understanding signs in a language. If people can speak in a foreign language, the people must understand the language. Speaking is not only knowledge where students need to know grammar and vocabulary but also how students practice speaking.

Speaking resembles "kicking" in playing football. Theory only is not enough, it also requires practice. It combines both of them. Speaking cannot be improved in term of fluency and accuracy without practice. Thornbury states that:

> Speaking is interactive and requires the ability to co-operate in the management of speaking turns. It also typically takes place in real time, with little time for detailed planning. Spoken fluency requires the capacity to marshal a store of memorized lexical chunks. And the nature of the speaking process means that the grammar of spoken language differs in a number of significant ways from the grammar of written language.[4]

Many graduates still have low speaking skill although their theory's scores are high. Scott Thornbury said in his book that it is generally accepted that

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[3]Ibid, 5.

[4]Scoot Thornbury, *How to Teach Speaking* (Oxfordshire: Longman-Pearson Education Limited, 2005), iv.

knowing a language and being able to speak it are not synonymous.[5] Furthermore, speaking should have extra – time for the students, so they have the chance to improve their English speaking skill.

This case makes the researcher interested in finding out school's strategy of SBC implementation for English speaking skill. How an educational institution provides the chance for the students to improve speaking English skill in the recent curriculum (SBC). The researcher decided to find out the school's strategy of SBC implementation for English speaking skill. The researcher considered that he also needed to find out the supporting and hindering factors, and how to deal with the difficulties in SBC implementation.

A major reason why the speaking skill is important is because the study of written grammar may not be the most efficient preparation for speaking.[6] Moreover, speaking is a skill, and as such needs to be developed and practised independently of the grammar curriculum.[7] Speaking should have special proportion of time more than the other English skills in teaching – learning process in order to progress significantly. The school should make a particular policy to manage and include speaking skill both in curricular and extra-curricular since speaking has not been in curriculum credit itself yet as a major subject.

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[5] Ibid, iv.
[6] Ibid, iv.
[7] Ibid, iv.

The researcher hoped to be able to conduct this study in SMA Khadijah Surabaya. This school has been implementing SBC in the teaching-learning process since 5 (five) years ago. The researcher wanted to find out about the school's strategy of SBC implementation for English speaking skill is for a reflection for the researcher to understand on school's strategy of SBC implementation.

The reasons why the researcher chose SMA Khadijah as a research object are firstly, SMA Khadijah is a private school that is based on the Islam religion and has the initial goal to develop the ability to speak Arabic and English so that they can play a role in the national and global contexts. This school also developed English Day program to improve the speaking skill for the students, even there was a research proved the successfulness of this program in this school. The first reason made the researcher motivate to find out the management of this program related to the SBC implementation for English speaking skill.

Secondly, SMA Khadijah is a Islamic school that developed an adaptive curriculum referred to the University of Cambridge and in the academic year 2008-2009 period October/November has graduated 5 students. The researcher assumed that an adaptive curriculum needs the supporting media namely english language. The researcher got motivation to find out the efforts of SMA Khadijah to prepare English as a media communication in the adaptive curriculum.

Thirdly, SMA Khadijah is a school that has the label as a favorite Islamic schools and was accredited "A". The researcher was motivated to find out the strategy of SMA Khadijah to implement SBC especially for English speaking skill. The researcher assumed that the school that was accredited A is the school that implemented curriculum well. Therefore, the researcher conducted this research to improve the knowledge about curriculum implementation.

The research on SBC implementation has been conducted previously. The previous researcher found out about the successfulness of implementation of SBC in teaching − learning English. The researcher focused on four English skills: listening, speaking, reading, and writing skills through two cycles and four suggestions in English teaching − learning process. While in this research, the researcher focused on school's strategy of SBC implementation for English speaking skill.

To research on the school's strategy of SBC implementation for English speaking skill, the researcher decided to explore the supporting and hindering factors that affect significantly and the solution to deal with the difficulties. The researcher focused this study on the facilities and infrastructures that support the school's strategy of SBC implementation. The facilities and the infrastructures can certainly ease the teacher as instruments for learning process.

B. Problem of the Study

The researcher expected to answer the questions as follows:

1. What is the school's strategy of SBC implementation for English speaking skill in SMA Khadijah Surabaya?

2. What are the factors that support and hinder the SBC implementation for English speaking skill in SMA Khadijah Surabaya?

3. What is the solution to deal with the difficulties of SBC implementation for English speaking skill in SMA Khadijah Surabaya?

C. Objectives of the Study

1. To find out the school's strategy of SBC implementation for English speaking skill in SMA Khadijah Surabaya.

2. To find out the supporting and hindering factors of SBC implementation for English speaking skill in SMA Khadijah Surabaya.

3. To find out the solution to deal with the difficulties of SBC implementation for English speaking skill in SMA Khadijah Surabaya.

D. Signification of the Study

1. As a new knowledge for the researcher on the school's strategy of SBC implementation for English speaking skill in SMA Khadijah Surabaya.

2. As a new reference for the other schools on the supporting and hindering factors of SBC implementation for English speaking skill in SMA Khadijah Surabaya.

3. As a new reference for the other researchers on the solution to deal with the difficulties of SBC implementation for English speaking skill in SMA Khadijah Surabaya.

E. **Scope and Limitation**

The researcher focused on the school's strategy of SBC implementation for English speaking skill in SMA Khadijah Surabaya, the supporting and hindering factors, and the solution to deal with the difficulties of SBC implementation for English speaking skill in SMA Khadijah Surabaya. This school is located on Jl. A. Yani No. 2 – 4 Wonokromo Surabaya East Java. The data sources are the headmaster, the vice headmaster of curriculum, the English teacher of eleventh grade students of social department, eleventh grade students of social department in SMA Khadijah Surabaya, and SBC documents.

F. **Definition of Term**

1. **SBC**

SBC (School-based Curriculum) or KTSP (*Kurikulum Tingkat Satuan Pendidikan)* in Indonesian language is a curriculum that is determined by every unit of educational institution (school) following the directions of the Ministry of National Education. SBC is an education operation curricular that

arranged by and conducted in each units of educational institution in Indonesia.[8]

2. **Strategy**

Strategy is a way of school to reach aims of education efficiently and effectively. Alfred Chandler states that strategy is the determination of the basic long-term goals and objectives of an enterprise, and the adoption of courses of action and the allocation of resources necessary for carrying out these goals.[9]

3. **English**

English is an international language, spoken in many countries both as a native and as a second or foreign language.[10]

4. **Speaking Skill**

Speaking is the productive skill in the oral mode. It, like the other skills, is more complicated than it seems at first and involves more than just pronouncing words.[11]

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[8]Mulyasa, E. *Kurikulum Tingkat Satuan Pendidikan* (Bandung. Remaja Rosdakarya. 2007),
[9]Efendi Arianto, *"Pengertian Strategi"* (http://strategika.wordpress.com/2007/06/24/pengertian-strategi/, accessed on 10 April 2013)
[10]M. S. Thirumalai, *"Language in India – Strength for Today and Bright Hope for Tomorrow"* (http://www.languageinindia.com/april2002/tesolbook.html, accessed on 10 April 2013)
[11]SIL International, *"Speaking Skill"* (http://www.01.sil.org/lingualinks/languagelearning/otherresources/gudlnsfralnggandcltrlrnngprgrm/SpeakingSkill.htm, accessed on 10 April 2013)_