

CHAPTER V

CONCLUSION

A. Conclusion

The strategy of SMA Khadijah to implement School Based Curriculum (SBC) for English speaking skill included in 4 (four) aspects. The first aspect, the arrangement of school's aims showed that SMA Khadijah had arranged vision, mission, and objectives related English speaking. This school continued to achieve the aims through English programs. The programs are English Day, English training for teachers, and conversation class for the tenth grade.

The second aspect was the development of syllabus and lesson plan. The syllabus and lesson plan were developed in English especially for English teacher. The English teacher gave proportion for English speaking skill in the syllabus and lesson plan. This is to enable the teacher to implement the plan into the teaching learning process. The teacher also had rubric of English speaking skill to measure the students' speaking skill.

The third aspect was the teaching learning process. The strategy was specifically implemented by the English teacher. The teacher used English to explain the materials so that the students also responded in English. In the teaching learning process, the teacher used several steps in teaching, they are: 1) Opening, the teacher invited the students to improve the belief to God by

praying before beginning teaching learning process. The teacher also paid attention to students' development by checking the presence of students. 2) Main steps, the teacher implemented the learning method democratically by explaining friendly and giving students the chance to ask. He also gave homework and discussed it in the next meeting. 3) Closing, the teacher gave feedback scoring the speaking test and evaluating the test regularly.

The fourth aspect of the strategy to implement SBC in SMA Khadijah was in the other policy for development of English speaking skill. This school used the opportunity that was in School Based Curriculum to develop English speaking skill by arranging the policies related English speaking skill. They are 1) partnership with other Institutions, 2) improving the quality of teachers, and 3) English Day.

Besides, based on the findings of research, there were supporting and hindering factors to implement SBC for English speaking skill in SMA Khadijah. The supporting factors are hotspot, English textbook for representative classroom, laboratory of language, and library (for the facilities and infrastructures). The other supporting factors are the qualified teachers especially the English teacher and the trained students related synchronically (human resources). Moreover, there is regulation to use English as a communication media in school environment especially in English Day.

In contrary, the hindering factors in SMA Khadijah are unavailability of mechanic laboratory that students could use to develop their skill in mechanic

and the usage of English terms. The other factor is in human resources. There are 2 (two) factors in human resources that hindered the SBC implementation for English speaking skill namely in the teacher and the students.

The first was in students factors. The students of SMA Khadijah came from students who did not pass the selection test from the state senior high schools. Those students had fewer skills to follow the environment of SMA Khadijah that implemented SBC largely in English. This factor became this school got difficulties to reach the ideal implementation of SBC.

The other hindering was in teacher factor. Every year, the teachers worked together to arrange including the English teacher, yet there were teachers who hindered the curriculum. The teacher did not finish the component of Curriculum, like finishing syllabus and lesson plan for long time. It was caused the curriculum could not be legalized by the department of education whereas in the component the English program included to implement soon. The teacher also underestimated the duty of school since the teacher included the member of Khadijah Foundation.

To solve the difficulties the SBC implementation for English speaking skill, SMA Khadijah increased the needed facilities and infrastructures and improved the human resources of SMA Khadijah. All efforts were conducted by planning to cost of building the mechanic laboratory. SMA Khadijah also held trainings for students and teachers in order to implement SBC successfully.

B. Suggestion

After conducting the observation and analysis the data, the researcher would like to give suggestion to these following people. It is expected that it will beneficial for:

1. For the School

SMA Khadijah must be consistent in conducting programs to improve English speaking skill both in relating on International institutions and to spread speech/speak contest out, even improve the quality service in education. The available programs of the school in SBC implementation should be add with other skill programs such as electricity technique and weak automotive.

2. For the student

The duty of students are studying and studying, everything should be studied for the better life. SMA Khadijah provides the proper services/programs in education, so that the students should obey them and the students can participate to improve quality of the school's policy.

3. For the other Researcher

In this research, the researcher explains SBC implementation for English speaking skill as detail as possible. It is open to be a reference or even a comparison in the next research in order to enrich the existing knowledge.