ABSTRACT

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Tittle : The Implementation of SBC (School based Curricculum) in English teaching-learning process for the eighth grade of Islamic Junior High School Darussalam – Gresik
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This study aimed to describing the implementation of SBC in English teaching-learning process at Junior High School, primary for the eighth grade of Islamic Junior High School Darussalam Kedamean-Gresik. SBC (School Based Curricculum) based on UU No.20 thn.2003 and Government Regulation No.19 thn.2005 about Standardization National Education that arranged by each educational unit level that refers to SI (Content Standard) and SKL (Graduation Standard Competence) based on BSNP (Educational National Standard Division).

To be more specific, this study was focused on the implementing SBC through two cycles and four steps, material used by the teacher, classroom assessment and measurement form by the teacher.

Here, the researcher is interested to Islamic Junior High School Darussalam Kedamean-Gresik that observed because that school used SBC since 2008/2009 academic years. Besides, the researcher interested in conducting study to observed the implementation of oral and written cycles in Junior High School because of SBC is the newest curriculum and the researcher want to know the teacher's participation and creativity in conducting oral and written cycle through four steps suggestion BKOF (Building Knowledge Of Field) to built student's knowledge related to the topic, MOT (Modeling Of Text) to help student's interpretation to the materials, JCOT (Joint Construction Of Text) to evaluate student in peer or group work and ICOT (Independent Construction Of Text) to evaluated student individually in Islamic Junior High School in Darussalam Kedamean-Gresik.

The research design of this study is descriptive since the study is designed to obtain information concerning the current condition of the subjects taken and directed toward determining the nature of situation as it at the time of the study.The aim of this study is to describe how the teacher implements oral and written cycles, four suggestions, and assessment and measurement form by the teacher. The researcher collected the data by using the observation checklist, interview guide and documentation. The observation means the researcher observed the teacher directly during the teaching-learning process. Then, the interview is used to help the researcher to complete the data during the teaching-learning process. Finally, documentation supported observation and interview data as prove the research.

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The data of this study was in form of the observation result, it was through observation checklist, it was use to prepare the point that be observed to know English teaching-learning process in the classroom through oral and written cycles and four stages. Besides, the interview result was taken to know teacher understands the implementing SBC about syllabus and lesson plan, other source of material and measurement form was used by the teacher. And, documentation supported the data about the observation check list, materials used by teacher in the class, interview result and school's data which got from the school.

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