



**TEACHERS' PROBLEMS IN PROVIDING
TEACHING DOCUMENTS IN THE
IMPLEMENTATION OF KTSP**

**(The Case of English Teachers in Elementary Schools in Karanganyar
District, Pekalongan Regency in the Academic Year of 2009/2010)**

a final project

submitted in partial fulfillment of the requirements

for the degree of *Sarjana Pendidikan*

in English

by

Ning Suminar

2201406610

**ENGLISH DEPARTMENT
FACULTY OF LANGUAGES AND ARTS
SEMARANG STATE UNIVERSITY**

2013

PERNYATAAN

Dengan ini saya,

Nama : Ning Suminar

NIM : 2201406610

Jurusan : Bahasa dan Sastra Inggris

Prodi : Pendidikan Bahasa Inggris

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Semarang, Agustus 2013

Yang membuat pernyataan

Ning Suminar

NIM. 2201406610

APPROVAL

This final project has been approved by the Board of Examiners of the English Department of the Faculty of Languages and Arts of Semarang State University on August 29, 2013.

Board of Examiners

1. Chairman
Prof. Dr. Agus Nuryatin, M.Hum
NIP. 196008031989011001 _____
2. Secretary
Dr. Issy Yuliasri, M.Pd
NIP. 196207131990032001 _____
3. First Examiner
Novia Trisanti, S.Pd, M.Pd
NIP. 197611062005012002 _____
4. Second Examiner/Second Advisor
Sri Wahyuni, S.Pd, M.Pd
NIP. 197104082006042001 _____
5. Third Examiner/First Advisor
Dr. Dwi Anggani Linggar B, M.Pd
NIP. 195901141989012001 _____

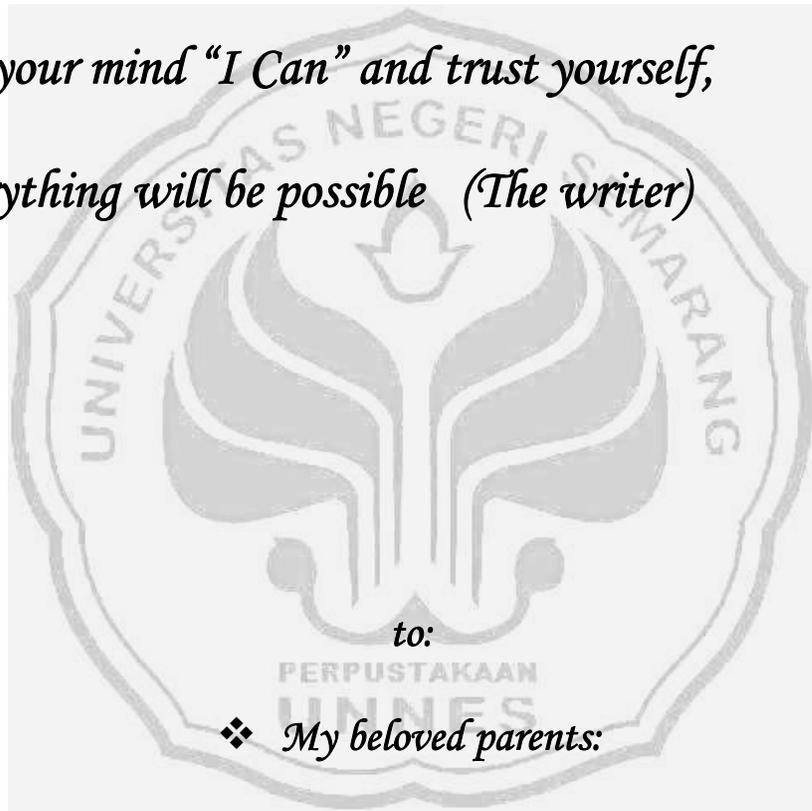
Approved by

Dean of Faculty of Languages and Arts

Prof. Dr. Agus Nuryatin, M.Hum
NIP. 196008031989011001

*I know life doesn't always go on my way, but I'll
keep trying (The writer)*

*Set your mind "I Can" and trust yourself,
everything will be possible (The writer)*



to:

❖ *My beloved parents:*

(Prastowo, S.Ap & Ramisih)

❖ *My brothers and sister:*

(Sagaray, Haningray, Sofires)

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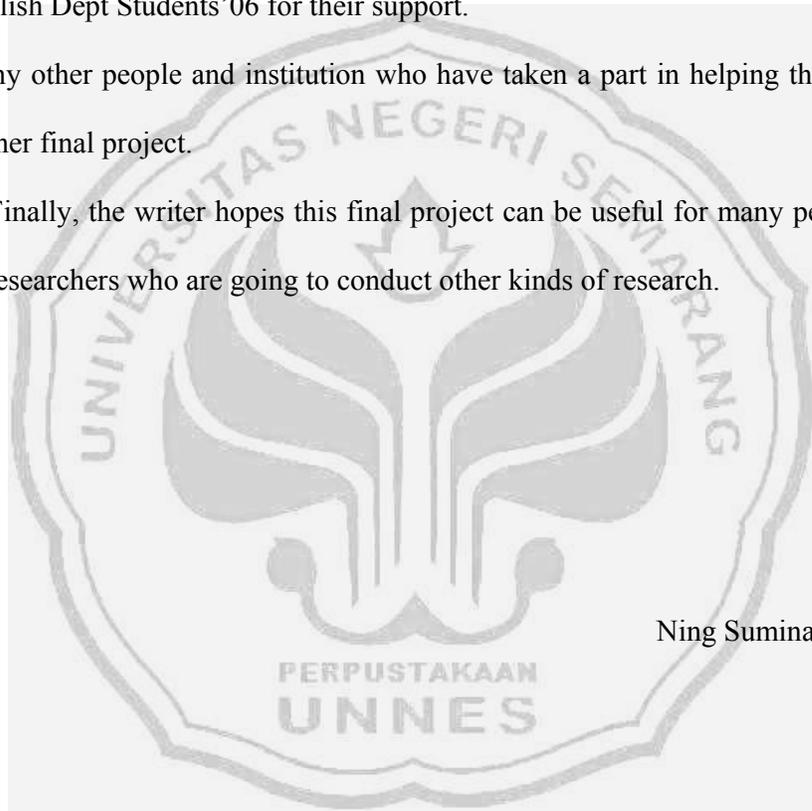
The writer would like to express my sincerest appreciation and gratitude to Novia Trisanti, S.Pd, M.Pd as the examiner, Dr. Dwi Anggani L.B, M.Pd as the first advisor and also Sri Wahyuni, S.Pd, M.Pd as the second advisor, who have given me invaluable thought, time, advice, direction, and encouragement during the process of my final project writing. The writer also would like to express great appreciation and gratitude to all who have taken part and helped the writer during the process of this final project development. They are:

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Finally, the writer hopes this final project can be useful for many people or other researchers who are going to conduct other kinds of research.



Ning Suminar

ABSTRACT

Suminar, Ning. 2013. *Teachers' Problems in Providing Teaching Documents in the Implementation of KTSP. (The Case of English Teachers in Elementary Schools in Karanganyar District, Pekalongan Regency in the Academic Year of 2009/2010)*. A Final Project, English Department, Languages and Arts Faculty, Semarang State University. Advisor: I. Dr. Dwi Anggani L.B, M.Pd. II. Sri Wahyuni, S.Pd, M.Pd

Key Words: The Teachers' Problem, Document of KTSP, Implementation of School Based Curriculum.

Since the School Based Curriculum is one of curriculum in the Indonesian education system, it is very important for the teachers to know and master the implementation of KTSP because every school is considered able to develop its own curriculum based on graduation standard, content standard, and common guidance. Therefore, in this study the writer research about the teachers' problems providing documents in the implementation of School Based Curriculum by the English teachers in private and state Elementary Schools in Karanganyar District. It is very important and useful to know what kinds of difficulties faced by the teachers in providing teaching documents in the implementation of School Based Curriculum.

This study used descriptive qualitative research design, the writer used opened questionnaire, closed questionnaire and interview. The questionnaire included direct questions because the respondents answered the questionnaire based on their experiences on their conditions. The form of the questionnaire was the combination between multiple choices and essay question to get the data completely.

The result showed that there was still teachers' less understanding about the School Based Curriculum. Moreover, the common problem faced by the English teachers in private and state Elementary Schools in the Karanganyar district were mostly they do not really understanding about it. It happens because they do not have enough School Based Curriculum information and understanding in order to implement it. Properly, I propose the following suggestions. The teachers should get more understanding about new curriculum; for instance by reading some books related to the curriculum, browsing internet to upgrade their information about the curriculum to join the SBC trainings.

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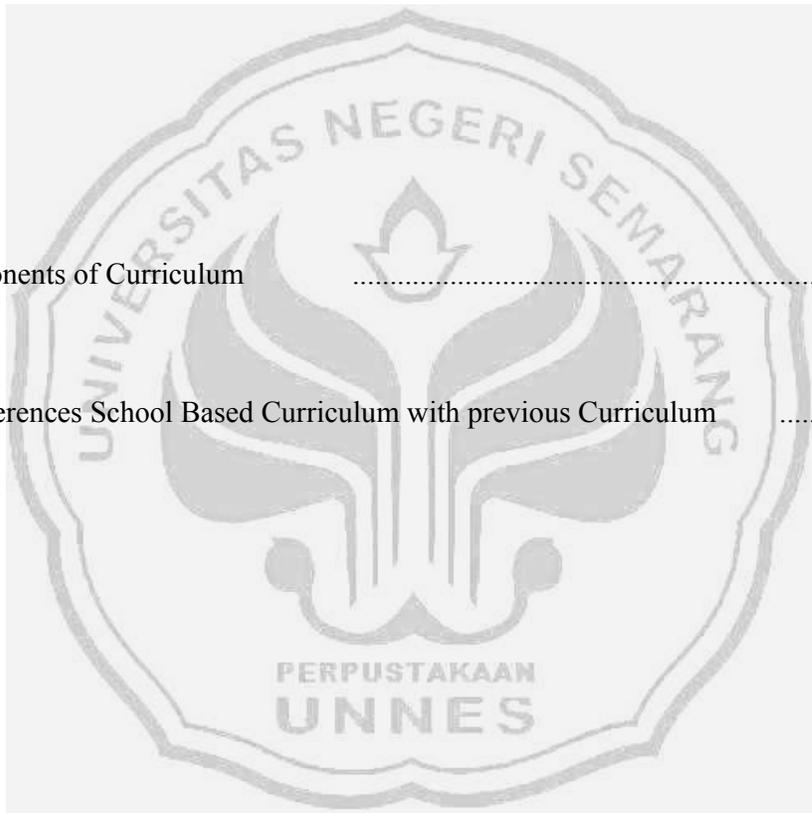
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CHAPTER 1

INTRODUCTION

This chapter presents the introduction. It consists of background of the study, reasons for choosing the topic, limitation of the study, statement of the problem, objective of the study, significance of the study and outline of the study.

1.1 Background of the Study

The use of a specific curriculum influences an education's condition in a country. In Indonesia, the curriculum implemented also influences the condition of education in Indonesia. Curriculum is a basis of teaching-learning process, so every teaching-learning process has to follow the curriculum. It is the set of courses, coursework, and content offered at school or university (<http://en.wikipedia.org/wiki/Curriculum>). Because of that, every teacher has to understand and follow the current curriculum before planning and developing a kind of teaching-learning process and the materials for the teaching-learning process.

Most of the Indonesian students have not acquired the English language skills as required by the curriculum, although the process of teaching-learning has been done for along time. In order to solve this problem, the Indonesian curriculum has been made an evolution from 1945 until now.

Lie (2007) who did a study on Education Policy and EFL Curriculum in Indonesia: Between the Commitment to Competence and the Quest for Higher Test Scores mentioned about English curricula since Independence. Since its independence in 1945, Indonesia has changed its English curriculum seven times using three different approaches.

The latest curriculum, in 2006, School Based Curriculum was launched, a new curriculum that is based on school level. The content of the School Based Curriculum is 80% of Competence Based curriculum. Based on UU no.20 in 2003 about national education system states that educational implementation should be done in decentralization. Globalization era demands a democratic and accurate educational implementation in order to increase the quality of national education, so that it can compete with other countries educational result. One of government's efforts to achieve it is by determining the standards of national education (*Pedoman Penyusunan KTSP, 2008: 1*).

English teaching learning process in Elementary School is aimed to develop students' language ability, which is used for accompanying action. English is used to interact and has the characteristics of "here and now". The materials are ranging from class context to students' surroundings.

Based on KTSP 2006, the objectives of English teaching and learning process in elementary school are: (1) to develop students' verbal communication competence, and (2) students know the importance of English to increase the nation's competitiveness in the global society.

School-based Curriculum is an operational curriculum which is formed and practiced by each school in Indonesia. Consequently, the curriculum used in a school may be different from the one to the other schools. The different form and practice depend on the needs of the school; still, the government has given the standard curriculum as a model for the school (*Badan Standar Nasional Pendidikan: 2006*).

In relation to documents needed in the implementation of the SBC curriculum, school practitioners and teachers are required to develop documents, such as syllabus and lesson plan. However in the field, there are still many problems, for example: they have not got enough School Based Curriculum information and understanding in order to implement the School Based Curriculum. Moreover, not all schools have done successfully in conducting and applying the School Curriculum. Related to this problem, I would like to do a study entitled Teachers' problems in teaching documents in the implementation of KTSP.

1.2 Reason for Choosing the Topic

The reasons for choosing the topic are stated below:

First, English curriculum is very important in English teaching. English curriculum will help teachers to plan, prepare teaching materials and teach their classes. Curriculum also provides what procedure can be used to determine the content of learners' needed, what contextual factors need to be considered teaching their class.

Second, School Based Curriculum (SBC) is the curriculum in Indonesia. The government starts this curriculum in 2006 until now. It is important to the English teachers to know and always follow the improvement of the SBC 2006. The success of curriculum realization depend on the teacher's understanding of the curriculum.

Therefore, for the final project, I conducted a research on Elementary English teachers' problems in providing documents in the implementation of KTSP.

1.3 Limitation of the Study

In this study, I would like to limit the problems as follows:

- 1) This study focuses on elementary English teachers' problems in developing Documents II (Syllabus and Lesson Plan) in the implementation of School-Based Curriculum.
- 2) This study focuses on English teachers in private and state school only in Karanganyar district.

1.4 Statement of the Problem

The problem statement of this study can be stated as follow:

- 1) What are teachers' problems in providing documents II (Syllabus and Lesson Plan) in the implementation of SBC in Elementary School?
- 2) To what extend do teachers understand about the implementation of SBC?

1.5 Objective of the Study

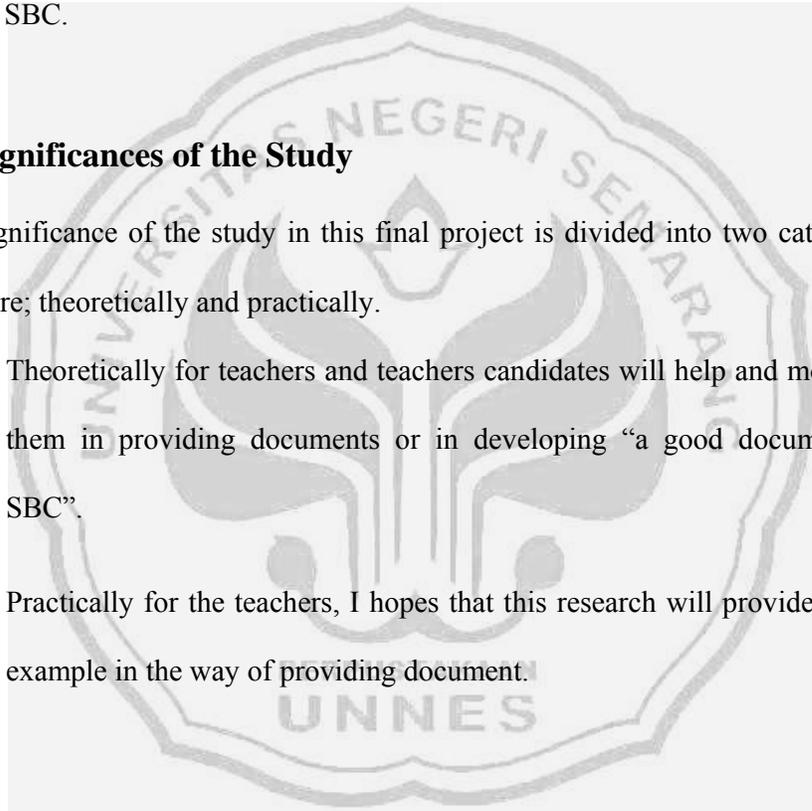
The objectives of this study are:

- 1) To find the teachers' problems in providing documents II (Syllabus and Lesson Plan) in the implementation of SBC in Elementary School.
- 2) To describe what extend teachers understand about the implementation of SBC.

1.6 Significances of the Study

The significance of the study in this final project is divided into two categories, those are; theoretically and practically.

- 1) Theoretically for teachers and teachers candidates will help and motivated them in providing documents or in developing “a good documents in SBC”.
- 2) Practically for the teachers, I hopes that this research will provide a good example in the way of providing document.



1.7 Outline of the Study

This final project consists of five chapters. The report is systematized as follows:

Chapter one is an introduction of the study. It contains the general background of the reasons for choosing the topic, limitation of the study, statement of the problem, objectives of the study, significance of the study, and outlines of the study.

Chapter two describes about the review of related literature which contains three sections. The first section presents the previous studies in subject related to this topic. This is then followed by the second section that talks about the theoretical reviews underlying this study. The last section describes the theoretical framework which is used as the basis of the study.

Chapter three provides the method of investigation that consists of research design, the subject of the study, data source, roles of researcher, procedures of collecting data, and procedures of analyzing data.

Chapter four provides the discussion and the result of the study. It describes the English teachers' problems in developing teaching documents in the implementation of KTSP in state and private in the Elementary School.

Chapter five concludes the overall study. This chapter contains conclusions of the study and suggestions.

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter consists of three sections. The first section presents the previous studies in subject related to this topic. This is then followed by the second section that talks about the theoretical reviews underlying this study. The last section describes the theoretical framework which is used as the basis of the study.

2. 1 Review of the Previous Studies

In the area of language learning, there have been a number of research conducted with the purpose of revealing the ways in which School Based Curriculum is implemented in Indonesian education system. One of such studies was conducted by *Wijayanti* (2009). She wrote about the implementation of the School Based Curriculum (KTSP) by an English teacher of SMAN 2 Wonogiri. This final project discussed the implementation of the School Based Curriculum by the English teachers in SMAN 2 Wonogiri.

Moreover, *Krisnawati* (2009) wrote about The Writing Ability of SMAN English Teacher in Making Lessons Plans Based on KTSP 2006. The aim of this study is to know how far the SMA English teachers are able to make lesson plan which has to be appropriate with a new curriculum that is KTSP 2006.

Siti Jamilah (2008) wrote an article entitled English in Indonesian Primary Schools. She discussed an overwhelming fact between the expectation and the

reality to overlook the implementation of English curriculum document at Primary School Level currently used by the educational ministry.

Wachyu Sundayana (2009) wrote about English Teachers' difficulties and Perceptions in Developing School Based Curriculum in SMP/ MTS in the West Java. The writer discussed about the problems difficulties that are faced in developing School Based Curriculum.

Sulipan (http://sekolah.dk.com/rich_text_13html accessed on 11 March 2012 at 11:13:44) wrote about The Problems in the Implementation of KTSP. He said that teachers competence still less on development teaching and learning especially in development of syllabus.

Endang Sulistiani wrote The Perception of English Teachers at Public JuniorHigh Schools in Malang on the Implementation of School-Based Curriculum(KTSP). She find out four of the English teachers have good understanding about School Based Curriculum and two others do not although they had already joined some trainings and workshops about SBC. Their problems are generally related to time management, classroom management, sources of material for listening, and evaluation.

Soni Mirizon and M.Yunus wrote about the Difficulties in Development and Writing Teaching Materials School Based Curriculum of Junior High School in Palembang. They find out the difficulties faced by English teachers' like didn't enough training or socialization in understanding concept of School Based Curriculum; didn't know or care with the students' need, interest and ability since there were so many students in a classroom; didn't know exactly what School

Based Curriculum demands; didn't really understand of how to evaluate teaching materials that were in line with the Basic Competence and Standard Competence of the curriculum.

Considering all of the studies above, I view that there are still so many areas of study that have not been explored. These are the effectiveness of teacher's professionalism in implemented School Based Curriculum (KTSP 2006), an exploratory study of KTSP implementation in International Schools, steps that have to be done in improving the teachers' professionalism in implementing curriculum, etc. In this report, I focus on the analysis of Teachers' problems in providing teaching documents in the implementation of KTSP.

2.2 Review of the Theoretical Study

This second section gives brief description about definitions of Curriculum, the definition of School Based Curriculum, the characteristics of School Based Curriculum, the goals of School Based Curriculum, the documents of the School Based Curriculum, Syllabus, Lesson Plan.

2.2.1 Curriculum

There are many point of views related to the definition of curriculum. A definition from the Education Regulation number 20 year 2003 about National Educational System becomes the underlying concept of curriculum. It stated that curriculum is a set of a plan and regulation dealing with the goals, content, materials and ways used as direction of teaching activities process to reach the education goals.

Hornby mention that “Curriculum is the subject included in a course of the study or taught a particular school, college, etc” (1997:287). In line with Hornby, *Merriam Webster’s New International Dictionary* (1984) states that “curriculum is the courses offered by an educational institution. *Encyclopedia of knowledge* (1990) defines “the term of curriculum as a plan for what is to be taught in schools. The curriculum is developed to facilitate the teaching-learning process under direction and guidance of a school, college or university and its staff members”.

In addition, *Feez and Joyce* (1998: 9) state that “curriculum is a general statement of goals and outcomes, learning arrangements, evaluation, and documentation relating to the management of programs within an educational institution”.

Nunan (1989) simply offers three main subcomponents of curriculum: syllabus design, methodology and evaluation. Syllabus design focuses on selecting, sequencing, and justifying content; while methodology has to do with selecting, sequencing, and justifying learning tasks and experiences; and evaluation has to do with how well students have mastered the objectives of the course and how effectively the course has met their needs. The three subcomponents are related one another to become a system of education. The following diagram shows how they following diagram shows they fit together

Curriculum component	Focus	Defining Questions
Syllabus design	Content	What content should we teach? In what order should we teach the content? What is the justification for selecting this content?
Methodology	Classroom techniques and procedures	What exercises, tasks, and activities should we use in the classroom? How should we sequence and integrate these?
Evaluation	Learning outcomes	How well have our students done? How well has our program served our students' needs?

Table 1. Subcomponents of Curriculum (Nunan, 1989)

Based on the definitions of the curriculum above, it can be stated that curriculum is the guidance for the teachers in determining his ways or strategies in doing the teaching and learning process and it is also the guidance for the students in achieving what they expect in their learning process.

2.2.2 Definitions of School-Based Curriculum

School-based Curriculum is an operational curriculum which is formed and practiced by each school in Indonesia. Consequently, the curriculum used in a school may be different from the one to the other schools. The different form and

practice depend on the needs of the school; still, the government has given the standard curriculum as a model for the school (*Badan Standar Nasional Pendidikan: 2006*).

According to the education regulation number 20 year 2003 about national Education System, School based Curriculum is defined as an oprational curriculum arranged and applied by each education unit.

Furthermore, *Mulyasa (2006)* defined School Based curriculum as a derivational model curriculum in school level, which is developed and suited to the characteristics of the school, the region, the social characteristics of the surrounding and the characteristics of its pupils.

The government has given a national standard of the curriculum, which serves as a model for schools. There are several differences between KTSP and its predecessors. These differences are shown in table 2;

School-Based Curriculum	Previous Curriculum
1. Created by school	1. Created by government
2. Based on competence	2. Based on context
3. Students are more active	3. Teachers are more active
4. Based on national standard	4. there was no national standard

Table 2: the differences School Based Curriculum with previous Curriculum

On the principle, School Based Curriculum constitutes a part which can be separated of the content standard, but the development is given to the school in order to be appropriate with schools' need. School Based Curriculum consists of the education purposes of education unit level, structures and curriculum contents, education calendar, and syllabus.

Development guidance of School Based Curriculum 2006 (*Badan Standar Nasional Pendidikan 2006:3*) explains that School Based Curriculum is compiles in order to give opportunity for students in;

- 1) Learning to believe in God;
- 2) Learning to comprehend and involve;
- 3) Learning to be able to execute and do effectively;
- 4) Learning to live with others useful for others;
- 5) Learning to developed and find spirit though active, creative, effective learning process.

It also explains that the components of School Based Curriculum 2006 consists of:

- 1) The target of school education;
- 2) Structure and curriculum content;
- 3) Calendar education;
- 4) Syllabus;
- 5) Lesson plan (RPP)

Based on definition above, School Based Curriculum can be defined as the operational curriculum that is arranged and applied by each educational unit that reflects on knowledge, skills and attitude, so it can increase the whole student's potency.

2.2.2.1 Characteristics of School-based Curriculum

Mulyasa (2006) argue that there are at least four characteristics of KTSP, which can identified, such as;

- (1) The full authority of the headmaster and educational unit.

Each school has a board of trustee that is responsible for all aspect of school operation. In this case, the headmaster has some rules dealing with the school operation such as the full authority holder of the school and decision maker of the school together with school committee. Related to the cocept of KTSP, the headmaster should be able to adopt the student's characteristics and cultural environment background.

- (2) Parents and society have more influences

Parents and society may also participate in making school decision. Through the school council, parents and society are able to supervise and help the school in managing the school program. The participation can be taken directly and indirectly in school program and learning process.

(3) The democratic and professional leadership

Dealing with the concept of KTSP, the existence of the headmaster as the person elected by the school committee and some school personnels hold the responsibility for creating conducive atmosphere, which is suited to teaching learning process dealing school decision. The headmaster has the high authority for making school decisions in line the school committee agreement.

(4) Transparent teamwork

A school system consists of some intercorelated components namely the students, the teachers, parents, and some other school personnel. Those all components work together in order to realize the intended goal.

Based on those characteristics, all school components are demanded to conduct and manage the coordination properly in order to achieve the certain purpose. Related to the School Based Curriculum, the intended goals have to deal with mission and vision of the school.

2.2.2.2 The Goals of the School Based Curriculum

Mulyasa as quote by *Wijayanti (2008: 17)* states that goals of School Based Curriculum can be classified into two categories. They are:

(a) General Goal

The general goal of the School Based Curriculum is to give autonomy to the educational institutions and support the schools to make decision in curriculum development.

(b) Specific Goals

Specially, the goals of School Based Curriculum implementation are:

- 1) To improve the education quality through school autonomy and initiative in curriculum development, using and managing the provided resources.
- 2) To improve the attention of the school citizen and society in the curriculum development through decision making.
- 3) To improve fair competition among the educational institutions in improving their education quality.

2.2.3 The Document of the School-Based Curriculum

There are documents in the School-Based Curriculum. Those are Document I and Document II. The Document I is the School-Based Curriculum generally related to the school, it includes vision and mission of the school, education calendar, curriculum structure, local content, target of educational, etc. While the document II is the School-Based Curriculum that is related to certain subject. It means that Document II consists of Syllabus and Lesson plan.

2.2.3.1 Syllabus

In the School Curriculum (KTSP), every school may have different curriculum depending on the need and the condition of the school. Consequently, teacher's role is very important in selecting and preparing the materials well.

“A syllabus is an explicit and coherent plan for a course of study. The syllabus is a guide or map for the teacher or the learner, which may need to be altered once the course commences. A syllabus is constructed by selecting and sequencing content, based on explicit objectives. It is a public document, usually prepared by the teachers and negotiated with learners. It specifies what is to be taught in any course of study” (*Feez and Joyce, 1998:2*).

BSNP (2006: 14) states that the principles of syllabus development consist of:

1) Scientific

The whole materials and the activities in syllabus must be scientific.

2) Relevant

The scope, the level of difficulties, and the sequences of the materials in the syllabus must be appropriate to the growth, intellectual, social, emotional, and spiritual development of the students.

3) Systematic

The components of the syllabus should be systematic to achieve the competencies.

4) Consistent

The relation between the Basic Competences, indicators, materials, learning activities, sources of the study, and evaluation system should be consistent.

5) Adequate

The scope of the indicators, materials, learning activities, sources of the study and the evaluation system are adequate to achieve the basic competence.

6) Actual and Contextual

The scope of indicators, materials, learning experiences, sources of study, and the evaluation system should be improved and explored based on the development of science, technology, culture in the real life, and the actual events.

7) Flexible

All components in the syllabus should be flexible to accommodate the diversity of the students, teachers and the developments happen in the school environment.

School Based Curriculum syllabus is made up by Standard Competence and Basic Competence that is developed by the school itself.

According to the explanation above, I assume that syllabus is a vital part in teaching and learning process. It involves competence standars, target competences, indicators, learning activities, materials, time allotment, assessments and sources.

2.2.3.2 Lesson Plan

One of the most important things a teacher will face in his/her career is how to effectively write a lesson plan. This is extremely useful for outlining goals for all students and gives the educator direction as far as classroom managements

concerned. A teacher must ask themselves three questions before figuring out how to write a lesson plan. The first two questions are; “where are your students going with the material and what will determine that they have reached their destination?”, and “what will determine when the students has arrived at this destination?”

There are some helpful tips for teachers trying to learn how to write a lesson plan for their students (<http://www.eduref.com/>). First, a teacher should always consider their intended goals for the subject material. Goals determine purpose, aim, along with rationale for both teacher and student alike during classroom hours. An educator should express intermediate goals, which take previous studies and activities into account, when learning how to write a lesson plan. Moreover, teachers should incorporate their objectives into the subject material. Objectives focus on what a teacher’s students will do to attain more knowledge and high-level skills. Objectives for the daily material should be taken from the larger aims of the unit. Students should be given reasonable, well-defined time period in which to accomplish these goals.

Prerequisites are also used when figuring out how to write a lesson plan. A prerequisite helps the teacher determine the mental state of all their students to see if they are ready to proceed ahead. It is also useful for other teachers, who already know how to write a lesson plan to review the material.

Materials should be taken into consideration when learning how to write a lesson plan. Teachers can determine the amount of prep time, resources and classroom management that will be required in order to ensure the students met

the objectives. Educators can also get a better idea of what type of materials will be needed for example books, resources and equipment. Then, a teacher should always consider incorporating descriptions as they learn how to write a lesson plan. This will allow the educator to easily share his/her thoughts, feelings and advice with the others teachers. Also, a teacher who is learning how to write lesson plan, should be familiar with the concepts and procedures. This is a step by step description, which will allow teachers to replicate the final outcome for use within the classroom and achieve the entire objective in timely manner. It is not only helpful in educating the teacher on how to write a lesson plan, but also ways in which to implement it. This section will focus on the items the teacher should have their students working on during class time for proper instruction. There should be a beginning (introduction), middle (main activity) and the end (closure) within the program.

There are some following categories which form the organization of the plan (<http://www.ehow.com/>). While planning, teachers can use the reference questions to guide them during each stage:

- 1) Goals

Goals determine purpose, aim and rationale for what you and your students will engage in during class time. The questions are; 1) what are the broader objectives, aims, or goals of the unit plan/curriculum? 2) what are your goals for this unit? And 3) what do you expect students to be able to do by the end of this unit?

2) Objectives

This section focuses on what your students will do to acquire further knowledge and skills. The guide questions are; 1) what will students be able to do during this lesson? 2) what conditions will students' performance are accomplished? 3) what is degree or criterion on the basis of which satisfactory attainment of the objective will be judged? 3) how will students demonstrate that they have learned and understood the objectives of the lesson?

3) Prerequisites

Prerequisites can be useful when considering the readiness state of your students. Prerequisite allow you and the other teachers replicating your lesson plan to factor in necessary prep activities to make sure that student can meet the lesson objectives. The guide questions are; 1) what must students already be able to do before this lesson? 2) what concepts have to be mastered in advance to accomplish the lesson objectives?

4) Materials

This section has two functions; it helps other teachers quickly determine a) how much preparation time, resources and management will be involved in carrying out this plan, and b) what materials, books, equipment and resources they will need to have ready. The guide questions are; 1) what materials will be needed? What textbooks or story books are needed? 2) what needs to be prepared in advance?

5) Lesson description

This section provides an opportunity for the author of the lesson to share some thoughts, experience and advice with the other teachers. The guide questions are; 1) what is unique about this lesson? 2) How did your students like it? and 3) what level of learning covered by this lesson plan?

6) Lesson procedure

This section is basically divided into several components; an introduction, a main activity and a closure. The guide questions are; 1) what is the focus of the lesson? 2) how would you describe the flow of the lesson to another teacher who will replicate it? 3) what does the teacher do to facilitate learning and manage the various activities? 4) what are some good and bad examples to illustrate what you are presenting to students? And 5) how can material be presented to ensure each student will benefit from the learning experience?

7) Assessment or Evaluation

This section focuses on ensuring that your students have arrived at their intended destination. The guide questions are; 1) how will you evaluate the objectives that were identified? 2) have students practiced what you are asking them to do for evaluation?

2.2.4 English Curriculum for Elementary School

The establishment of English in Indonesian Primary Schools curriculum was marked by the release of the renewed curriculum popularly known as the 1994

Curriculum. In this curriculum framework, English was placed as one alternative subject as a part of two local content subjects that need to be taught in the primary schools. As it was optional, school may decide either to include or exclude English in their subject list. In 2004, the curriculum was revised again and this renewed curriculum was called the 2004 Curriculum Framework. In this new curriculum, English is once again being emphasized, but its position is still as a local content and non-compulsory.

As mandated by the legislation, the curriculum of local content subjects must be developed by the schools (school based curriculum development) namely Curriculum at the Educational Institution Level. Furthermore, the formation of this curriculum requires the collaboration between schools, regional government and local community and should meet regional characteristics, needs and conditions. According to School Based Curriculum the purposes of teaching English Elementary School as local content are:

- 1) To develop the students' oral communication competence for accompanying action in the school context.
- 2) To make the students realize to the essence and importance of English to increase the nation's competitive power in the global society (*Badan Standar Nasional Pendidikan, 2006*)

Referring to the purposes of School-Based Curriculum above, the writer thinks that teaching English at Elementary school should be line; in order to make study result could be successful as expected on the School-Based Curriculum (KTSP). Those are helping the students to recognize themselves, their culture and

other nations' culture. Besides, it is also expected that English learning at elementary school could help the students to be able to deliver their idea and feeling, to participate in the society and even to find out and use their imaginative skill within themselves.

2.3 Theoretical Framework

The theoretical framework of this study started from the idea that School Based Curriculum has some components which must be completed by the teachers, but some teachers don't know yet about School Based Curriculum especially in providing Documents (Syllabus and Lesson Plan). Therefore, the study focuses on identifying teachers' problems in providing teaching documents in the implementation of KTSP.

The study applied qualitative descriptive approach for the data analysis. Detail explanation of the approved is presented in the following chapter.

CHAPTER III

METHOD OF INVESTIGATION

This chapter deals with method adopted to obtain the objectives of the study. In connection with the discussion of the study, the writer divides this chapter into six parts; they are: (1) research design, (2) subject of the study, (3) data source, (4) roles of the researcher, (5) procedure of collecting data, and (6) procedure of analyzing data.

3.1 Research Design

This research used descriptive qualitative method since the main objective was to describe the English teachers' problems in the implementation of the School Based Curriculum. *John W. Best (1981: 25)* defines descriptive research as describes what it is. It involves the description, recording, analysis, and interpretation of conditions that exist. It involves some types of comparison or contrast and attempts to discover relationships between existing non manipulated variables.

According *Bodgan and Taylor (1992: 5)* “qualitative method is research procedure that produces descriptive data in the form of written or spoken record from individual as well as observed behavior”. Moreover, *Miles and Huberman (1984)* define “qualitative research is analysis which involved the data such as words (e.g. from document) and pictures (e.g. from video)”.

Research design used in this study was by giving questionnaire about the School based Curriculum and carrying out interview the English teachers as well as recording it to accumulate data needed.

3.2 The Object of the Study

The object of study is the elementary English teachers. I analyzed their documents providing based on SBC. The purpose of this study was to find the teachers' problems in providing documents II (Syllabus and Lesson Plan) in the implementation of SBC.

There are 30 elementary schools in Karanganyar district. I only choose 15 elementary schools as a place for gathering the data because in 2007 I got information from National Education Department of Pekalongan regency that most of English teacher elementary school has become civil servant. They had represent all the schools.

3.3 Data Source

Data source taken from the questionnaire and interview. The questionnaire were distributed to 15 English teachers elementary schools. Besides, interview question were addressed to them.

3.4 Roles of the Researcher

In this study, the writer gave questionnaire, interviewed, collected, classified, organised, analysed, and interpreted the data. The writer got the data from questionnaires which

were distributed to the English elementary school teachers and interview. When the questionnaire was handed in, the writer began to analyze the findings. The writer interpreted the data by her own words to make the conclusions and suggestions.

3.5 Procedure for Collecting Data

In this study , an instrument is needed to collect data researcher wants to gather. Instrument could be in the form of questionnaire, observation, interview, test, etc. (*Saleh* 2001: 31). In this researcher, the writer used questionnaire and interview as the instruments of the study.

3.5.1 Questionnaire

According to *Oppenheim* (1992: 100-112) states that questionnaire is an important instrument of research, a tool for data collection. It may contain checklists, attitude scales, projective techniques, rating scales and variety of other research methods. Therefore, the function of the questionnaire is to measure the issues to be investigated. He states that a questionnaire can be distinguished based on the question types: open and closed question. A closed question is one in which the respondents are offered a choice of alternative replies, while open or free response question are not followed by any kind of choice, and the answers have to be recorded in full.

In this study, I used the close questionnaire, in which the respondents could directly choose the correct answer by putting a cross (x) in the appropriate answer based

on their experience of their condition and I also used open questionnaire, in which the respondents answer the questions about other things using their own sentences. The form of the questionnaire was the combination between multiple choices and essay questionnaire to get the data completely.

3.5.2 Interview

Downs (1980: 5) defines interview as specialised form of oral, face to face communications between people in an international relationship that is entered into for specific task related purpose associated with a particular subject matter. This mean that the people involved in the interview verbalise their message aloud.

Interview is not an ordinary conversation. “The purpose of all research interviews is to obtain informations of certain kinds” (*Oppenheim* 1992: 66). This information may be in form of factual replies to factual questions, or responses to attitude scale items, or ideas or feelings or precepts and expectations, attitudes and the like.

According to *Oppenheim* (1992: 66), there are two types of interview. Those are:

- (1) Exploratory interviews, depth interviews, or free style interviews (including group interviews)
- (2) Standardised interviews, such as used, for example in public opinions polls, market research and government surveys.

Standardised interview in the typical large scale survey is essentially that of data collection, while exploratory interview is to develop ideas and research hypotheses rather than to gather facts and statistics. It is concerned with trying to understand how ordinary people think and feel about the topics of concern to the research, it is ideas collection.

In this research, the writer used exploratory interview to get some information to help me complete the data.

3.6 Procedure of Analyzing Data

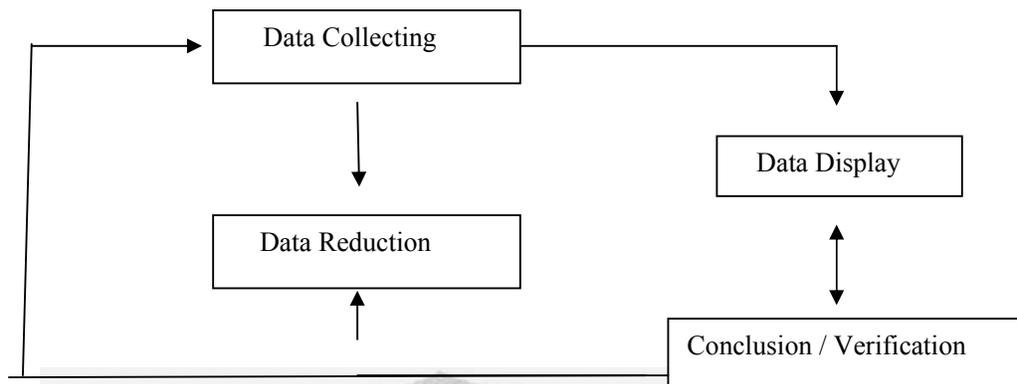
Analyzing data in the technical research is executed inductively; it means, this analysis is started from the data reduction, data display, and data verification (*Miles and Huberman, 1992: 16*).

In this study, the analysis data was started from data reduction, which can be said as the process of choosing, focusing on, simplifying, abstraction and transformation. Here, the data was focused on the English teachers' answer from the questionnaire given.

Then, data display, which is limited as a group of information that gives possibility about the presence of drawing conclusion and solution. Data display will help to see all or certain parts of the research data. From the data display, that was the result of the questionnaire, the writer made a conclusion. To get a clear description from the data display, the writer made the data display in good systematic.

Finally, the analysis data was finished with data verification that means a slight thinking about information that occurs during the result. It is a recall to the notes that have been made. From the data that the writer got from questionnaire, the writer has tried to find the relation in the study data and I made conclusion and then it was verified.

This is the sequence of the procedures above:



(Miles and Huberman, 1992: 20)

To complete the data, the writer used interview as another instrument. From the interview questions result, I made conclusion and then I tried to find the relation in this research.



CHAPTER IV

RESULTS AND DISCUSSIONS

This chapter presents the result of the study. It consists of description of the English teachers' problems in providing documents in the implementation of school-based curriculum, teachers' knowledge about the implementation of school-based curriculum and discussion.

4.1 The English Teachers' Problems in Providing Documents in the Implementation of School-Based Curriculum

In the previous chapter, the purpose of the study is to find out the English teachers' problems in providing teaching documents in the implementation of KTSP in Elementary School of state and private in Pekalongan regency. To gain answer to the problems, I investigated fifteen elementary schools in Karanganyar district. I conducted the investigation on July 23th 2010 until August 2nd 2010.

Based on questions that consist of 30 items and essays; and I divided into four categories, such as; facilities, evaluation system, problems in providing document II (syllabus and lesson plan). I could describe the result as follow:

First category is facilities. Some teachers have problems with the lack of supplementary books that can be used by the teacher and students. Recently the teachers get confused with teaching learning sources because there are a lot of

books published by publisher which are not exactly appropriate for English School Based Curriculum. So, team “KKG” Pekalongan have initiatives to make a book as teachers module.

Second category is evaluation system. According to the teacher's interview and questionnaire result, the evaluation system in KTSP model is complicated because the teachers have to evaluate three aspects; cognitive, affective, psychomotor of each student and it spends much time. The number of students in the class is also the problems they faced in evaluating process, since there are too many students in each class. Evaluation in cognitive aspects was done by giving task for exercise, weekly test, mid-term test and final examination. Moreover, dealing with the curriculum used, the students who had not passed the minimal score, they should follow remedial tests. It was done in order to make up the students score. Meanwhile, the evaluation of psychomotor aspects and affective aspects were taken anytime during teaching and learning process. Those depended on the teachers' need. For affective aspect, the teacher also asked the students to perform their English skills in the classroom.

Related to evaluation system, the time allotment limited in delivering materials which becomes the major problem for the teacher in implementing the KTSP. They said that English is given two hours a week and each hour lasts 35 minutes. With this time allocation, teachers feel that the time is very limited. This condition makes them quite hard to teach integrated English skill and develop the students' competencies. To overcome the problems, all of the teachers was

selecting the unit/ chapter/ activities in the textbook which they thought important to be taught. So, they doesn't use all the activities in the textbook.

Third category is problems dealing with providing document II (syllabus and lesson plan). Based on the teacher's interview and questionnaire, it could be seen that they prepared themselves before teaching. The syllabus made in the beginning of the semester was also completed by the additional materials based on teacher's need that was suited with students and school needs. At the beginning of the semester, some teachers who taught the same subject matter determined and discussed the components of the syllabuses which were suitable with the standard competency licensed by the central government. It included the standard competency, learning indicators, materials, time allotment, and the sources of learning. As stated in Mulyasa (2007), teaching preparation included the syllabuses and the lesson plan that covered some components such as learning goals, teaching materials, teaching methods, learning sources and evaluation system.

Most of respondents stated that they do not have the ability to develop the syllabus but just copy and paste from BSNP and from the other teacher who have made a syllabus. They didn't do the suitability review with students and school's potential.

Based on findings state above, I can see that the common problems to providing teaching document (syllabus and lesson plan) is incompleteness school based curriculum guidance documents received by teachers. So, they can not be

maximal to develop its own. But, from their knowledge, the teachers was quite undestand about components in syllabus and lesson plan.

Moreover, based on questionnaire result and interview session. I conclude that many problems dealing with making syllabus and lesson plan. For example; (1) teachers' problem dealing with the Standard Competence and Basic Competence of School Based Curriculum. In this case, the teacher gets difficulty to interpret the standard and basic competence meanings and break them down into syllabi and lesson plans.

(2) teachers' problem dealing with syllabus of School Based Curriculum. Such as; the teacher gets difficulty in determining the indicators in syllabus making; the teacher finds difficulty in adjusting the learning materials which are appropriate with the standard and basic competence of KTSP; the teacher gets difficulty in determining the indicators in syllabus making.

(3) teachers' problem dealing with lesson plan of School Based Curriculum. Likes; the teachers confused with source materials because there are a lot of books published by publishers which are not exactly appropriate for English School Based Curriculum.

4.2 Teachers' Knowledge about the Implementation of School Based Curriculum

Elementary English teachers at fifteen schools in state and private know about KTSP because from the training they got the information on how to develop the syllabus, and how to create an effective teaching and learning process. In the

beginning of the school based curriculum, they have to make learning device which consists of six components; (a) academic calendar, (b) annual programs, (c) semester program, (d) lesson plan, (e) syllabus. They are expected to use as their guidance in teaching.

Most of them knows about school based curriculum, but they do not know exactly what had to do in practice the implementation of school based curriculum. Ketidaksejalaran between teacher knowledge with practical application of the curriculum guide is plagued by problems of school based curriculum is not detailed and clear.

However, in practice, they obviously did not implement it as they are supposed to.

4.3 Discussions

Based on findings state above, we can see that the common difficulties or problems faced by the English Elementary teachers of private and state Elementary School in Karanganyar district can be outlined as follows:

- a. The English Elementary teachers still do not understand the School Based Curriculum, especially:
 - 1) In determining the students' standard competency achievement
 - 2) The evaluation system is very complicated
 - 3) The way to implement the standard competence and basic competence into learning materials

- 4) In determining the indicators
- 5) The activities in Building Knowledge of the Field
- 6) The activities in Modeling of the Text
- 7) The activities in Joint Construction of the Text
- 8) The activities in Independent Construction of the Text

These problems appear because the teachers have not got the School Based Curriculum trainings well and clearly. The trainings which are held in a very limited time are not effective to give enough information and understanding of the Scholl Based Curriculum. The teacher should have more training about this curriculum.

- b. The teacher' difficulties in determining the methods which are appropriate with the learning materials, students' abilities and the classroom conditions. The method is success if all of the students in the classroom become interested in the lesson given and motivate them to learn actively.
- c. The supplementary books which are available now are not appropriate with the School Based Curriculum. There are a lot of books which are labeled "School Based Curriculum Edition" but the contents are not suitable with the standard competence and basic competence of this curriculum.
- d. The evaluation system is complicated. There are too many aspects to evaluate and limited time to have score from those aspects in this new system. Most of them, had less understanding and got confused withh SBC.

CHAPTER V

CONCLUSIONS AND SUGGESTION

This chapter discusses the conclusions and suggestions of this final project. The conclusions reflect the result of the questionnaire conducted before which have discussed in the previous chapter.

5.1 Conclusions

According to the analysis, the result and discussions can be concluded as follows:

- 1) the English teachers' problems in providing teaching documents in the implementation of the School Based Curriculum in Elementary School still do not have deep understanding of the School Based Curriculum, especially; in determining the students' standard competency achievement, the evaluation system is very complicated, in making the syllabi and lesson plans, the way to implement the standard competence and basic competence into learning materials, in determining the indicators, the activities in Building Knowledge of Field, the activities in Modeling of the Text, the activities in Joint Construction of the Text and the activities in Construction of the Text. These problems appear because the teachers have not got the School Based Curriculum. The teachers should have more training about this new curriculum.

- 2) the teachers use the appropriate methods which are suitable with the standard competence and basic competence of the School Based Curriculum is that most of the teachers in Elementary School in Karanganyar District do not use the appropriate methods with this new curriculum because they face difficulties in determining the methods which are appropriate with the learning materials, students' abilities, time allotment and the classroom conditions. They have not enough time to prepare syllabi, lesson plan, materials, methods and also media by themselves in a very limited time allocation.
- 3) the teachers also face the other problems dealing with this curriculum implementation such as; the supplementary books which are available now are not appropriate with the School Based Curriculum. There are a lot of books which are labeled "School Based Curriculum Edition" but the contents are not suitable with the standard competence and basic competence of this curriculum. The evaluation system is very complicated. There are too many aspects to evaluate and the limited time to have score from those aspects in this system. It is rather difficult to manage the limited time to make it suitable with the abundant amount of learning materials. The teachers' problem is about too many aspects to evaluate and the limited time to have score from those aspects in this new curriculum. The teachers have to manage the limited time wisely to make learning materials, lesson plan and syllabi, to teach and give evaluation to their students. The students' participation in teaching-learning process makes the teachers' problem getting complicated. The students often passively in teaching-learning process.

5.2 Suggestions

In order to implement the School Based Curriculum properly, the writer proposes the following suggestions:

- a. The government should give more attention to the implement of School Based Curriculum. The attention can be done by held the School Based Curriculum trainings as the way to socialize this new curriculum to the teachers. The trainings time should be appropriate with the materials given, do not too much longer or shorter because it will not be effective.
- b. The government should provide the facilities in the form of supplementary books which the content are really appropriate with the standard competence and basic competence of the School Based Curriculum that can be used as source of learning.
- c. The teachers should get more understanding about the new curriculum by reading as many as possible books related to the curriculum, internet browsing to upgrade the information about the curriculum, and joining the School Based Curriculum trainings. Nowadays, there are many books which are developed by the government in order to help the teachers get more understanding about School Based Curriculum, for example Buku Panduan Pengembangan KTSP published by the National Education Department. The book/ handout will help the teachers in building their mind and ability on how to develop a good School Based Curriculum. Meanwhile, the curriculum trainings that taken by the teachers will gave them more knowledge about the implementation of the curriculum, about

how to apply and implement the curriculum in the teaching and learning process.

- d. The teachers who had joined the seminar of the English School Based Curriculum. It is hopes that seminar give more emphasise to the syllabus of the English lesson because it is the indicator that worst mastered by the teachers.



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Appendix 1. Outline of the Questionnaire

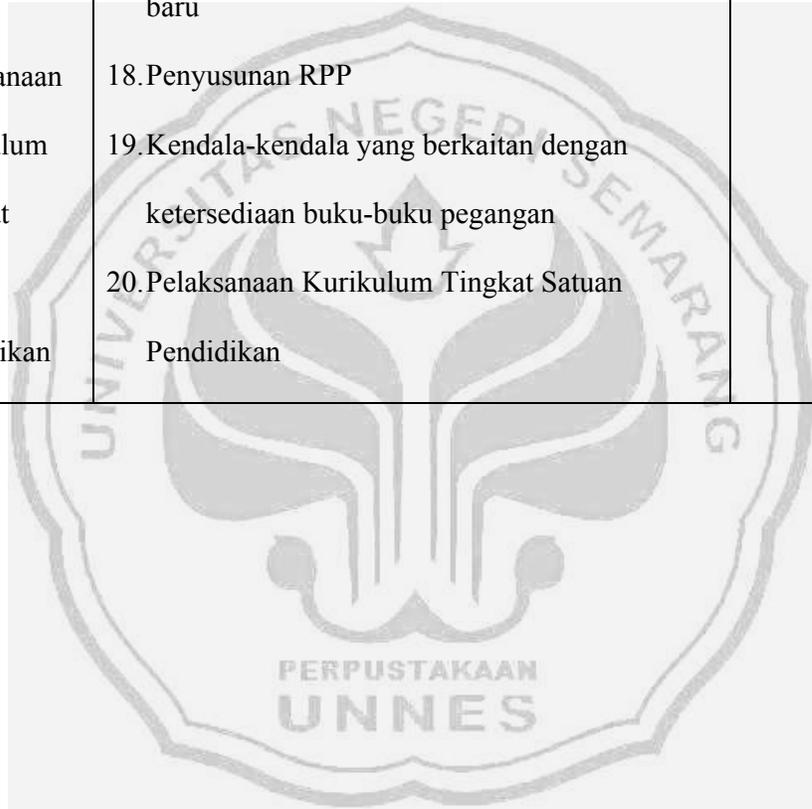
INSTRUMENT

Kisi-kisi angket tentang “Kendala-kendala guru dalam pelaksanaan Kurikulum Tingkat Satuan Pendidikan (KTSP) Bahasa Inggris di Sekolah Dasar”

Aspek	Indikator	Nomor Soal
	Latar Belakang	
Pelatihan	1. Pelatihan tentang Kurikulum Tingkat Satuan Pendidikan	5, 6, 7
Kurikulum Tingkat Satuan Pendidikan	1. Pemahaman tentang pengertian, konsep, landasan pengembangan, tim penyusun, pengesahan KTSP	1,2,3,4
	2. Pemahaman tentang Peraturan Pemerintah yang mengatur SI dan SKL	5
	3. pemahaman tentang alokasi waktu untuk penugasan terstruktur dan kegiatan mandiri tidak terstruktur dan kriteria ideal ketuntasan masing-masing indikator	6,7
	4. Pemahaman komponen-komponen dalam Kurikulum Tingkat Satuan Pendidikan	8, 9, 10
	5. Pemahaman komponen dan kompetensi dasar dalam pengembangan silabus.	11,12, 13, 14

6. Pemahaman dasar tentang rencana pelaksanaan pembelajaran (RPP)	15, 16
7. Pemahaman tujuan utama pelajaran bahasa Inggris yang sesuai dengan KTSP	17
8. Pemahaman kompetensi yang tercakup dalam KTSP	18, 19, 20, 21
- Empat tahap dalam pengajaran: Building Knowledge of the Text, Modelling of the Text, Joint Construction of the Text dan Independent Construction of the Text	
9. Pemahaman model bahasa yang di gunakan sebagai landasan teori dalam KTSP	22
10. Media pendukung dalam pengajaran yang harus dipersiapkan oleh seorang guru sebelum mengajar.	23
11. Pemahaman kompetensi utama yang di tuju oleh pendidikan bahasa	24
12. Karakteristik bahasa lisan dan bahasa tertulis.	25, 26
13. Pemahaman tujuan utama pelajaran bahasa Inggris yang sesuai dengan KTSP	27
14. Pemahaman tentang sistem penilaian dalam KTSP	28, 29

Sarana dan Prasarana	15. Ketersediaan buku pegangan/buku paket yang digunakan sebagai panduan belajar mengajar	30
Essay		
Kendala-	16. Pengembangan silabus dalam KTSP	1
kendala	17. Sistem penilaian dengan model penilaian yang baru	2
dalam pelaksanaan	18. Penyusunan RPP	3
Kurikulum	19. Kendala-kendala yang berkaitan dengan ketersediaan buku-buku pegangan	4
Tingkat Satuan Pendidikan	20. Pelaksanaan Kurikulum Tingkat Satuan Pendidikan	5



Appendix 2. Questionnaire

Questionnaire

Latar Belakang:

1. Nama :
2. Sekolah :
3. Jenis kelamin :
4. Status Guru : Guru Tetap / Guru Tetap Yayasan/ Guru WB
5. Di manakah anda mengikuti pelatihan tentang Kurikulum Tingkat Satuan Pendidikan (KTSP)?
6. Berapa lama anda mengikuti pelatihan tersebut?
 - a. 1-3 hari
 - b. 4-6 hari
 - c. 7-10 hari
 - d. 11-15 hari
 - e. 15-20 hari
7. Siapa yang memberikan materi tersebut dalam pelatihan tersebut?
 - a. Guru lain di MGMP
 - b. Wakasek Urusan kurikulum
 - c. Kepala sekolah

d. Trainer dari Dinas Pendidikan

Petunjuk Pengisian:

- *Pilihlah jawaban sesuai dengan pengalaman anda*
- *Berilah tanda silang (X) pada jawaban yang paling sesuai*

1. Kurikulum Tingkat Satuan Pendidikan adalah kurikulum operasional yang di susun dan dilaksanakan oleh?
 - a. Pemerintahan
 - b. Dinas pendidikan setempat
 - c. Masing-masing satuan pendidikan
2. Kurikulum Tingkat Satuan Pendidikan disusun dan dikembangkan berdasarkan UU No berapa?
 - a. UU No.20 Th.2003
 - b. UU No.18 Th.2006
 - c. UU No.10 Th.2004
3. Siapa sajakah tim yang dilibatkan dalam penyusunan Kurikulum Tingkat Satuan Pendidikan untuk pendidikan SD?
 - a. Kepala Sekolah, Presiden, DPRD, MPR
 - b. Kepala Sekolah, Guru kelas, Konselor sekolah, Komite sekolah, Dinas Pendidikan, Ahli materi/ahli pendidikan
 - c. Guru kelas, Gubernur, Bupati/Walikota, Dinas Pendidikan

4. Siapakah yang akan menyatakan Kurikulum Tingkat Satuan Pendidikan masih berlaku?
 - a. Kepala Sekolah
 - b. Dewan guru
 - c. Pengawas Sekolah
5. Apa saja Peraturan Pemerintah yang mengatur tentang Standar Isi dan Standar Kompetensi Lulusan untuk satuan pendidikan dasar dan menengah?
 - a. PP No. 12 dan PP No.15 Th.2005
 - b. PP No.22 dan PP No.23 Th.2006
 - c. PP No.1 dan PP No.23 Th.2006
6. Berapakah alokasi waktu untuk penugasan terstruktur dan kegiatan mandiri tidak terstruktur dalam sistem paket untuk SD/MI?
 - a. 0 % - 60 %
 - b. 0 % - 40 %
 - c. 0 % - 50 %
7. Berapakah kriteria ideal ketuntasan untuk masing-masing indikator?
 - a. 100 %
 - b. 75 %
 - c. 50 %
8. Apa saja komponen-komponen dalam Kurikulum Tingkat Satuan pendidikan?
 - a. Visi, Misi, Tujuan Pendidikan, Struktur dan muatan KTSP, Standar Isi
 - b. RPP, Sillabus, Alokasi waktu

- c. Visi, Misi, Tujuan pendidikan, Struktur dan muatan KTSP, Kalender pendidikan, Silabus, RPP
9. Apa saja komponen yang terdapat di dalam Dokumen I?
- Visi, Misi, Tujuan pendidikan, Struktur dan muatan KTSP, Kaldik
 - Silabus dan RPP
 - Kaldik, Silabus, RPP
10. Apa saja komponen yang terdapat di dalam Dokumen II?
- Silabus dan RPP
 - Visi, Misi, Kaldik
 - Visi, Misi, Kaldik, Silabus, RPP
11. Di antara berikut ini manakah yang merupakan prinsip pengembangan silabus?
- Belajar sepanjang hayat
 - Sesuai IPTEK
 - Ilmiah, Sistematis
12. Di antara komponen berikut ini yang tidak termasuk dalam komponen silabus?
- Alokasi waktu
 - SK dan KD
 - Tujuan pembelajaran
13. Apa peran dan tanggung jawab kelas/guru dalam pengembangan silabus?
- 

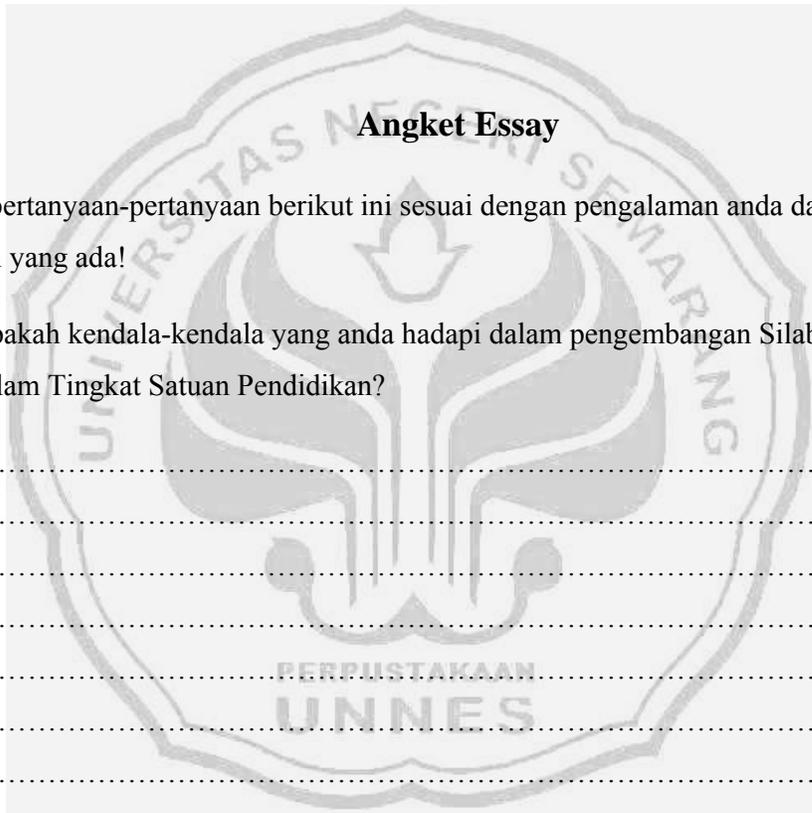
- a. Menguji kelayakan silabus yang di implementasikan di sekolahnya.
 - b. Menganalisis rancangan kompetensi dan indicator kompetensi serta materi standar
 - c. Menerapkan silabus (melaksanakan pembelajaran) sesuai dengan karakteristik dan kebutuhan sekolah.
14. Apa saja yang menjadi landasan hukum dalam pengembangan silabus?
- a. PP No. 19 Th.2006 pasal 17 ayat 2 dan pasal 20
 - b. PP No.19 Th. 2003 pasal 17 ayat 2 dan pasal 20
 - c. PP No.19 Th.2005 pasal 17 ayat 2 dan pasal 20
15. Berapa Kompetensi Dasar (KD) dalam sebuah Rencana Pelaksanaan Pembelajaran (RPP)?
- a. Dua KD
 - b. Satu KD
 - c. Tiga KD
16. Berapa kali sebuah RPP dalam pendidikan dasar dapat digunakan?
- a. Satu kali
 - b. Tiga kali
 - c. Lebih dari tiga kali
17. Berikut ini adalah beberapa tujuan utama mata pelajaran bahasa inggris, menurut anda manakah yang sesuai dengan Kurikulum Tingkat Satuan Pendidikan?
- a. Membekali siswa agar dapat meneruskan ke jenjang pendidikan yang lebih tinggi.

- b. Memenuhi tuntutan jaman yang semakin maju dan kompleks sehingga siswa siap menghadapi era globalisasi
 - c. Membekali siswa agar mampu mendapatkan pekerjaan yang layak dan mampu bersaing di dunia kerja.
18. Manakah kegiatan yang dilakukan pada tahap Building Knowledge of the Field?
- a. Guru memberikan kesempatan kepada siswa untuk membuat percakapan sederhana tentang jenis teks yang di ajarkan secara mandiri dan spontan.
 - b. Membicarakan topik yang akan di bahas dan mengembangkan kosakata yang di perlukan.
 - c. Guru memberi soal-soal tentang jenis teks yang telah di ajarkan.
19. Manakah kegiatan yang di lakukan pada tahap Modelling of the Text?
- a. Guru memberi soal-soal tentang jenis teks yang telah di ajarkan.
 - b. Membicarakan topik yang akan di bahas dan mengembangkan kosakata yang di perlukan
 - c. Mengenalkan teks lisan maupun tertulis yang berhubungan dengan jenis teks.
20. Manakah kegiatan yang di lakukan pada tahap Joint Construction of the Text?
- a. Membicarakan topik yang akan di bahas dan mengembangkan kosakata yang di perlukan
 - b. Mengenalkan teks lisan maupun tertulis yang berhubungan dengan jenis teks.
 - c. Siswa dengan bantuan guru berlatih cara membuat percakapan sederhana tentang jenis teks yang sedang diajarkan.

21. Manakah kegiatan yang di lakukan pada tahap Independent Construction of the Text?
- Mengenalkan teks lisan maupun tertulis yang berhubungan dengan jenis teks.
 - Guru memberikan kesempatan kepada siswa untuk membuat percakapan sederhana tentang jenis teks yang di ajarkan secara mandiri dan spontan.
 - Membicarakan topik yang akan di bahas dan mengembangkan kosakata yang di perlukan
22. Model bahasa apakah yang digunakan sebagai landasan teori dalam Kurikulum Tingkat Satuan pendidikan?
- Model yang meletakkan bahasa dalam konteks situasi dan kondisi
 - Model yang meletakkan bahasa dalam konteks pendidikan dan ekonomi
 - Model yang meletakkan bahasa dalam konteks pendidikan dan budaya
23. Berikut ini adalah beberapa contoh pendukung dalam pengajaran, menurut anda manakah yang paling penting yang harus anda persiapkan sebelum mengajar?
- Pengalaman belajar
 - Soal-soal
 - Materi pengajaran
24. Apakah kompetensi utama yang yang di tuju oleh pendidikan bahasa?
- Kompetensi strategi
 - Kompetensi kebahasaan
 - Kompetensi social-budaya

25. Apakah cirri-ciri bahasa lisan?
- Kalimatnya mudah di pahami dan pendek-pendek
 - Sedikit klausa dan kalimatnya panjang-panjang
 - Lebih singkat, jelas dan kalimatnya panjang-panjang
26. Apakah cirri-ciri bahasa tulis?
- Kalimatnya mudah di pahami dan pendek-pendek
 - Banyak klausa dan kalimatnya panjang-panjang
 - Lebih singkat, jelas dan kalimatnya panjang-panjang
27. Apakah tugas guru bahasa menurut Kurikulum Tingkat Satuan Pendidikan?
- Mengajarkan siswa memahami semua materi pelajaran yang di berikan
 - Memberikan semua materi pelajaran yang sesuai dengan KTSP
 - Membantu siswa untuk mencapai kompetensi tertentu
28. Peraturan Pemerintah Nonor berapakah yang mengemukakan bahwa penilaian hasil belajar oleh pendidik terdiri dari Ulangan Harian, Ulangan Tengah Semester, Ulangan Akhir Semester
- PP No. 19 Th. 2006
 - PP No. 19 Th.2008
 - PP No. 19 Th. 2005
29. Berdasarkan apa bentuk instrument penilaian dalam silabus?
- Teknik / jenis penilaian
 - Alokasi waktu
 - Standar Kompetensi

30. Buku pegangan apa yang anda gunakan sebagai panduan belajar mengajar?
- a. Pemkab Pekalongan
 - b. Percetakan buku (Yudistira, Erlangga, Yudistira)
 - c. Dan lain-lain.....



Angket Essay

Isilah pertanyaan-pertanyaan berikut ini sesuai dengan pengalaman anda dan kondisi yang ada!

1. Apakah kendala-kendala yang anda hadapi dalam pengembangan Silabus dalam Tingkat Satuan Pendidikan?

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2. Apakah kendala-kendala yang anda hadapi dalam sistem penilaian dengan model penilaian yang baru?

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3. Apakah kendala-kendala yang anda hadapi penyusunan RPP dalam Tingkat Satuan Pendidikan?

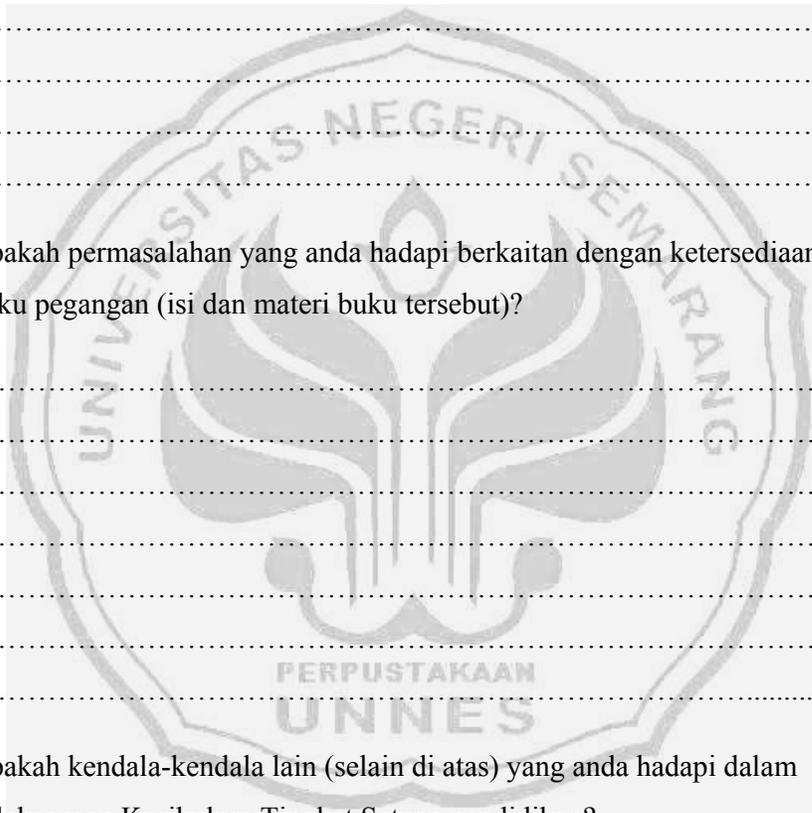
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4. Apakah permasalahan yang anda hadapi berkaitan dengan ketersediaan buku-buku pegangan (isi dan materi buku tersebut)?

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5. Apakah kendala-kendala lain (selain di atas) yang anda hadapi dalam pelaksanaan Kurikulum Tingkat Satuan pendidikan?

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Appendix 3

List of Schools in Karanganyar District

1. SDN 01 LEGOKKALONG	Jl. Raya Karanganyar- Doru
2. SDN 02 PODODADI	Jl. Desa Pododadi
3. SDN 03 LEGOKKALONG	Jl. PTPN IX Blimbing
4. SDN 01 SOKOSARI	Jl. Desa Sokosari
5. SDN 01 KULU	Jl. Raya Kulu
6. SDN 01 KAYUGERITAN	Jl. Raya Karanganyar
7. SDN 02 LIMBANGAN	Jl. Desa Limbangan
8. SDN 02 SOKOSARI	Jl. Desa Sokosari
9. SDN 01 BANJAREJO	Jl. Desa Banjarejo
10. SDN 01 WONOSARI	Jl. Desa Wonosari
11. SDN LOLONG	Jl. Raya Lolong-Lebakbarang
12. SDN 01 PEDAWANG	Jl. Desa Pedawang
13. SDN 01 LIMBANGAN	Jl. Desa Limbangan
14. SDN 01 GUTOMO	Jl. Desa Gutomo
15. SDN 01 SIDOMUKTI	Jl. Raya Sidomukti
16. SDN 01 KARANGSARI	Jl. Raya Karanganyar- Kajen
17. SDN KARANGGONDANG	Jl. Raya Karanggondang
18. SDN 02 BANJAREJO	Jl. Desa Banjarejo
19. SDN 04 LEGOKKALONG	Jl. PTPN IX Blimbing
20. SDN 02 PEDAWANG	Jl. Desa Pedawang
21. SDN KUTOSARI	Jl. Raya Kutosari
22. SDN 02 WONOSARI	Jl. Desa Wonosari
23. SDN 02 KARANGSARI	Jl. Desa Karangsari
24. SDN 02 PODODADI	Jl. Desa Pododadi
25. SDN 03 PEDAWANG	Jl. Desa Pedawang
26. SDN 04 PEDAWANG	Jl. Desa Pedawang

- | | |
|---------------------------------|----------------------------|
| 27. SDN 02 GUTOMO | Jl. Desa Gutomo |
| 28. SDN 02 SIDOMUKTI | Jl. Raya Sidomukti |
| 29. SDN 02 KULU | Jl. Desa Kulu |
| 30. SDN 03 PODODADI | Jl. Raya Karanganyar- Doru |
| 31. SD ISLAM KUTOSARI | Jl. Desa Kutosari |
| 32. SD MUHAMMADIYAH LEGOKKALONG | Jl. Kepatihan Karanganyar |
| 33. SD IT Insan Mulia | Jl. Daha |



Appendix 4
Teachers Status Dealing with the Curriculum Trainings Taken

No	School	Teacher	Training Taken	Training Place	Trainers	Length of Trainings
1	SDN Legokkalong 1	Kusnia Ningsih, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
2	SDN Legokkalong 3	Sapto Adhi N, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
3	SDN Legokkalong 4	Umi Haniyati, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
4	SDN Pododadi 1	Eni, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
5	SDN Pododadi 3	Kuswanto, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
6	SDN Sidomukti 1	Tika Lina, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days

7	SDN Sidomukti 2	Asriyanah, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
8	SDN Karangsari 1	Bambang Permana Sakti, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
9	SDN Karangsari 2	Mazidatus Sa'adah, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
10	SDN Kulu 1	Siti Umaroh, S.Pd	KTSP	SDN Karangsari 1	Vice Headmaster of Curriculum Field	3 days
11	SDN Kulu 2	Sri Asih	KTSP	SDN Legokkalong 1	National Education Department	3 days
12	SDN Karanggondang	Nia, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
13	SDIT Insan Mulia	Rustini, S.Pd	KTSP	UPT Pendidikan Kajen	National Education Department	3 days

14	SD Islam Kutosari	Fikriyati, S.Pd	KTSP	SDN Legokkalong 1	National Education Department	3 days
15	SD Muhamadiyah Karanganyar	Suyadi, S.Pd	KTSP	SDN Legokkalong 1	Vice Headmaster of Curriculum Field	3 days



Appendix 5

List of English Teacher

1. SDN Legokkalong 1	Kusnia Ningsih, S.Pd
2. SDN Legokkalong 3	Sapto Adhi N, S.Pd
3. SDN Legokkalong 4	Umi Haniyati, S.Pd
4. SDN Pododadi 1	Eni, S.Pd
5. SDN Pododadi 3	Kuswanto, S.Pd
6. SDN Sidomukti 1	Tika Lina, S.Pd
7. SDN Sidomukti 2	Asriyanah, S.Pd
8. SDN Karang Sari 1	Bambang P.S, S.Pd
9. SDN Karang Sari 2	Mazidatus S, S.Pd
10. SDN Kulu 1	Siti Umaroh, S.Pd
11. SDN Kulu 2	Sri Asih
12. SDN Karangondang	Nia K, S.Pd
13. SD IT Insan Mulia	Rustini, S.Pd
14. SD Islam Kutosari	Fikriyati, S.Pd
15. SD Muhamadiyah Karanganyar	Suyadi, S.Pd

SYLLABUS

Nama Sekolah : SD IT Insan Mulia
 Mata pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/ I (Satu)
 Standar Kompetensi : Menulis
 4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Standard Competence	Materials	Learning Activities	Indicators	Evaluation			Time	Source
				Technique	Instrument	Example of instrument		
4.2. Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapan selamat dan pesan tertulis	<ul style="list-style-type: none"> ➤ Expressions of Congratulation: - Congratulation! - Well done! - Happy birthday! - Happy anniversary! - Happy New Year! - Happy Lebaran day! - Happy fasting day! - Merry Christmas! - Have a nice holiday! - Welcome! 	<ul style="list-style-type: none"> - Students are given an introduction about the material - Students listen to the teacher in reading the examples of congratulation - Students imitate the teacher in reading the examples of congratulation - Students write the examples of congratulation - The students listen to the teacher in reading the 	<ul style="list-style-type: none"> - Students are able to write the congratulation and message letters with good punctuation - Students are able to write down some words related to congratulation and message letters 	Written test	Mention some examples of congratulation and message letters and write them down on a piece of paper!	Mention the example of congratulation and message letters	2 x 35'	<ul style="list-style-type: none"> - Text book which is relevant. - Pictures of message letters and some occasions.

	<ul style="list-style-type: none"> - Have a nice dream! - Good luck! - Happy Valentine day! <p>➤ Expressions appear in message letters</p> <ul style="list-style-type: none"> - Study hard! - Be a good student! - Don't be lazy! - Don't be late! - Come on time! - Do your homework! <p>➤ Punctuation</p> <ul style="list-style-type: none"> - Capital letters - Full Stop - Comma - Exclamation point <p>➤ Vocabulary</p> <ul style="list-style-type: none"> - Congratulation - Anniversary - Fasting - Christmas - Holiday - Lazy - Hard - Late 	<p>examples of message letters</p> <ul style="list-style-type: none"> - Students imitate the teacher in reading the examples of message letters - The students write the examples of message letters <p>Students learn about vocabulary</p> <p>Students learn about punctuation</p> <p>Students do the exercise given by teacher</p>					
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RENCANA PELAKSANAAN PEMBELAJARAN

SD :
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : IV/ I
 Waktu : 2x35"

Standar Kompetensi :

Menulis

4. Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas

Kompetensi Dasar :

4.2. Menyalin tulisan bahasa Inggris sangat sederhana secara tepat dan berterima seperti ucapan selamat dan pesan tertulis

I. Purpose of the Study

At the end of the study:

1. 80% of the students are able to write 5 expressions of congratulation with good punctuation in 10 minutes.
2. 80% of the students are able to write 5 expressions appear in short messages with good punctuation in 10 minutes
3. 90% of the students are able to mention 10 words related to congratulation and short messages in 15 minutes

II. Material of Learning

⌘ Expressions of congratulation:

- Congratulation!
- Well done!
- Happy birthday!
- Happy anniversary!
- Happy New Year!
- Have a nice holiday!
- Happy valentine day!
- Happy Lebaran day!

- Happy fasting day!
- Welcome!
- Have a nice dream!
- Good luck!
- ⌘ Expressions appear in short messages:
 - Study hard!
 - Be a good student!
 - Good luck!
 - Do your homework!
 - Come on time!
 - Don't be lazy!
 - Don't be late!
- ⌘ Punctuation
 - Capital letters
 - Full stop
 - Comma
 - Exclamation point
- ⌘ vocabulary
 - congratulation
 - anniversary
 - fasting
 - Christmas
 - holiday
 - lazy
 - late

III. Method of study/ technique

- a. performance
- b. discussion
- c. role model
- d. exercise

IV. Teaching and learning activities

1. Opening activities
 - Teacher greets the students
 - Teachers checks the attendance list
 - Teacher leads the students to the activities they will do
2. Main activities
 - Students listen to the teacher in reading the examples of congratulation
 - Students imitate the teacher in reading the examples of congratulation

- Students write the examples of congratulation
- Students listen to the teacher in reading the examples of short messages
- Students imitate the teacher in reading the example of short messages
- Students write the example of short messages
- Students learn about vocabulary appear in congratulation and short messages
- Students learn about the punctuation

3. Closing activities

- Teacher summarizing the lesson for the students
- Teacher asks the students if they had difficulty in today's lesson
- Teacher gives students exercise
- teacher gives students home assignment

V. Source and media

1. Text book which is relevant
2. Teacher's model of the lesson

VI. Structure of assignment

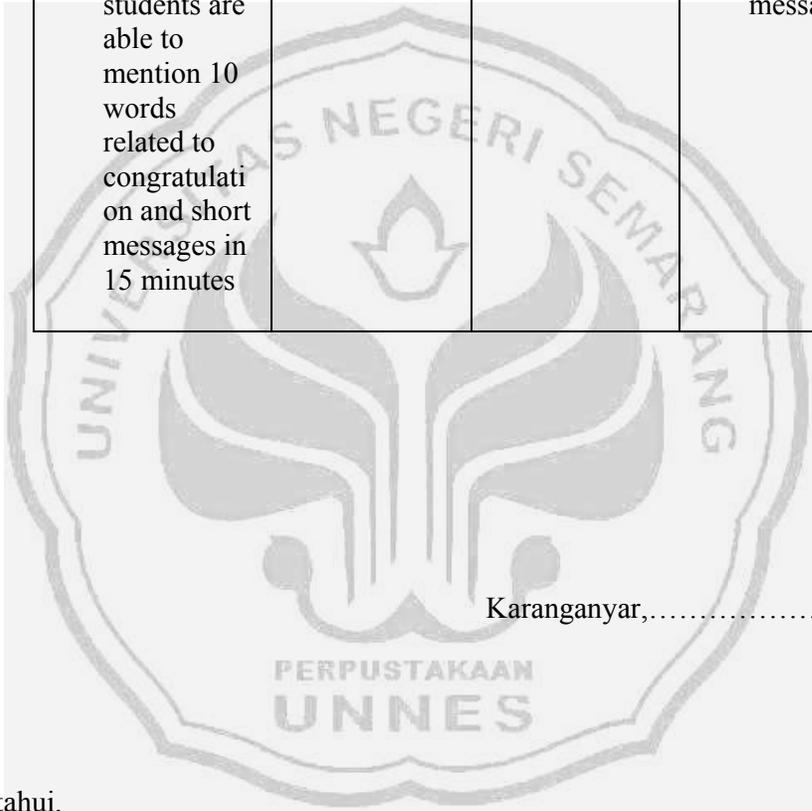
Students are to write down one example each of congratulation and short message using their own idea.

VII. Assessment

Teachers do the assessment with requirements as follow:

Indicator	Evaluation		
	Technique	Instrument	Example
1. 80% of the students are able to write 5 expressions of congratulation with good punctuation in 10 minutes.	Written test	Question and answer	Write five expressions of congratulation with their punctuations !
2. 80% of the students are able to write	Written test	Question and answer	Write five expressions appear in short messages

<p>5 expressions appear in short messages with good punctuation in 10 minutes</p> <p>3. 90% of the students are able to mention 10 words related to congratulation and short messages in 15 minutes</p>	<p>Written test</p>	<p>Question and answer</p>	<p>with their punctuation!</p> <p>Write down 10 words related to congratulation and short messages!</p>
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Karanganyar,2010

Mengetahui,

Kepala Sekolah

Guru Mapel

.....

NIP.

.....

NIP.

Silabus

Sekolah : Sekolah Dasar ((SD)

Kelas : IV

Mata Pelajaran : Bahasa Inggris

Semester : II (Dua)

Standar kompetensi : Berbicara

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

Kompetensi Dasar	Material	Learning Activity	indicator	Evaluation			Time	source
				Technique	Form of instrument	Example of instrument		
6.2. Bercakap-	Memberi contoh	- Students listen and pay attention	- Students are able to give	- Spoken test	- Answering the question	Listen to the instruction and	2 x 35'	Script of

<p>cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur : member contoh melakukan sesuatu dan member aba-aba</p>	<p>melakukan sesuatu</p> <ul style="list-style-type: none"> - Wipe the desk - Raise your hand - Clap your hand - Go back to your seat - Speak up - Hand in your work - Louder, please - Listen to me, please - Close the door - Say 	<p>to the example of instruction according to the material</p> <ul style="list-style-type: none"> - Students imitate the teacher - Students respond to the teacher's instruction by answering it or doing the instruction - Students interact each other - Students give some comments to their friends - Students go out and play game contains some 	<p>the instructions</p> <ul style="list-style-type: none"> - Students are able to respond to the instruction - Students are able to give the command - Students are able to do the command 		<p>orally</p> <ul style="list-style-type: none"> - Listening and doing the command 	<p>give your response.</p> <p>A: wipe the desk</p> <p>B: ...</p> <p>A: close the door</p> <p>B: ...</p> <p>A: hand in your work</p> <p>B: ...</p> <p>Listen carefully and do the command</p> <p>- One</p>	<p>conversation</p> <p>Text book related to the material</p>
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	<p>“hello” together</p> <ul style="list-style-type: none"> - Keep silent, please <p>Memberi respon</p> <ul style="list-style-type: none"> - Ok - All right - Yes, man - Sure <p>Memberi aba-aba</p> <ul style="list-style-type: none"> -One..two....three... -Move..move..move.. -Come forward 	<p>commands</p> <ul style="list-style-type: none"> - Students imitate the teacher and do the command - Students go back to the class and practice some instructions - Students are evaluated by giving some instructions and some commands 				<p>...two...three</p> <ul style="list-style-type: none"> - Move..move..move... - Come forward - Come forward one step 		
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	-Come forward one step								
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Syllabus

School : Elementary School

Class : Year IV

Subject : English

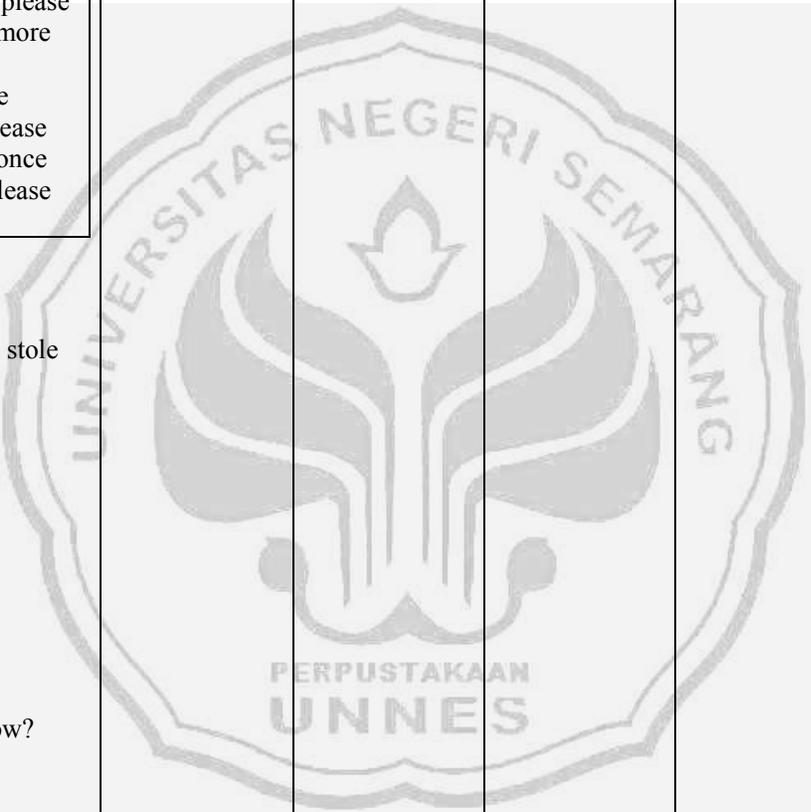
Semester : 2

Standar Kompetensi : Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

Kompetensi Dasar	Material	Learning Activities	Indicator	Evaluation			Time	Source
				Technique	Instrument	Sample		

	<p>Example of dialog:</p> <p>A: May I go to the toilet, Ma'am?</p> <p>B: Yes, please</p> <p>My beloved students, sometimes we agree or disagree on someone's statement or something. You can use this expressions:</p>	<table border="1"> <thead> <tr> <th data-bbox="401 829 590 922">Giving Agreement</th> <th data-bbox="590 829 772 922">Giving Disagreement</th> </tr> </thead> <tbody> <tr> <td data-bbox="401 922 590 1325"> <ul style="list-style-type: none"> - Yes, you can - I agree with you - I absolutely agree - Yes, I like it - Yes, you may - Yes, you could - Yes, you would - That's a </td> <td data-bbox="590 922 772 1325"> <ul style="list-style-type: none"> - I don't agree - I disagree - I don't like it - No, you can't - No, you may not - No, you couldn't - No, you wouldn't </td> </tr> </tbody> </table>	Giving Agreement	Giving Disagreement	<ul style="list-style-type: none"> - Yes, you can - I agree with you - I absolutely agree - Yes, I like it - Yes, you may - Yes, you could - Yes, you would - That's a 	<ul style="list-style-type: none"> - I don't agree - I disagree - I don't like it - No, you can't - No, you may not - No, you couldn't - No, you wouldn't 	<p>attention to the objectives of instruction.</p> <ul style="list-style-type: none"> - The students pay attention to the pronunciation of the instructions and the responses. - The students repeat the instructions and the responses after the teacher. - The students are pointed by the teacher randomly to give the responses based on the teacher's instructions and 						
Giving Agreement	Giving Disagreement												
<ul style="list-style-type: none"> - Yes, you can - I agree with you - I absolutely agree - Yes, I like it - Yes, you may - Yes, you could - Yes, you would - That's a 	<ul style="list-style-type: none"> - I don't agree - I disagree - I don't like it - No, you can't - No, you may not - No, you couldn't - No, you wouldn't 												

	<p>good idea</p> <ul style="list-style-type: none"> - It is an excellent idea - It is very marvelous - That is very interesting 	<ul style="list-style-type: none"> - It is better if you don't do that - No, don't do that - I am sorry, I can't 	<p>responses.</p> <p>The students are asked to do mini role play in pairs.</p>										
<p>Example of dialog:</p> <p>A: I think we can move this chair over there. B: That's a good idea.</p> <p>A: Maybe we can tell to my Mom. B: No, don't do that.</p> <p>My honey sweetie, when we are talking to other people sometimes we are not very clear about the conversation or we deny about something. You can use this expressions:</p>													
<table border="1"> <tr> <td data-bbox="390 1240 569 1305">Giving Denial</td> <td data-bbox="569 1240 768 1305">Asking Clarity</td> </tr> <tr> <td data-bbox="390 1305 569 1325">- Not me</td> <td data-bbox="569 1305 768 1325">- Repeat, please</td> </tr> </table>		Giving Denial	Asking Clarity	- Not me	- Repeat, please								
Giving Denial	Asking Clarity												
- Not me	- Repeat, please												

	<ul style="list-style-type: none"> - No, I don't do that - He lies - I never do that - You can't blame me - I am not guilty 	<ul style="list-style-type: none"> - Repeating that subject, please - Tell me more about it! - Retell the story, please - Explain once again, please 						
<p>Example of dialog: A: You lost my pencil. B: I never do that. Mary stole it.</p> <p>A: I've got good news. B: Tell me more about it!</p> <p>Intonation</p> <ul style="list-style-type: none"> - Can I get the candy? Falling - Not me! Raising - Excuse me, may I go now? Raising <p>Pronunciation and Stress</p> <ul style="list-style-type: none"> - Would you permit me to go home early? 								

	<ul style="list-style-type: none"> - Absolutely, yes - It is an excellent idea. - I am not guilty. - Explain once again, please <p>Vocabulary (Difficult Words)</p> <ul style="list-style-type: none"> - Permit : mengizinkan - Move : memindahkan - Seat : tempat duduk - Absolutely : tentu saja - Marvelous : bagus sekali - Excellent : sempurna - Blame : menyalahkan - Guilty : bersalah - Repeat : mengulangi - Retell : menceritakan kembali <p>Grammar</p> <ul style="list-style-type: none"> - Imperative verb (Exclamation 						
--	--	--	--	--	--	--	--

	<p>verb) - Present Tense - Interrogative sentence - Modal auxiliaries</p> <p>Exercise</p> <p>A: Could you allow me to move the seat? B: Yes, you could. The sentences in bold type show a/an..</p> <p>A: Let's go to the librarian. B: I agree with you. The sentences in bold type show a/an..</p> <p>Fun Activities</p> <p>Create mini role play based on the instruction.</p>							
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LESSON PLAN

Sekolah : SDN Legokkalong 01

Kelas/ Semester : IV/ I

Waktu : 2 x 35' (2 meetings)

I. Standar Kompetensi

Berbicara

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

II. Kompetensi Dasar

2.1 Bercakap-cakap untuk menyertai tindakan secara berterima yang melibatkan tindak tutur: memberi salam/sapaan, mengenalkan diri, memberi salam perpisahan, dan memberi aba-aba.

III. Purpose of Study

In the end of the study, 75% students will be able to :

- a. Students are able to understand the expressions.
- b. Students are able to respond the simple conversation using the expressions.
- c. Students are able to use the expressions and respond for starting, extending, and ending in simple conversation.

IV. Material of Learning

1. List of expressions which are related to the basic competence with their meaning; those are:

- Greetings (salam/ sapaan)

- * Good morning : selamat pagi
- * Good day : selamat siang
- * Good afternoon : selamat sore
- * Good evening : selamat malam
- * Good night. : selamat tidur.
- * Hi : hai
- * Hello : halo
- * How do you do? : apa kabar?
- * How are you? : apa kabar?
- * How are you doing? : apa kabar?
- * How have you been? : apa kabar?
- * How's life? : apa kabar?
- * Welcome to my home : selamat datang di rumah saya.

- Introduction

- * Let me introduce myself : perkenalkan saya memperkenalkan diri saya.

My name is.... : nama saya.....

I'm..... years old. : umur saya..... tahun

I come from : saya berasal dari

I live in..... : saya tinggal di.....

My hobby is..... : hobi saya adalah

- Parting

- * Good bye. : selamat tinggal.
- * See you tomorrow. : sampai jumpa besok.
- * See you later. : sampai jumpa nanti.
- * See you next. : sampai jumpa nanti.
- * See you at restaurant. : sampai jumpa di restoran.
- * Take care. : hati – hati.

- Command

- * One-two-three-go! : satu – dua- tiga- mulai!
- * Ready-go! : siap – mulai!
- * Attention! : siap, grak!

2. Some examples of simple conversations:

Simple Conversation A

A: Good morning

B: Good morning

A: how do you do?

B: how do you do?

A: let me introduce myself. My name is Tom Jones. How about you?

B: my name is Will Smith. I'm from London.

A: Sorry, I must go. Good bye!

B: Good bye.

A student is giving command to run for the runners in sport class.

A: ready.....Go!

Simple Conversation B

C: Hi, how are you?

D: Hi! I'm fine, thank you. How about you?

C: I'm fine too, thank you.

D: What is your name?

C: My name is Katty Johnson. And you?

D: I am Mariah William.

C: Where do you live?

D: I live on Star street 18. How about you?

C: I live on Moony walk 20.

D: I must go now. See you later.

C: See you.

3. Some simple conversations to test the respond of students in which it is helped by the teacher.

For instance:

A: Good afternoon.

B:

A: How are you doing?

B:

A: What is your name?

B:

A: what is your hobby?

B:

A: I have to go now. See you.

B:

V. Method of study/ technique :

- a. Repetition drills (speaking activity by imitating and understanding the meaning and the use as well)
- b. Memorization drills
- c. Asking and responding

VI. Steps of Learning Activity

- a. Exploration (the first and second meetings)

Since this basic competence is still the very basic material of conversation, in **the first meeting**, the teacher applies opening conversation in native language to open the lesson.

In **the second meeting**, the teacher applies simple conversation to open the lesson; for example by practicing greetings.

In short what students do is:

- * Answering teacher's question.
- * Responding attending using target language.

- b. Elaboration (the first and second meetings)

Teacher:

- * Write the expressions on the blackboard.
- * Spread the expression and conversation scripts to each student in order to make students be able to learn the conversation at home.
- * Read the expressions loudly.
- * Explain the students the meaning of the expressions.
- * Drill the students to be able to pronounce and understand the expression well.

Students:

- * Repeat the expressions spoken by the teacher loudly until the pronunciation is good.
- * Understand the meaning of the expressions explained by the teacher, and try to speak the expressions while understand the meaning.
- * Memorize a lot of kinds of expressions (greetings, introduction, parting, and commands)
- * Answer the questions given by the teacher in the context of those expressions.
- * Practice expressions taught by the teacher with peer orally in a simple self-made conversation.

c. Confirmation (the first and second meetings)

Students:

1. Pay attention to the conclusion about what the teacher has taught.
2. Give some comments about what they had studied whether they understand or not, pleased or not in native language as that is the very beginning phase they learn English as the target language.
3. Listen to the teacher's advice about the moral value which can be taken from the expression about politeness that is really identical

with the western culture, and the tips to succeed in speaking class;
that is more practices are better.

4. Get homework.
5. Practice one of expressions taught (parting).

VII. Source and media of study.

- a. Scripts of expression and conversation
- b. Blackboard

VIII. Structure of Assignment

- a. First meeting : Students practice by taking turns in front of the teacher about the expression taught in the right pronunciation and give them the proper meaning orally.
- b. Second meeting : Students respond questions spoken by the teacher related to the expressions taught orally.

Students work in pairs to practice a role play related to the expressions in a simple conversation; greetings, introduction, parting, and commands in sequence orally.

IX. Evaluation

a. Evaluation technique :

- Oral test

c. Instrument:

- Repetition, understanding, and memorization drills
- Oral comprehension questions
- Role-play

No.	Indicators	Evaluation		
		Technique	Form	Example of instrument
a.	Students are able to mention and understand the meaning and the use about what expressions which belong to each heading of expressions (greeting, introduction, parting, and command).	Oral test	Mentioning the expressions or guessing the clue given by the teacher.	Look at the example
b.	Students are able to respond the teacher questions/ expressions spoken related to the expressions taught.	Oral test	Responding the questions or the expressions the teacher gives.	Look at the example.
c.	Students are able to make and practice simple conversation orally in pairs by applying the expressions taught.	oral test	Practicing the simple conversation	Look at the example

c. Instrument of evaluation

a. Oral Test

SD

Class IV/ 1

SK no 2

KD no 2.1

Expressions of Greeting, Introduction, Parting, and Commands

I. The first oral evaluation (in the first meeting)

Time : 1 x 10'

Instruction : Mention expressions, its kind, and its meaning.

II. The second evaluation (in the second meeting)

A. The second evaluation step A

Time : 1 x 10'

Instruction : respond the spoken teacher's expressions.

B. The second evaluation step B (simple role play)

Time : 1 x 15'

Instruction : perform a simple or short conversation related

to the expressions taught in pairs.

d. Rubric Evaluation

COGNITIVE EVALUATION (Oral Test)

Aspect	Score	Explanation
Pronunciation	5	Speech consists of almost appropriate pronunciation.
	4	Speech consists of hardly inappropriate pronunciation.
	3	Speech consists of some of inappropriate pronunciation.
	2	Speech consists of mostly inappropriate pronunciation.
	1	Speech consists of very poor pronunciation.
Meaning	5	Students mention the proper meaning for all expressions stated and mention all expressions' use properly (whether it belongs to greeting, introduction, parting, or commands)
	4	Students mention the proper meaning for some expressions stated, and they know some expressions' use.
		Students mention improper meaning for few expressions stated, and they only know few expressions' use.
	3	Students mention improper meaning for few expressions, and they do not know their use at all; or vice versa.
	2	Students mention improper meaning for all expressions, and they cannot explain their use at all.
1		
Content	5	The expressions are highly organized, and they are

	4	highly coherent. The expressions are well organized, and they are well coherent.
	3	The expressions are less organized, and they are less coherent.
	2	The expressions are less organized, and they are not coherent.
	1	Unorganized expressions and not coherent ones.

e. Scoring

Oral Test

- 1) Maximum score for each student: 15
- 2) It is multiplied with 6; and then plus 10 in order to get the range 0 – 100.

For instance: Bobby gets 10, so, $10 \times 6 = 60 + 10 = 70$

AFFECTIVE EVALUATION (Character Building)

No	Karakter	Parameter			Ket.
		Low	Medium	High	
1.	Dicipline - Student attends the				

	<p>class on time.</p> <ul style="list-style-type: none"> - Student pays attention to the lesson. - Student does the teacher's instructions. 				
2.	<p>Curiosity</p> <ul style="list-style-type: none"> - Student has question to ask when he/ she gets difficulty. - Student analyzes error he/ she make during the learning process. 				
3.	<p>Politeness</p> <ul style="list-style-type: none"> - Student responds the lesson or materials presented by the teacher politely. 				
4.	<p>Bravery</p> <ul style="list-style-type: none"> - Student is brave to practice his/ her speaking ability in front of class. - Student is brave to consult his/ her difficulty to the teacher. 				

	- Student is brave to respond the teacher's expressions.				
5.	<p>Diligence</p> <ul style="list-style-type: none"> - Student does the homework given by the teacher. - Student attends the meetings regularly. 				

Mengetahui,

Kepala Sekolah

Pekalongan,

.....2010

Guru Mata Pelajaran

NIP.

NIP.

LESSON PLAN

Sekolah : **Sekolah Dasar Negeri 01 Karang Sari**

Mata Pelajaran : Bahasa Inggris

Kelas / Semester : IV / 2

Alokasi Waktu : 2 x 35'

Standar Kompetensi :

Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

Kompetensi Dasar:

Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan

tindak tutur: meminta, menyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan.

I Purpose of Study:

By the end of the lesson, 70 % of the students should be able to:

1. Understand and practice how to ask information.
2. Understand and practice how to give information.
3. Understand and practice to ask permission.
4. Understand and practice how to give permission.
5. Understand and practice how to state agreements.
6. Understand and practice how to state disagreements.

II Material of Learning

a. Short dialogue which contains some expressions

1) Meminta ijin

T: May I borrow your pencil?

S: Of course.

T: May I use your ruler?

S: Yes, you may.

T: Could I open the door?

S: Of course.

2) Menyetujui dan tidak menyetujui

T: Do you agree to go to cafeteria?

S: Yes, I agree.

T: His bag is colorful.

S: Yes, you are right.

T: Do you agree Tom's opinion?

S: No, I disagree.

T: Rina looks beautiful.

S: I don't think so.

3) Menyangkal dan meminta kejelasan

T: This class is clean.

S: No, this is dirty.

T: Your shoes are new.

S: No, this is the old one.

T: Can you explain a tiger?

S: Certainly ma'am.

b. Using an appropriate vocabulary

Examples:

- Borrow - May
- Open - Can
- Close - Have
- Agree - Lend
- Think - Please

c. Using an appropriate grammar

Example :

verbs :

- Borrow - Lend
- Open - Use
- Close - Have
- Agree - Disagree
- Think - Bring

nouns:

- book - Taxi
- pen - Car
- door - Water
- apple - Pen

adjective:



- heavy
- big
- difficult
- beautiful

d. Pronunciation

Examples :

- borrow : /ˈbɒr.əʊ/
- open : /ˈɒp.ən/
- pen : /pən/
- close : /kloʊz/

e. Intonation

Examples :

- May I borrow your pencil? →
- His bag is colorful. →
- Would you please buy me a book? →



- Pleasantly →

f. Expression

Examples:

- May I borrow your pencil?
- His bag is colorful.
- Would you please buy me a book?
- Pleasantly

f. Grammar View

$S + V_1/V_{es} + O$

- ✓ Simple present tense:

- ✓ VI!

e.g. : *Sit down!*

- ✓ VI,+please!

e.g. : *Stand up, +please!*

- ✓ VI+noun!

e.g. : *Close+ the door!*

- ✓ V1+ noun, +please!

e.g. : *open+ your book, +please!*

III Metode of study / Technique

- a. Listen to the conversation.
- b. Role-plays
- c. Exercises.

IV Steps of Learning Activity

First Meeting

1. Exploration

- Greeting
- Check the attendance list
- State the topic
- The teacher asks the students about the topic related the students' eksperiences to build up the basic mind set

2. Elaboration

- Students write the example of some expression given by the teacher
- Students identify some difficult words found in the example of expressions.
- Students listen to the model.
- Students repeat the expression given by the teacher.
- Students practice to speak the expression with friend related to the material.
- Students act to speak the expression in front or the class.
- Students respon the utterance each other.
- Students identify difficult words.
- Students answer several question related to the expression that had been taught.

3. Confirmation

- Pay attention with teacher's summary of material
- Ask the difficulties.

Second Meeting

1. Exploration

- Greeting
- Check the attendance list
- State the topic

2. Elaboration

- Review the last meeting
- Discuss about the expressions, the appropriate words, and the use of grammar.
- Do exercise about asking and giving information, asking and giving permission, and stating agreement and disagreement.

3. Confirmation

- Pay attention with teacher's summary of material.
- Ask the difficulties.
- Give some comments all about which part they don't understand
- listen to the teacher's advice and wishes

V Source of the study

- a. Relevance text book
- b. Dialogue script

c. Dialogue recording

d. CD

VI Indicators:

a. Students are able to response some expression:

- asking and giving information
- asking and giving permission
- stating agreement and disagreement

b. Practice conversation with their friends

c.. Practice with good pronunciation

VI. Structure of the Assignment

- a. Identify the vocabulary in the expression (related to the material).
- b. Imitate the expression given by the teacher.
- c. Give respond which appropriate with the expression given.
- d. Make a group (two students) in pairs.
- e. Make a short dialogue based on the situation given: Introduction, Greeting, Parting, Giving Simple Instruction (choose one of them)
- f. Perform the dialogue in front of the class.

VII. Evaluation

- a. Evaluation Technique
 - Oral test: Perform the dialogue in front of the class
- b. Form

Instruction	Technique	Form	Examples of Instrument

Do role play based on the given situation	Oral test	Performance: Perform the role play in pairs in front of the class.	<ul style="list-style-type: none"> - Make a group (two students) - Make a short dialogue, choose one situation from (Introduction, Greeting, Parting, Giving Simple Instruction) - Perform the dialogue in front of the class
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c. Instruction:

Standard Competence: **Berbicara**

6. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas.

Basic Competence : Bercakap-cakap untuk meminta/ memberi informasi secara berterima yang melibatkan tindak tutur: meminta, menyetujui, tidak menyetujui, menyangkal, dan meminta kejelasan.

Activity I

Practice the dialog bellow

Example 1

Taxi driver : Where do you want to go?

Passenger : Can you take me to the Bank of America around the corner?

Taxi driver : Yes, certainly. Please come in.

Passenger : Ok.

Example 2

Passenger : ABC mall please

Taxi Driver : Sorry. I need to return the car in ten minute

Example 3

Passenger : Can you take me to ABC mall?

Taxi Driver : Yes. Come on in.

After practicing these conversations, the students will know how to ask something politely.

Activity II

Example I

Shop keeper : Can I help you?

Buyer : Yes, I'm looking for a book.

Example II

Stanger : Excuse me sir, would you do me a favour?

Dany : Yes, pleasantly.

Stanger : Would you please tell me the way to the airport?

Dany : Certainly..

Example III

Stanger : Good morning ma'am..

May I ask your time?

The Lady : Yes, sure..

Stanger : Would you please help me to get Johar Market ma'am?

The Lady : ok..

It takes 10 minutes for here by taxi. If you may, I will call you a taxi.

Stanger : If it is ok for you, I will be very happy ma'am.

The Lady : Just take it easy girl.

From the conversations above, the students will know how to ask and give an information.

d. Oral test

Instruction: Make a short dialogue from one of the situation (asking information, giving information, asking permission, giving permission, stating agreements, stating disagreements) and perform it in pairs in front of the class.

c. Rubric Evaluation

Oral test

Name	Score				Total Score
	Pronunciation	Fluency	Content	Intonation	

Scoring Explanation

Aspect	Score	Explanation
Pronunciation	25	Correct and clear pronunciation
	20	Easily understood but there are little mistakes
	10	A lot of mistakes and difficult to be understood
	5	Unclear and can't be understood
Fluency	25	The dialogue continuous fluently
	20	There is slight stumbling or pauses in the dialogue
	10	Long pauses and there is a doubt to continue the dialogue
	5	Long pauses and utterances left unfinished

Content	25	The contents are fully appropriate with the given situation
	20	There is an incorrect respond to the expression
	10	Only use little expression
	5	The expressions do not appropriate with the given situation but related to the material (misunderstanding)
Intonation	25	Use the correct intonation
	20	There is a little incorrect intonation
	10	There are so many incorrect intonation
	5	The intonation is flat

affective evaluation (Character Building)

No	Karakter	Parameter			Ket.
		Never	Seldom	Often	
1.	Dicipline - Student attends the class on time. - Student pays attention to the what				

	<p>teacher teach</p> <ul style="list-style-type: none"> - Student does the teacher's instructions. (do the exercise, practice the example given by the teacher, response the stimuli) - Student attends the meetings regularly. 				
2.	<p>Curiosity</p> <ul style="list-style-type: none"> - Student question when he/ she gets difficulty. - Student analyzes error he/ she make during the learning process. 				
3.	<p>Politeness</p> <ul style="list-style-type: none"> - Student responds the lesson or materials presented by the teacher politely. 				
4.	<p>Bravery</p> <ul style="list-style-type: none"> - Student is brave to practice his/ her speaking ability in front of class. - Student is brave to 				

	<p>consult his/ her difficulty to the teacher.</p> <ul style="list-style-type: none"> - Student is brave to respond the teacher's expressions. 				
5.	<p>Diligence</p> <ul style="list-style-type: none"> - Student does the homework given by the teacher. - The student understand well what the teacher teach 				

e. The Rule of Scoring

1. Total score maximum each student: 30
2. Students mark are got by divide the total score with 3

Pekalongan,
.....2010

Mengetahui

Kepala Sekolah

Guru Mata Pelajaran

.....
NIP.

.....
NIP.

LESSON PLAN

School : SDN KARANGSARI 02
Year/Semester : IV / 2
Subject : Bahasa Inggris
Time allocation : 2 x 35' (two meetings)

Standar kompetensi :

8. Menulis

Mengeja dan menyalin tulisan bahasa Inggris sangat sederhana dalam konteks kelas.

Kompetensi dasar :

8.1 Mengeja ujaran bahasa Inggris sangat sederhana secara tepat dan berterima dengan tanda baca yang benar yang melibatkan: kata, frasa, dan kalimat sangat sederhana.

I. Purpose of the study

At the end of the meeting, 75% of the students are able to:

- 1) Spell 8 among 10 words based on the material correctly.
- 2) Spell 7 among 10 phrases based on the material correctly.
- 3) Spell 3 among 5 simple sentences based on the material correctly.
- 4) Identify some punctuations (full stop, question mark, exclamation mark, etc) using in the simple sentences.
- 5) Spell 3 among 5 simple sentences based on the material with the right punctuation.

II. Material of Learning

1. recalling how to spell alphabet by singing
2. vocabulary and exercise

Theme: classroom

- **Word**



pencil	bag
ruler	chair
book	table
	pen

- **Phrases:**

a new pencil	a red book
my ruler	her bag

- **Simple sentences:**

I have a new pencil.
 Where is my ruler?
 Do not be late!
 She brings a pencil, a ruler, and two books.

3. Spelling and exercise

- **Words:**

Pencil : p-e-n-c-i-l	Chair : c-h-a-i-r
Ruler : r-u-l-e-r	Table : t-a-b-l-e
Book : b-o-o-k	Pen : p-e-n
Bag : b-a-g	

- **Phrases:**

A new pencil : a n-e-w p-e-n-c-i-l
 My ruler : m-y r-u-l-e-r
 A red book : a r-e-d b-o-o-k
 Her bag : h-e-r b-a-g

- **Simple sentences:**

I have a new pencil

Where is my ruler?

Do not take her bag!

She needs a pencil, a ruler, and two books

4. Punctuation and exercise

I have a new pencil. : I have a new pencil. (true)

I have a new pencil! (false)

Where is my ruler? : Where is my ruler? (true)

Where is my ruler. (false)

Do not be late! : Do not be late! (true)

Do not be late. (false)

She brings a pencil, a ruler, and two books:

She brings a pencil, a ruler, and two books. (true)

She brings a pencil a ruler and two books. (false)

5. Grammar View

SIMPLE PRESENT TENSE : $S + V_1/V_{es} + O$

6. Intonation:



Do not be late!



I have a new pencil.

III. Method of study/ technique :

1. Reading
2. Repetition drills (speaking activity by imitating the teacher)

3. practice
4. exercise

IV. Steps of Learning Activity

Meeting 1

- Exploration :
 - 1) The students answer the teacher greeting.
 - 2) Students are introduced to the new material.
- Elaboration :
 - 1) Students recall how to spell alphabet by singing.
 - 2) Students listen to the teacher's voice in reading words, phrases, and simple sentences related to the theme.
 - 3) Students imitate the teacher's voice in reading words, phrases, and simple sentences related to the theme.
 - 4) Students listen to the teacher's voice in spelling words, phrases, and simple sentences related to the theme.
 - 5) Students imitate the teacher's voice in spelling words, phrases, and simple sentences related to the theme.
 - 6) Students practice to spell words, phrases, and simple sentences by themselves.
- Confirmation :
 - 1) Teacher asks the students to recall the spelling of words, phrases, and simple sentences.
 - 2) Students pay attention to the teacher's conclusion about the lesson.

Meeting 2

- Exploration :
 - 1) Students respond the teacher's greeting.
 - 2) Students are introduced to the new material.
- Elaboration :
 - 1) Students recall how to spell words, phrases, and simple sentences.
 - 2) Students are given new words, phrases, and simple sentence.
 - 3) Students identify the punctuation in the simple sentences.

- 4) Students practicing to spell words, phrases, and simple sentences with right punctuation.
- 5) Students write the spelling of words, phrases, and simple sentences with right punctuation.

➤ **Confirmation** :

- 1) Teacher asks the students to recall the spelling of words, phrases, and simple sentences.
- 2) Students pay attention to the teacher's conclusion about the lesson.

V. Source and media

1. Relevant Textbook
2. Cassette recording

VI. Structured Assignment

1. Students identify the right punctuation in the simple sentences.
2. Students practice to spell words, phrases, and simple sentences with right punctuation in front of the class.
3. Students write the spelling of words, phrases, and simple sentences with right punctuation.

VII. Evaluation :

a. Evaluation technique :

- Written test
- Oral test

b. Instrument :

- question and answer
- performance

INDICATORS	EVALUATION		
	Technique	Type	Instruments
1. Students are able to spell words, phrases, and simple sentences correctly	Performance	Spoken	Look at the example

2. students are able to write the spelling of words, phrases, and simple sentences correctly	written	written	Question and answer
3. Students can identify the punctuation in the sentences correctly	Written	written	Question and answer

c. Instrument of Evaluation

Oral test

SD

Class IV/ 2

SK no 8

KD no 8.1

Spelling of words, phrases, and simple sentences.

Time : 1 x 10'

Instruction : spell these words, phrases, and simple sentences.

1. *Spell these words above!*

Class

Door

Book

Window

Table

2. *Spell these phrases correctly!*

My class

Broken door

Red book

Two windows

New table

3. *Spell these sentences correctly!*

I come to the class.

Clean the blackboard!

Is he a student?

I need a book, an eraser, and two pencil.

Rubric of assessment

aspect	score	
pronunciation	3	good pronunciation

	2	error pronunciation
	1	bad pronunciation
intonation	3	Good intonation
	2	Error intonation
	1	Bad intonation
fluency	4	Good pause and speed
	3	Good pause but bad speed
	2	Bad pause but good speed
	1	Bad pause and bad speed

Guidelines of the evaluation

1. Total score maximum each of the students: 10
2. Students' mark are got by divided the total score with 10 multiply 100

Example:

Dian got score 7

So her mark is $7/10 \times 100 = 70$

Written test

SD

Class IV/ 2

SK no 8

KD no 8.1

Write the spelling of words, phrases, and simple sentences.

Time : 1 x 25'

Instruction : write the spelling of these words, phrases, and simple sentences. Give the right punctuation to the simple sentences.

1. *Write down the spelling of these words, please!*

Shoes

Pencil

Ruler

Student

Bag

2. *Write down the spelling of these phrases, please!*

The students

Three pencils

My teacher

New ruler

Black bag

3. Write down the spelling of these simple sentences with the right punctuation, please!

- There are two students.
- Keep your uniform neat!
- Who is sweeping the class?
- She buys a bag, two pencils, and three books

Rubric of assessment

aspect	score	
punctuation	4	Excellent
	3	Good
	2	Enough
	1	Poor
spelling	4	Excellent
	3	Good
	2	Enough
	1	poor

Guidelines of the evaluation

1. Total score maximum each of the students: 8
2. Students' mark are got by divided the total score with 8 multiply 100

Example:

Dian got score 6

So her mark is $6/8 \times 100 = 75$

AFFECTIVE EVALUATION (Character Building)

Name	Dicipline (Do the teacher's instruction in given time on	Bravery (Practice his/ her speaking ability in	Diligence (Do the assignments assigned by the teacher)

	time)					front of class)									
	a	b	c	d	e	a	b	c	d	e	a	b	c	d	e
1.															
2.															
3.															
4.															
5.															

Note:

a = very good

b = fairly good

c = average

d = fairly bad

e = very bad



Scoring of Character Building

- 1) Very good = 5 points
- 2) Fairly good = 4 points
- 3) Average = 3 points
- 4) Fairly bad = 2 points
- 5) Very bad = 1 points

The maximum score is 15 points.

The range is:

- 1 – 3 : very bad : E
- 4 – 6 : fairly bad : D
- 7 – 9 : average : C
- 10 – 12 : fairly good : B
- 13 – 15 : very good : A

November 2010

Mengetahui,

Kepala sekolah

Pelajaran

Pekalongan,

Guru Mata

NIP

NIP

LESSON PLAN

The Identity : SDN Legokkalong 02
 Subject : English
 Class/Semester : IV/1
 Time Allotment : 2 × 35 minutes

Standar Kompetensi :

Berbicara

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

Kompetensi Dasar :

2.1 Bercakap-cakap menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba

I. Purpose of the Study

In the end of the study, 75 % of all the students are able to:

1. introduce themselves to their friends for about two times.
2. make a simple dialogue of introduction and the respond.
3. express and give respond to 5 among 7 greetings.
4. perform the dialogue of greeting in 2 situations in front of the class.
5. give respond to 8 among 10 simple instructions.
6. show the self confidence when introducing themselves to their friends.
7. show the politeness in expressing and giving respond to greetings and partings.

II. Learning Material

a. Vocabulary View

Examples:

- name - morning
- nice - evening
- spell - afternoon
- book - night

b. Pronunciation and Stress

- name /neɪm/ - morning
- /'mɔːnɪŋ/ nice /'naɪs/ - evening /'iːvɪnɪŋ/
- spell /spel/ - afternoon
- /aːftə'nuːn/ book /'bʊk/ - night /'naɪt/

c. Spelling

- name : n-a-m-e - morning : m-o-r-n-i-n-g
- nice : n-i-c-e - afternoon : a-f-t-e-r-n-o-o-n
- spell : s-p-e-l-l - evening : e-v-e-n-i-n-g
- book : b-o-o-k - night : n-i-g-h-t

d. Intonation

- morning, Bob. ↘ How do you do? - Good ↗
- word! ↗ Good bye, Billi. ↘ Spell the ↘

e. Expression of:**Introduction**

A: Hello, my name is Ani.

B: Hi, I am Tina.

A: How do you do?

B: How do you do?

Greeting

A: Good morning, Bob.

B: Good morning, Tara.

Parting

A: Good bye, Billi. See you tomorrow.

B: Good bye, Clara. See you.

Simple Instruction

A: Spell the word PEN.

B: P-E-N

f. Grammar View

SIMPLE PRESENT TENSE : $S + V_1/V_{es} + O$

g. Exercise

Oral Exercises that related to the material

Example: - Make a short dialogue based on the situation given.

- Practice the short dialogue in pairs in front of the class.

III. Method of the Teaching and Learning

- a. Discussion
- b. Question and Answer (between teacher and students)
- c. Drill and Practice

IV. Steps of Learning Activity

- a. Opening Activities (10 minutes)
 - The teacher come on time
 - The teacher greets the students; the students give respond.
 - Pray together
 - The teacher check the attendance list
 - The teacher tells the students that they will discuss about Introduction, Greeting, Parting, and Giving Simple Instruction.

- b. The Main Activities (50 minutes)

First Meeting

1. *Exploration*

- ❖ The teacher explain How to: introduce ourselves, greet someone else, parting, and give respond to the simple instruction.
- ❖ The teacher explain the learning material related to the subject.
- ❖ The teacher gives some examples of each expression.
- ❖ The teacher drills the students (to imitate the pronunciation and intonation of the expressions given)

2. *Elaboration*

- ❖ The students discuss with friends (in pairs) about introduction, greeting, parting, and giving respond to the simple instruction.
- ❖ The students make a short dialogue (choose one of the situation) in pairs.

Second Meeting

3. *Confirmation*

- ❖ The students practice one of the dialogue (Introduction, Greeting, Parting, Giving Simple Instruction) with their partner.
- ❖ The teacher gives feedback (comments and correction) to the students' performance.
- ❖ The teacher gives chance to students to tell their opinion about their friends' performance.

c. The Last Activities/ Closing (10 minutes)

- The teacher asks the students whether there is difficulty or not.
- The teacher gives conclusion and a brief evaluation to the activities.
- The teacher tells the lesson plan for the next meeting.
- The teacher say good bye (parting) to all of the students.

V. Source and Media of the Study

- a. English text book
- b. English student work sheet (LKS)
- c. Dialogue Script

VI. Structure of the Assignment

- g. Identify the vocabulary in the expression (related to the material).
- h. Imitate the expression given by the teacher.
- i. Give respond which appropriate with the expression given.
- j. Make a group (two students) in pairs.
- k. Make a short dialogue based on the situation given: Introduction, Greeting, Parting, Giving Simple Instruction (choose one of them)
- l. Perform the dialogue in front of the class.

VII. Evaluation

- d. Evaluation Technique
 - Oral test: Perform the dialogue in front of the class
- e. Form

Instruction	Technique	Form	Examples of Instrument
Do role play based on the given situation	Oral test	Performance: Perform the role play in pairs in front of the class.	<ul style="list-style-type: none"> - Make a group (two students) - Make a short dialogue, choose one situation from (Introduction, Greeting, Parting, Giving Simple Instruction) - Perform the dialogue in front of the class

f. Instruction

Standard Competence: **Berbicara**

2. Mengungkapkan instruksi dan informasi sangat sederhana dalam konteks kelas

Basic Competence : 2.1 Bercakap-cakap menyertai tindakan secara berterima yang melibatkan tindak tutur: mengenalkan diri, memberi salam/sapaan, memberi salam perpisahan, dan memberi aba-aba.

Oral test

Instruction: Make a short dialogue from one of the situation (Introduction, Greeting, Parting, and Giving Simple Instruction) and perform it in pairs in front of the class.

g. Rubric Evaluation

Oral test

Name	Score				Total Score
	Pronunciation	Fluency	Content	Intonation	

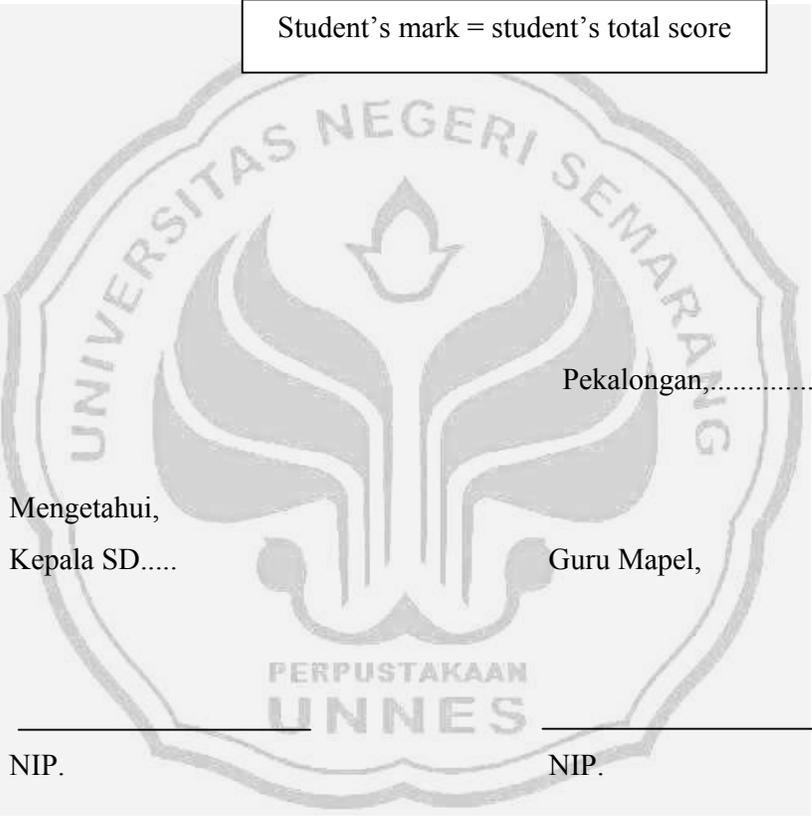
Scoring Explanation

Aspect	Score	Explanation
Pronunciation	25	Correct and clear pronunciation
	20	Easily understood but there are little mistakes
	10	A lot of mistakes and difficult to be understood
	5	Unclear and can't be understood
Fluency	25	The dialogue continuous fluently
	20	There is slight stumbling or pauses in the dialogue
	10	Long pauses and there is a doubt to continue the dialogue
	5	Long pauses and utterances left unfinished
Content	25	The contents are fully appropriate with the given situation
	20	There is an incorrect respond to the expression
	10	Only use little expression
	5	The expressions do not appropriate with the given situation but related to the material (misunderstanding)
Intonation	25	Use the correct intonation
	20	There is a little incorrect intonation
	10	There are so many incorrect intonation

	5	The intonation is flat
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h. The Rule of Scoring

Student's mark = student's total score



Pekalongan,.....2010

Mengetahui,
Kepala SD.....

Guru Mapel,

NIP. NIP.

