

CHAPTER I

INTRODUCTION

This chapter explains the general information of the research. It contains Background of Study, Aims of Study, and Statement of the Problem, Significance of Study, Research Methodology, Organization of Study and Clarification of Terms.

1.1 Background of the Study

The era of globalization necessitates communication by people in the world to make good connections to each others for their own purposes. To enable people to communicate effectively in international communities, they need to master English as an international language.

Therefore, English is one of the curriculums in teaching and language learning in schools and institutions. In Indonesia, Curriculum tends to be dynamic because the government changes and revises it depends on the conditions and situations of social, economy, politics and culture. School-Based Curriculum Development or known as 2006 Curriculum or KTSP -as today curriculum- is a substitute curriculum of the former curriculum called 2004 curriculum or competency-based curriculum (CBC). KTSP is now prevailed based on government policy in *Permendiknas Nomor 22 Tahun 2006* about the Content Standard and *Permendiknas Nomor 23 Tahun 2006* about Competence Standard in elementary school, junior high school and senior high school. Based on *Peraturan Pemerintah No.19 Tahun 2005* about National Standard of Education,

Standar Isi (Content Standard) and *Standar Kompetensi Lulusan* (Standard Framework) are the more determined one in developing curriculum in KTSP rather than the other standards. Content standard which is developed by the Educational Standard National Board (BNSP) includes basis framework and curriculum structure as the principles in developing the curriculum, subject matters of elementary school, junior high school and senior high school, curriculum itself that is developed by schools and educational agenda. In Competence Standard, especially in English subject for junior high school, there are four competencies that students should achieve (*Pusat Kurikulum*, 2006): listening, speaking, reading and writing. Each skills must cover simple transactional and interpersonal discourse orally, formally or informally, in the form of recount, descriptive, narrative, procedure and report in daily life.

Referring to the government regulations stated above, KTSP is a curriculum which gives the schools independency in designing, developing, and implementing the curriculum (*Pusat Kurikulum*, 2006) based on their own situation, condition and potential (Apandi, 2006). He also stated that in developing the curriculum based on KTSP, there are principles that should be considered: (1) oriented in potential, development, needs and importance of students (2) varied and integrated (3) Responsive to science, technology and art (4) relevant to life needs (5) general and continued (6) long life learning (7) balanced with national and local needs. Besides, Apandi (2006) argued that KTSP is conducted in order to make a better place in educational policy because if we look back, there was a generalization in curriculum for rural and urban areas. The

curriculum did not consider the condition and potential things that schools in rural/urban area have. Schools are burdened with standard arranged by the official curriculum designer. So, the graduates have less competencies and sense of competition between them.

Elements of KTSP are educational goals of schools, educational structure and contents, education agenda and syllabus. In this research, the main focus is in developing the syllabus. Syllabus is ways in organizing the course and materials (Brown, 1995). In term of developing syllabus, it is the process of planning, selecting, and organizing instructional contents also the strategies in presenting and evaluating contents mastery (Sundayana, 2006). Referring to KTSP, syllabus development is wholly conducted by the schools because of the education decentralization and also the focus on schools potential and students' needs. Teachers are the main players in developing syllabus. If teachers can not conduct the syllabus, there are national council of English (MGMP), analyst/experts, and also program director who can be asked to help in developing syllabus.

In developing curriculum and syllabus, the schools should refer to the guidance conducted by BNSP. It states that teachers should recognize the characteristics of the subjects. It is important because it will determine in developing syllabus and evaluation system. In English, it has the characteristic in language function as means of communication. So, in order to have a good communication, the students should have interactive skill. In other word, the students should have discourse, linguistic, actional and sociocultural

competencies (*Pusat kurikulum, 2004*) and also bring about the same literacy level including performative, functional and informational.

In socializing KTSP, the government gives the due time for schools that have applied 2004 Curriculum to start implementing the curriculum by the year 2006 and should implement the curriculum by the year 2009. So, it needs the active responses in finding the information about the curriculum and teachers are challenged to be more professional in achieving curriculum especially in developing the Content Standard into indicators, materials and evaluation system (Ismail, 2006).

Regarding KTSP as a recent policy, it has some issues in its implementation. Ismail (2006) also stated that, there are still many schools that only imitate KTSP just because the other schools have applied KTSP. It means that some schools seem to be in a hurry in implementing KTSP although they have no idea in conducting curriculum which is systematic, complete and school needs-oriented. Worse is, they copied the whole syllabus purely from the internet. Essentially, KTSP is a new policy which gives an authority for school to develop their own curriculum based on their potential and needs. But, the fact shows that the schools are still centralized. Baedhowi (2006) investigates that KTSP implementations are

- Good in its theory but teachers have not fully understood the concept
- Lack in references/documents
- Ineffective in socialization and training

- Unclear in materials, strategies and approach also its sources
- Lack in coordination
- Having similar problems faced in 2004 Curriculum

So, he assumed that it needs synchronization (materials, sources and targets), steps, grand strategies, monitoring, evaluation, assistance, advocating, continuity and development in KTSP implementation.

Compared with other countries, Indonesia just implemented it in 2006. In Taiwan, School-Based Curriculum Development which has existed since 1998 can be explained as a collaborative curriculum between Curriculum development officers and stakeholders in the local sector of primary education (Chen and Jing, 2000). These stakeholders are teachers who participate in conducting collaborative lesson planning or action research, curriculum leaders in primary schools, and teachers who share their experiences with other schools. Australia also implemented School-based Curriculum Development in which teachers decide what should be taught, assessed and reported (Donnelly, 2005). There is also Outcomes-based Education (OBE) which principally is the same as Content Standard and Framework Standard.

Considering all the issues stated above, the research tried to find out how the teachers developing the syllabus based on Content Standard and Framework Standard in KTSP and its problems.

1.2 Aims of Study

In conducting the research, it has some aims that are expected in the end of the research. The aims are:

- a. Identifying how the teachers develop syllabus based on KTSP
- b. Identifying the problems faced by the teachers in developing syllabus based on KTSP

1.3 Statement of the Problem

After getting information, theories and issues related to KTSP, the research tried to find out the answers of following questions:

- a. How do the teachers develop syllabus based on KTSP?
- b. What are the problems faced by the teachers in developing syllabus based on KTSP?

1.4 Scope of the study

As many qualitative studies, the present study had some limitations. The limitations of the study only emphasized on the stages in developing syllabus based on KTSP: planning and developing syllabus content. Besides, the research also analyzed the problems faced by the teachers in developing the syllabus in those stages and steps.

1.5 Significance of the Study

The significances of the study are

- a. Socializing the ways in developing syllabus of present curriculum in education, KTSP

- b. Improving the teachers skills especially in developing syllabus based on KTSP
- c. Expanding the knowledge and be practical value for considerations of syllabus used in English teaching and learning.
- d. Improving the quality and standard of English curriculum

1.6 Research Methodology

1.6.1 Research Method

The method chosen for this study was qualitative in nature using descriptive method. This method tends to focus on the process of educational activities in order to find out the problems faced in educational issues. Also this method is the interpretation of the research to data of the facts in educational setting.

1.6.2 Research Site

The study took respondents from English teachers as those who develop syllabus in junior high school in Bandung (West Bandung and Bandung City) as the representatives. The teachers who involved in this research are from national council of English (MGMP). They were chosen because junior high schools there have started in implementing KTSP.

1.6.3 Research Instrument

The instruments that were used in the study are

- Questionnaires

Teachers filled in the questionnaire related to their understanding

g and ways in developing syllabus based on KTSP.

- Interview

Teachers were randomly interviewed related to developing syllabus based on KTSP.

- Documents Collecting

To find more detailed information, teachers who had developed syllabus were asked to collect the syllabus.

1. 6.4 Research procedure

In conducting this study, there are some steps that will be taken:

- Gathering information and researches related to English curriculum that obtains in Indonesia
- Identifying the syllabus based on KTSP
- Analyzing the syllabus based on KTSP
- Identifying how the teachers developing syllabus based on KTSP
- Finding the problems faced by the teachers in developing the syllabus

1. 6. 5 Data Analysis

After getting the data from the respondents, this study will analyze the data based on the stages and steps in developing syllabus based on KTSP.

1.7 Organization of the Study

This present research were organized using a standardize pattern as follows

Chapter I

Introduction

In this chapter, it contains a general explanation of the research

Chapter II

Theoretical Foundation

It includes reviews of references and former theories related to the present research

Chapter III

Research procedure

This chapter describes all the procedures and stages in conducting the research

Chapter IV

Data Presentation

This chapter describes the data of the research. It includes collecting, analyzing and interpreting the data also discussing about finding

Chapter V

Conclusion and Suggestion

It concludes result, process and data interpretation also the strength and weakness of the research. Besides, it suggests to the next research or related sides.

1.8 Clarification of the Key Terms

In order to avoid unnecessary misunderstanding, some terms used in this paper are clarified as follows:

- a. **Syllabus** : Syllabus as one of the component in KTSP
- b. **Syllabus development** :The process in developing syllabus by the teachers and its problems in junior high school in Bandung based on KTSP
- c. **School-Based Curriculum Development (KTSP)**: Indonesia present curriculum that is obtained in 2006. This curriculum gives the autonomy and independency for every school to develop their own potential and needs in developing their curriculum based on Content Standard and Competence Standard.