

**THE ENGLISH TEACHERS' STRATEGIES IN TEACHING ENGLISH  
BASED ON KTSP AT THE TENTH GRADE STUDENTS OF SENIOR  
HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA**

**THESIS**

*Presented to the Department of education of the Islamic State College of  
Palangka Raya in Partial Fulfillment of Requirements for the Degree of  
Sarjana Pendidikan Islam*



by:

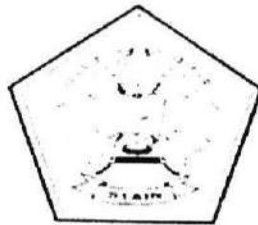
**APRI YUGO**  
**SRN.0301120083**

**THE ISLAMIC STATE COLLEGE OF PALANGKA RAYA  
THE DEPARTMENT OF EDUCATION  
THE STUDY PROGRAM OF ENGLISH EDUCATION  
2009**

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2009**

**APPROVAL OF THE THESIS ADVISORY COMMITTEE**

Title of Thesis : **THE ENGLISH TEACHERS' STRATEGIES IN TEACHING ENGLISH BASED ON KTSP AT THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA**

Name : APRI YUGO

SRN : 030 112 0083

Department : EDUCATION

Study Program : ENGLISH EDUCATION

Level : (S-1)

Palangka Raya, December 16, 2009

Approved by:

Advisor I,



Drs. H. Abdul Qodir, M.Pd.  
NIP. 19560203/199003 1 001

Advisor II,



Sabarun, M.Pd.  
NIP. 19680322 20080 1 005

Vice Director in Academic affair,



Drs. H. ABU BAKAR H. M.Ag.  
NIP. 19551231 198303 1 026

The Department of  
Education Chair,



Hi. HAMIDAH, M.A.  
NIP. 19700208 199803 2 001

**OFFICIAL NOTE**

Care: The Thesis Examination

Palangka Raya, December 16, 2009

To Director of the Islamic State  
College Palangka Raya  
In  
Palangka Raya

Peace be unto and God's mercy and blessing as well

By reading and analyzing of your thesis revision, we think that your thesis  
in the name of:

Name : APRI YUGO  
SRN : 030 112 0083  
Title of Thesis : **THE ENGLISH TEACHERS' STRATEGIES IN  
TEACHING ENGLISH BASED ON KTSP AT THE  
TENTH GRADE STUDENT OF SENIOR HIGH  
SCHOOL 2 PAHANDUT OF PALANGKA RAYA.**

Can be examined in partial fulfillment of the degree of Sarjana Pendidikan  
Islam in English Education of the department of education of the Islamic State  
College of Palangka Raya.

Thank you on your attention.

Peace be with you and God's blessing

Advisor II,



Sabaran, M.Pd.  
NIP. 19680322 20080 1 005

Advisor I,



Drs. H. Abdul Oodir, M.Pd.  
NIP. 19560205 199003 1 001



## LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

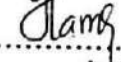
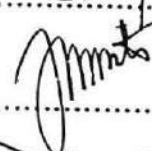
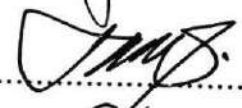
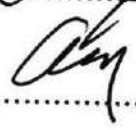
This thesis entitle **THE ENGLISH TEACHERS' STRATEGIES IN TEACHING ENGLISH BASED ON KTSP AT THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA** in the name of Apri Yugo, and his Student Registration Number is 030 112 0083. It has been examined in Examining Team of the state College of Islamic Studies of Palangka Raya:

Day : Wednesday

Date : Dzulhijjah 29, 1430 H/December 16, 2009

Palangka Raya, December 16, 2009

### Team of Examiners:

1. **Dra. Halimah, M.Pd.**  
Chairman/member (..........)
2. **Siminto, M.Hum.**  
Member (..........)
3. **Drs. H. Abdul Qodir, M.Pd.**  
Member (..........)
4. **Sabarun, M.Pd.**  
Secretary/member (..........)

The State Islamic College  
of Palangka Raya  
Director,



**DR. H. KHAIRIL ANWAR, M.Ag.**  
NIP. 19630118 199103 1 002

**THE ENGLISH TEACHERS' STRATEGIES IN TEACHING ENGLISH  
BASED ON KTSP AT THE TENTH GRADE STUDENTS OF SENIOR  
HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA**

**ABSTRACT**

The problems of the study are: (1) How are the teachers' strategies in Teaching English at the tenth grade students of SMA 2 Pahandut of Palangka Raya based on KTSP?; (2) What are the problems faced by the teachers' in teaching English based on KTSP at the tenth grade students of SMA 2 Pahandut of Palangka Raya?. The aims of the study are; (1) To find out the teachers' strategies in Teaching English at the tenth grade students of SMA 2 Pahandut of Palangka Raya based on KTSP; and (2) To find out the problems faced by the teachers in teaching English based on KTSP at the tenth grade students of SMA 2 Pahandut of Palangka Raya.

The study applied qualitative method and the number of the subjects were three English teachers. The techniques used to collect the data were observation, interview, and documentation. The study applied 4 stages of analysis, namely: 1) Data collection, 2) Data reduction, 3) Data display, and 4) Drawing the conclusion or verification.

Based on the results of the study, the researcher classified the three English teachers applying the student-centered strategy which was used in learning process. In this sense, the students presented and explained the lesson material in front of the class to other students. In addition, the problems faced by new students were they needed adaptation with the new method that they ever met. The other problems were about the time management.

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**ABSTRAK**

Rumusan masalah dalam penelitian ini adalah: (1) Bagaimana strategi guru Bahasa Inggris dalam mengajar Bahasa Inggris pada kelas kesepuluh SMA 2 Pahandut Palangka Raya berdasarkan KTSP? (2) Kendala apa saja yang dihadapi guru dalam menerapkan KTSP pada kelas kesepuluh SMA 2 Pahandut Palangka Raya?. Tujuan penelitian ini adalah (1) Untuk mengetahui strategi guru Bahasa Inggris dalam mengajar Bahasa Inggris pada kelas kesepuluh SMA 2 Pahandut Palangka Raya berdasarkan KTSP, (2) Untuk mengetahui Kendala yang dihadapi guru dalam menerapkan KTSP pada kelas kesepuluh SMA 2 Pahandut Palangka Raya.

Jenis penelitian ini menggunakan metode kualitatif dengan subjek penelitian (sumber data) berjumlah 3 orang guru mata pelajaran Bahasa Inggris. Teknik pengumpulan Data yang peneliti terapkan adalah observasi, wawancara dan dokumentasi. Penelitian ini menggunakan 4 (empat) tahapan analisis yaitu: 1) Pengumpulan Data, 2) Pengurangan Data, 3) Penyajian Data, dan 4) Penarikan kesimpulan/verifikasi.

Berdasarkan hasil penelitian, peneliti mengklasifikasikan strategi-strategi yang diterapkan oleh 3 guru Bahasa Inggris adalah student center strategi yang digunakan dalam proses mengajarkan bahasa Inggris. Siswa dalam kegiatan Belajar mengajar tersebut mempresentasikan dan menjelaskan materi pelajaran di depan kelas kepada siswa lainnya. Adapun kendala yang dihadapi adalah pada siswa baru, mereka membutuhkan adaptasi dengan metode dan strategi baru yang belum pernah mereka dapatkan sebelumnya. Adapun kendala lain yang dihadapi adalah masalah waktu.

## ACKNOWLEDGMENTS

Alhamdulillah and praise belong to Allah SWT the Almighty, because His blessing and mercy, finally the writer is able to complete this thesis entitle: *The English Teachers' Strategies in Teaching English based on KTSP at the Tenth Grade Students of Senior High School 2 Pahandut of Palangka Raya.*

This thesis is written to fulfill one of the requirements to get title of Sarjana Pendidikan Islam (S.Pd.I) in the English Education, the Department of Education, the Islamic State College (STAIN) of Palangka Raya. Many people who have contributed support, assistances, and guidance of various sides, therefore the writer says the special thanks to:

1. Dr. H. Khairil Anwar, M.Ag., as The State College president of STAIN Palangka Raya for his direction and encouragement to finish this thesis.
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10. Especially to Violetta thanks for the inspiration.

Finally, the writer realizes that this thesis is not perfect, there are many mistakes and errors. Therefore, the writer would like to ask the readers to criticize or to enlighten on these mistakes and errors. The writer would greatly appreciate any constructive criticisms of this thesis from the readers.

The writer hopes that this thesis will be useful for the reader in generally and for the writer especially. My Allah bless us forever.

Palangka Raya, December 20, 2009

The Writer



**APRI YUGO**  
**030 112 0083**

## DECLARATION OF AUTHENTICATION

In the name of Allah

I myself make declaration that this thesis entitles **THE ENGLISH TEACHERS' STRATEGIES IN TEACHING ENGLISH BASED ON KTSP AT THE TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it is given a citation and shown in the list references.

If my own declaration is not right in this thesis, I am ready to be given the sanction and cancellation of title.

Palangka Raya, December 20, 2009

My own declaration,

A 6000 Rupiah postage stamp with a signature over it. The stamp features the number '6000' and the text 'METAL TEMPEL'. The signature is written in black ink over the stamp.

**APRI YUGO**  
**030 112 0083**

**MOTTO:**

إِنَّ اللَّهَ لَا يُغَيِّرُ مَا بِقَوْمٍ حَتَّىٰ يُغَيِّرُوا مَا بِأَنْفُسِهِمْ<sup>١١</sup>

In fact Allah does not change situation of a clan  
So that they change situation exist in themselves.

(Q.S.AR.Ra'd: 11)

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# **CHAPTER I**

## **INTRODUCTION**

### **A. Background of The Study**

Language is very important in our life. By using language many people in the world can interact with others, because language is a tool of communication that has meaning to communicate, it is used orally and written. Language also can be used to express opinions, ideas and also feelings. It is difficult to interact to other people if there is no language in our life.

English is one of the international languages. By mastering English it is expected that the students are able to communicate and interact with other people from the other countries. Therefore, it is known that English contains listening, speaking, reading and writing skills. They are very important to be learnt by the students of elementary school, junior high school and students of university level.

Educational Unit Level Curriculum represent the newest curriculum which was in 2006 / 2007 by Regulation of Minister of National Education Number 24 Year 2006. It is compiled in order to fulfill recommendation which is decanted in ordinance Republic of Indonesia Number 20 Year 2003 about National Education System and Regulation of Government Republic of Indonesia Number 19 Year 2005 about National Education Standard.

Effort of recondition of this education also have to be oriented at mission and vision development of education of national which have been formulated previously before. First, improving slivering and extension opportunity which to

obtain to get education at the same time with make-up of quality. Second, developing emulation knowledge and excellence of Indonesian nation so that can compete globally. Third, strengthening related of education to be good match for requirement of development. Fourth, pushing society creations which learn. Fifth, Representing medium to prepare next generation nowadays and at the same time future. Sixth, representing medium to strengthen spirit in course of industrialization and push the happening of change for Indonesia society in entering globalization era.

In consequence, strive the make-up of the quality of education gone through in order to anticipating various change and demand requirement of future to face by student as nation citizen so that they can think global and acting upon characteristic and local potency (*think globally but act locally*), considering world have come to " global native" (Mcluhan, 1969), as re-cited by Kniep (1989).<sup>1</sup>

Based on the statement above, the researcher is interested in conducting the research in English teaching based on KTSP, and this research is entitled:

The English Teachers' Strategies in Teaching English based on KTSP at the Tenth Grade Students of Senior High School 2 Pahandut of Palangka Raya.

#### **B. Problems of the study**

Based on background, the problems of the study in this research are:

1. How is the English teachers' strategies applied in Teaching English at the tenth grade students of senior high school 2 Pahandut of Palangka Raya based on KTSP?

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<sup>1</sup> Masnur Muslich, *KTSP Pembelajaran Berbasis Kompetensi dan Kontektual*, Jakarta: PT Bumi Aksara, 2007, hal. 11

2. What are the Teachers' problems in applying KTSP at the tenth grade student's of senior high school 2 Pahandut of Palangka Raya?

**C. Objective's of the study**

1. To find out how is the English teacher strategies applied in teaching English at the tenth grade students of senior high school 2 Pahandut of Palangka Raya based on KTSP?
2. To find out the Teachers' problems in applying KTSP at the tenth grade student's of senior high school 2 Pahandut of Palangka Raya?

**D. Significances of the study**

Theoretically, this study is expected to be beneficial to increase the English Teacher in choosing a good strategy in Teaching Learning process.

The significances of this study are:

1. As contribution for the tenth grade student of senior high school 2 Pahandut of Palangka Raya about the English teaching based on KTSP.
2. As the reference for the next researcher who want to make some research.
3. As positive contribution for education Institute generally, STAIN Palangka Raya especially.
4. As knowledge, for who wants to read this thesis.
5. As information to the teacher about the English teaching based on KTSP.

**E. Definition of Key term**

**1. Strategy**

Webster states that:

Strategy is a careful plan or method, a the art of devising or employing plans or stratagems toward a goal an adaptation or complex of adaptations that servers or appears to serve an important function in achieving evolutionary success.<sup>2</sup> In the present study, the strategy refers to The English Teacher's Strategy in Teaching English based on KTSP at Tenth Grade Students of Senior High School 2 Pahandut of Palangka Raya.

## 2. Teaching

Based on the Oxford Advanced learner's Dictionary, teaching is the work of teacher whereas "teach" is an activity that is used in the most formal and informal situations and can refer to an academic subject or a practical skill for any age group.<sup>3</sup>

According to Sastrawijaya, teaching is an effort to change somebody in order to be able to do a certain attitude, the effort of the changing is done by control.<sup>4</sup> In addition, Arikunto state that "Secara sederhana pengajaran menunjuk suatu kegiatan yang mengandung terjadinya proses penguasaan, pengetahuan, keterampilan dan sikap oleh subjek yang sedang belajar". (Teaching simply refers to an activity that contains of the process of skill, knowledge and mastery of the subjects).<sup>5</sup>

## 3. Education Unit Level Curriculum(KTSP)

<sup>2</sup> Meriam Webster, 11<sup>th</sup> Collegiate Dictionary. 2

<sup>3</sup> Hornby, As., *Oxford Advanced Learner's Dictio*  
University Press. 1995

<sup>4</sup> Sastrawijaya,A. Tresna., *Pengembangan Program*  
hal.14

<sup>5</sup> Sastrawijaya,A. Tresna., *Pengembangan Program Pe*  
hal.14





Education Unit Level Curriculum (KTSP) represent step concrete in order to fulfilling recondition demand of national education that trying of out for more complete, continue compiled to every school. Education Unit Level Curriculum (KTSP) which have been legalized through regulation of Minister of National Education Number 24 year 2006 try for close over gap weakness of Curriculum system Base on Interest (KBK) either from planning, execution, and evaluation so that can more effective teaching in class.<sup>6</sup>

According to Masnur Muslich the Definition of KTSP is compiled operational curriculum and executed by set of education or school.<sup>7</sup> Pursuant to definition above, hence writer can take conclusion that KTSP represent operational curriculum every level set of each education which must be applied in course of teaching, in this case KTSP can be compiled by pertinent school, although school also still need to see and relate at guidance national fringes compiler of KTSP which compiled by committee independent that called the National Education Standard (BSNP).

## **F. Research Methodology**

### **1. The time and the place of the study**

To collect the data in field, it is needed two months. The time is used to get the accurate and brief data related to the topic of the study. The data are intended

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<sup>6</sup> Masnur Muslich, *Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: Bumi Aksara, 2007, hal.4

<sup>7</sup> *Ibid*, Hal.17

everything that is needed to make this study reasonable and acceptable. For instance, how is the teaching English that applied by teacher at tenth grade student of Senior high school 2 Pahandut of Palangka Raya based on KTSP, then what the strategies are used by them. Meanwhile the place of this study is at Senior high school 2 Pahandut of Palangka Raya.

## **2. The method of the study.**

In this research the writer uses qualitative method. This method is concerned primarily with the process. According to Meriam in Creswell "Qualitative research involves the field work. The researcher physically goes to the people, setting, site, or record behavior in its natural setting."<sup>8</sup>

In this way, qualitative method means to find out and describe the phenomena through the process being observed in detail and clearly as reality that found in implementation in the learning of English especially in teaching English based on KTSP at tenth grade student of Senior high school 2 Pahandut of Palangka Raya.

## **3. The subject and the object of the study**

The subject of the study is the teacher in English teaching based on KTSP at tenth grade student of senior high school 2 Pahandut of Palangka Raya. The Teacher, who is as the subject, will be taken by using purposive Sampling. Sugiyono states that purposive sampling is a technique to take data from the source of the data with special consideration.<sup>9</sup> It means the sample is the person

---

<sup>8</sup> Creswell John W., *Research Design Qualitative Approach*, California: SAGE Publication, inc, 1994, p.145.

<sup>9</sup> Sugiyono., *Metode Penelitian Pendidikan*, Bandung: Alfabeta, 2007, p.92.

that knows what the researcher want. The criteria of the purposive sampling is continuous adjustment of focusing of the sample. It means the sample unit of research that is chosen as long as will accordance with the research purpose.

The Subject in this research is three teacher which teaching English at tenth grade student of senior high school 2 Pahandut of Palangka Raya. As for becoming subject in this research can be seen at tables following:

**Table 1**  
**Teacher's name/subject**

NO	TEACHER NAME/SUBJECT	CLASS
1	Erwanto,S.Pd	X
2	Siti Juwairiyah,S.Pd	X
3	Lailin Ni'mah,S.Pd	X

#### **4. The Technique of Collecting Data**

Catherine Marshal, Gretchen B.Rossman, in Sugiyono states that "the fundamental methods relied on by qualitative researchers for gathering information are, participant in the setting, observation, interview, documentation."<sup>10</sup>

##### **a. Observation**

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<sup>10</sup> *Ibid*,p. 92.

Kerlinger in Arikunto states that” *mengobservasi adalah semua penerimaan bentuk data yang dilakukan dengan Cara merekam kejadian, menghitungnya, mengukurnya dan mencatatnya*”.<sup>11</sup>

Observation is doing directly to the object of study including to the students. The observation in this study is an overt observation. Moleong states that overt is an observation that has been known by subjects. So the subjects will give chance to the observer to observe the event that happen, or they have known that the observer observe their activities. The data can be seen from this observe are:

1. The teaching learning process.
2. The class situation.
3. The student’s effectiveness.

#### **b. Interview**

Moleong states that wawancara adalah percakapan dengan maksud tertentu yang dilakukan oleh dua pihak antara orang yang mewawancarai dan orang yang diwawancarai<sup>12</sup> (interview is definite conversation that is being done by interviewer and interviewee). The usage of the technique by giving question directly between interviewers to interviewee.

Interview is technique of collecting data will use by the writer to get info orally through conversation and face with person who can give the info to the writer. This technique will use by reason in order that the writer can dig more deeply about the object will observe.

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<sup>11</sup> Suharsimi Arikunto, *Prosedur penelitian suatu pendekatan praktik*. PT Rineka Cipta: Jakarta 1993. p 189

<sup>12</sup> Lexi Moleong, *Metode penelitian kualitatif*. Bandung : Remaja Rosda Karya, 2001. p 135

The interview will use in this study is unstructured interview. According to Sugiyono unstructured interview or free interview is where the researcher does not use an interview guide or only used the problems outlines that will be asked.

### **c. Documentation**

Arikunto states that documentation is mencari data mengenai hal-hal atau variable yang berupa catatan, transkrip, buku, surat kabar, majalah dan sebagainya (Documentation is to find out some things or variable that relate to note, transcript, book, newspaper, magazine and other). The documentation is a technique in collecting data by using documents of writing that is gotten and or related to the data needed.<sup>13</sup>

This technique is used to collect the data in the form of documents on the study place. The formal document is the English teacher that applied KTSP in teaching English at tenth grade student of senior high school 2 Pahandut of Palangka Raya.

Passing this technique the writer obtain get data from result of source written, passing document or symbolic article which have relevance with research so that can equip the data which obtained in field.

## **5. The Validity of the study**

Sugiyono states that, for getting the validity of the data in qualitative research, so the research must be include to:

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<sup>13</sup> Suharsimi Arikunto, *prosedur penelitian suatu pendekatan praktik*. Jakarta rineka cipta, 2002, p 206

**a. Credibility**

The data validity is used to guarantee that all of the data have been observed are relevant with the real condition. To get the level of data validity, the writer is guided by Lincoln and Guba who explain that the data credibility is gotten through the three important points as quoted by Moleong as follows:

1. Triangulation is to check the validity of data by comparing the data sources (triangulation: pengecekan keabsahan data dengan Cara membandingkan sumber-sumber data)
2. Member check, the writer tries to invite the informant through interview to match the interpretation of the writer with the informant (member check, penulis berupaya untuk melibatkan informant melalui wawancara guna mencocokkan interpretasi penulis dengan pandangan informant)
3. Peer debriefing, is discuss the data and information that have been collected from the other sources<sup>14</sup> (peer debriefing adalah mendiskusikan data dan informasi yang telah terkumpul dari berbagai pihak)

**b. Transferability**

This transfer is relating to a question, to the research result than can be applied and used in other situation. Therefore, in other the people understanding the research result, so the researcher in making the report must be given the detail, clear, systematic and real data.

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<sup>14</sup> Lexy Moleong., *Metode Penelitian Kualitatif*. Bandung: Remaja Rosda Karya. 1987, Hal. 90

### c. Dependability

Dependability is done with doing audit to whole the research process. The test is doing by auditor or advisor for auditing the whole researcher activity in doing a research for getting the reliable data.

### d. Conformability

The research is Conformability if the research agreed by many people. Conformability test it means to test the research result, relate to process is done. If the research result form function from the research process that done, so the research had fulfilled the Conformability standard.

## 6. The Data Analysis Procedures

Widihardjo in Marzuki states that "*analisis data adalah membatasi penemuan-penemuan hingga menjadi suatu data yang teratur, serta tersusun dan berarti*".<sup>15</sup> (Data analysis is using for limit the research till becomes the regular data, arranged, and has a meaning). Data analysis is a work to find out the answer from the research.

For the writer, analysis of the data is an activity that heavy enough within formulation to answer a problem and give shape to the formulation easily digested by thinking logically. There is the technique of analysis of the data that writer will use the qualitative to answer the question have been formulated above, where the process of it analysis is done simultaneously.

Nasution in Sugiyono states that "*melakukan analisis adalah pekerjaan yang sulit, memerlukan kerja keras. Analisis memerlukan daya kreatif serta*

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<sup>15</sup> Marzuki, *Metodologi Riset*. Yogyakarta : BPFE -UII,2002, p. 87.



*kemampuan intelektual yang tinggi. Tidak ada Cara tertentu yang dapat diikuti untuk mengadakan analisis, sehingga setiap peneliti harus mencari sendiri metode yang dirasakan cocok dengan sifat penelitiannya. Bahan yang sama bisa diklasifikasikan lain oleh peneliti yang berbeda".<sup>16</sup>*

So that the writer will use the technique of data analysis in the version of Mile & Huber man in Abdul Qodir which describes that the technique of analysis in qualitative study is done through some steps as follows:<sup>17</sup>

a. Data collection: is the data that have been collected and gotten from the field.

The writer studies all of data that have been collected and gotten in the field and then make a conclusion of the data that can be understood and analyzed.

b. Data reduction: in reduction process, the writer does selection, choose the data that relevant of the study, focus on the data that direct to solving of the problems or to answer a research.

c. Data display: In data display, the result of the data reduction in report systematically which can be understood and reasonable of the data that is gotten in the field by the writer.

d. Data Conclusion: In this case, the writer make conclusion from all of data's that is gotten in order to make clear and understood for the reader.

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<sup>16</sup> Sugiyono, *Metode Penelitian Pendidikan*. Bandung : Alfabeta, 2007.p.334

<sup>17</sup> Abdul Qodir, *Metodologi Riset Kualitatif, Pedoman melakukan penelitian Ilmiah*. Palangka Raya:STAIN,1999,P.84.

## CHAPTER II

### THE ENGLISH TEACHERS' STRATEGIES IN TEACHING ENGLISH BASED ON KTSP

#### A. Previous Study

In this study, the writer takes the similar research with the other researcher like:

1. The research from Syahrini untitled' Keterlibatan Guru Pendidikan Agama Islam (PAI) dalam penyusunan KTSP Document II di SMAN 2 Pahandut Palangka Raya'. The result of his study are :( a.) Teacher involvement of education religion of Islam (PAI) in compilation of KTSP document II at Senior high school 2 Pahandut of Palangka Raya. Teacher involvement of education religion of Islam(PAI) in compilation of KTSP dokumen II at Senior high school 2 Pahandut of Palangka Raya in it compilation of RPP and syllabus. Pursuant to result of research level involvement of Teacher in education religion of Islam in compilation of KTSP document II at Senior high school 2 Pahandut of Palangka Raya less two of three teacher in education religion of Islam at Senior high school 2 Pahandut of Palangka Raya do not execute it with reason of busy, no time, and age factor which have is old. (b.) Constraint faced by Teacher of education religion of Islam in compilation of KTSP document II at Senior high school 2 Pahandut of Palangka Raya. Constraints faced by Teacher of education religion of Islam in compilation of KTSP document II at Senior high school 2 Pahandut of Palangka Raya is relate to medium and available place as supporter for teaching process, Selection of

items matching with difference of student and lesson books of literature that used to support in compilation of RPP and syllabus.(c.) Execution of KTSP Document II area of education religion of Islam (PAI) at Senior high school 2 Pahandut of Palangka Raya.

Execution of teaching education religion of Islam at Senior high school 2 Pahandut of Palangka Raya have been executed as according to guidance and guide in KTSP document II, that compiled by the school are: Planning, is, teaching plan which load interest standard, elementary interest, direct material, indicator, items, teaching strategy, appliance / source learn, assessment.

Execution, are, contain of antecedent activity, core activity, close activity and assessment. In teaching learning three teachers of education religion of Islam(PAI) at Senior high school 2 Pahandut of Palangka Raya using question and answer, and using LKS that answered by student.

## **B. Strategy**

There are some definitions of strategy which are taken from resources, they are:

Strategy is a term that comes from the Greek *Strategia*, meaning generalship of the art of the war. Strategy also often refers to maneuvering troops into position. Strategy also refers to the deployment of troops. Here, the employment of troops is central.<sup>1</sup>

Webster states that:

Strategy is a careful plan or method, a the art of devising or employing plans or stratagems toward a goal an adaptation or

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<sup>1</sup> [http://home.att.net/~nickols/strategy\\_definition.htm](http://home.att.net/~nickols/strategy_definition.htm) online April 20<sup>th</sup> 2009

complex of adaptations that servers or appears to serve an important function in achieving evolutionary success.<sup>2</sup>

Meanwhile, Mac Donald in Syafaruddin and Nasution state that: Strategy is the art of carrying out a plan skillfully.<sup>3</sup> Moreover, an article Via Treacy and Wiersema state that:

Strategy is a term that refers to a complex of thoughts, ideas, Insight, experiences, goals, expertise, memories, perceptions and expectations that provides general guidance for specific actions in pursuit of particular ends.<sup>4</sup>

Based on some the definition above, it can be known that the first definition states that strategy is an art or method also a plan to get a goal success. The second definition also defines strategy as an art or method, and the third statement also defines strategy as an art or plan. Furthermore, the last definition strategy defines strategy in terminology but it seems that it has similar meaning with the three definitions of strategy above. Based on some the definitions, it can be concluded that strategy related to the art that includes plan or method, manner or way to achieve a goal success.

### C. Teaching

Based on the Oxford Advanced learner's Dictionary, teaching is the work of teacher whereas "teach" is an activity that is used in the most formal and informal situations and can refer to an academic subject or a practical skill for any age group.<sup>5</sup>

<sup>2</sup> Meriam Webster, 11<sup>th</sup> Collegiate Dictionary. 2003

<sup>3</sup> Syafaruddin and Nasution, *Manajemen Pembelajaran*, Jakarta: Quantum Teaching, 2005, hal.157

<sup>4</sup> [http://home.att.net/~nickols/strategy\\_definition.htm](http://home.att.net/~nickols/strategy_definition.htm) online April 20th 2009

<sup>5</sup> Hornby, As., *Oxford Advanced Learner's Dictionary of Current English*. Oxford: Oxford University Press. 1995

According to Sastrawijaya, teaching is an effort to change somebody in order to be able to do a certain attitude, the effort of the changing is done by control.<sup>6</sup> In addition, Arikunto state that "Secara sederhana pengajaran menunjuk suatu kegiatan yang mengandung terjadinya proses penguasaan, pengetahuan, keterampilan dan sikap oleh subjek yang sedang belajar". (Teaching simply refers to an activity that contains of the process of skill, knowledge and mastery of the subjects).<sup>7</sup>

William H. Burton in Muhammad Ali states that "Mengajar adalah upaya dalam memberi perangsang (stimulus), bimbingan, pengarahan dan dorongan kepada siswa agar terjadi proses belajar mengajar. (Teaching is an effort in giving stimulus, guidance, and motivation to the students in order to create teaching learning process).<sup>8</sup>

Based on the opinion above, it can be concluded that teaching is an effort done by someone in order to transfer knowledge, behavior, and good attitude.

So, English teaching here is an effort or the way of the teacher in transforming the English aspects to their students, so that the students know and understand the English aspect which is known as the foreign language.

Generally, teaching English in Senior high school is a basic or preparatory training for English in higher stage of education. It must become a preparation

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<sup>6</sup> Sastrawijaya, A. Tresna., *Pengembangan Program Pengajaran*. Jakarta: PT Melton Putra, 1991. hal.14

<sup>7</sup> Arikunto, Suharsimi., *Manajemen Pengajaran Secara Manusiawi*. Jakarta: Rineka Cipta. 1993. hal.2

<sup>8</sup> Ali, Muhammad., *Guru Dalam Proses Belajar Mengajar*. Jakarta: Sinar Baru Algesindo. 2002. hal.13

for the English instruction in senior high school. The definition of the teaching itself has a large definition include the aims, materials, process of teaching-learning activity, method, media, source of lesson, and evaluation. According to Dr. Leon James in *New Directions in FL Education* said in his argument for the communication hypothesis, "teaching is the transmission of messages from the teacher to pupil via the instructional language."<sup>9</sup>

Meanwhile Amir Abyan said about the teaching in his book "*Perencanaan dan Pengelolaan Pembelajaran Pendidikan Agama Islam*", they are as follows:

- a. *Mengajar ialah "menanamkan sikap dan nilai-nilai, pengetahuan dan keterampilan dasar dari seseorang yang telah mengetahui dan menguasai kepada orang lain yang belum mengetahui". (Teaching is "to put the attitude and values, knowledge and basic skill from someone who has known and understand to other person who does not know yet.)*
- b. *Mengajar adalah "segala upaya yang disengaja dalam rangka memberi kemungkinan bagi siswa untuk terjadinya proses belajar sesuai dengan tujuan yang telah dirumuskan". (Teaching is "all of efforts are done deliberately to give possibility for students in doing of teaching process that is suitable what the aim has been formulated.)*
- a. *Mengajar adalah "upaya memberikan rangsangan (stimulus), bimbingan,*

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<sup>9</sup><http://www.soc.hawaii.edu/leonj/499s99/tagomori/chapter3.htm>). on line February 17<sup>th</sup>2005

*pengarahan dan dorongan kepada siswa agar terjadi proses belajar*"<sup>10</sup>(

Teaching is "effort to give a stimulus, guidance, direction and support to students in order to make the teaching process")

#### 1. Component in Teaching

Department of Education and Culture in *Bahan Dasar Latihan Peningkatan Guru Agama SLIP dan SLTA* explained that:

Pengajaran dipandang sebagai sistem maka komponen-komponen Yang harus terdapat dalam setiap proses belajar dan mengajar, ialah:

- a. *Adanya tujuan yang harus dicapai.*
- a. *Adanya bahan atau isi pelajaran yang dibicarakan untuk sampai kepada tujuan.*
- b. *Adanya metode mengajar untuk menghantarkan bahan atau isi agar sampai kepada tujuan.*
- c. *Adanya fasilitas misalnya waktu, tempat, perlengkapan untuk melaksanakan kegiatan itu.*
- d. *Adanya penilaian untuk melihat tercapai tidaknya tujuan tadi.*<sup>11</sup>

Teaching can be said as the system that contains of some components and it must be included in teaching-learning process. They are:

- a. There is purpose of teaching has to be achieved
- b. There is material or content of lesson talked for the purpose
- c. There is method of teaching to present the material of content of lesson

<sup>10</sup> Amir Abyan. H. *Perencanaan dan Pengelolaan Pembelajaran Pendidikan Agama Islam*, Modul 1-6. Jakarta: Direktorat Jenderal Pembinaan Kelembagaan Agama Islam dan Universitas Terbuka. 1997. hal.119

<sup>11</sup> Departemen Pendidikan dan Kebudayaan. *Bahan Dasar Latihan Peningkatan Guru Agama SLTP dan SLTA*. Jakarta: Direktorat Jenderal Pendidikan Dasar dan Menengah. 1989, hal. 9

for purpose

- d. There facility, for instance time, place. equipment to do the activity
- e. There is evaluation to see whether is achieved or not that purpose

#### **D. Teaching English at Senior high school**

Realizing the importance of English mastery in improving the quality of Indonesian human resources, the government of Indonesia has decided that English is one of the compulsory subjects especially for junior and senior high school students. Teaching English is directed to master the four language skills namely listening, speaking, reading, and writing. Senior high school student English ability ranges from higher intermediate all the way to complete false beginner, depending on the school. However, student levels within a school tend to be much more homogenous than they are at junior high school.<sup>12</sup>

The biggest problem most people face in learning a new language is their own fear. They worry that they won't say things correctly or that they will look stupid so they don't talk at all. Don't do this. The fastest way to learn anything is to do it – again and again until you get it right. Like anything, learning English requires practice. Don't let a little fear stop you from getting what you want. Even if you study English at a language school it doesn't mean you can't learn outside of class. Using as many different sources, methods and tools as possible, will allow you to learn faster. There are many different ways you can improve your English, so don't limit yourself to only one or two. The internet is a fantastic

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<sup>12</sup> <http://teachingactivities.pbworks.com/senior+high+school>



resource for virtually anything, but for the language learner it's perfect

There are some good English teachers that have had to learn English as a second language before they could teach it. However, there are several reasons why many of the best schools prefer to hire native English speakers. One of the reasons is that native speakers have a natural flow to their speech that students of English should try to imitate. The students can get to this rhythm or flow, the more convincing and comfortable they will become.<sup>13</sup>

### **E. Curriculum**

Education represent complex problem, concerning all component which consist in it. Education of Islam is the education which pursuant to Al-Quran and of Sunnah besides having a purpose science, also have a purpose to make human being as khalifah that able to run his duty better.

To obtain and get the target of this Excellency, there are some phases which must passed, among others by planning target maturely and determining process and also items to be passed to students. Because education indirectly influence child behavior pattern and idea, hence in formulating all this have to really planned maturely without conducting its science substation of him with epoch faced by child. On that account curriculum very important to be compiled in giving education path in our country.

Curriculum come from Latin Language "*curriculum*" what initially mean" a running course, specially a chariot race course" and there are also in French "*courir*" its meaning "*to run*" its meaning "*running*". This term is used by a number

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<sup>13</sup> <http://sastra.uki.ac.id/englisng-practice-for-senior-high-school.html>

of "courses" or subject which must be gone through to reach diploma or title. By traditional curriculum interpreted as subject that taught to be gone at school. Curriculum in education of Islam recognized with word "*Manhaj*" that meaning bold street which passed by knowledge, skill, and their attitude. Besides curriculum is also viewed as a planned education program and executed to reach the target of education.<sup>14</sup>

#### **F. Education Unit Level Curriculum (KTSP)**

Education Unit Level Curriculum (KTSP) representing step concrete in order to fulfilling recondition demand of national education that trying of out for more complete, continue compiled to every school. Education Unit Level Curriculum (KTSP) which have been legalized through regulation of Minister of National Education Number 24 year 2006 try for close over gap weakness of Curriculum system Base on Interest (KBK) either from planning, execution, and evaluation so that can more effective teaching in class.<sup>15</sup>

According to Masnur Muslich the Definition of KTSP is compiled operational curriculum and executed by set of education or school.<sup>16</sup> Pursuant to definition above, hence writer can take conclusion that KTSP represent operational curriculum every level set of each education which must be applied in course of teaching, in this case KTSP can be compiled by pertinent school, although school also still need to see and relate at guidance national fringes

<sup>14</sup> Armai Arief, *Pengantar Ilmu dan Metodologi Pendidikan Islam*, Jakarta: Ciputat pers, 2002, hal. 29

<sup>15</sup> Masnur Muslich, *Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: Bumi Aksara, 2007, hal.4

<sup>16</sup> *Ibid*, Hal.17

compiler of KTSP which compiled by committee independent that called the National Education Standard (BSNP).

**a. Principles and Reference KTSP Development.**

Realizing that development of curriculum represent dynamic process, hence compilation and execution of KTSP according Masnur Muslich developed pursuant to principles as following;

1. Centering on Potency, growth, requirement, importance of educative participant.
2. Inwrought and Immeasurable
3. Listen carefully to growth of science, technological, and artistic
4. Relevant with requirement of life
5. Totally and is continual
6. Learn along the life
7. Well Balanced among importance of national and importance of area.<sup>17</sup>

Beside that according to Masnur Muslich that KTSP have to be compiled by paying attention the following operational reference:

1. Make-Up of belief and godly and also august behavior
2. Make-Up of potency, intelligence, and enthusiasm as according to level of growth and ability of educative participant
3. Immeasurable Potency and area characteristic and environment
4. Demand to development of national and area
5. World job demand

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<sup>17</sup> Masnur Muslih, *KTSP Dasar Pemahaman dan Pengembangan*, Jakarta: Bumi Aksara, th.2008, hal. 11

6. Growth of science, technological, and artistic
7. Religion
8. Global Dynamics Growth
9. National Association and Nationality values
10. Condition of cultural social of local society
11. Equivalence of gender
12. Characteristic set of education<sup>18</sup>

**b. Characteristic of KTSP.**

According to Puskur (2002) cited by Masnur Muslich express that characteristic of KTSP hold on Five elements that is:

1. Emphasizing to reach of student interest either through individually and also classical.
2. Faced at learning result (Learning Outcomes) and immeasurable.
3. Forwarding in study use approach which variation method
4. Teacher not single source learn
5. Assessment emphasizes at result and processes learn in the effort attainment or domination an interest.<sup>19</sup>

Furthermore according to Masnur Muslih KTSP at least have the following characteristic:

1. Being based on elementary interest (curriculum based competencies), is not Lesson items

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<sup>18</sup> *Ibid*, Hal. 11-12

<sup>19</sup> Masnur Muslih, *Ibid*, hal. 18-20

2. Convergent at forming of ability required by student (developmentally - appropriate practice), is not resumption of Lesson items
3. Approach or centering of learning (learner centered curriculum), is not learning.
4. Inwrought Approach or integrative (integrative curriculum or learning across curriculum).
5. Have the character of diversified, pluralistic, and multicultural
6. There are four world education pillar, that is learning to comprehend, (learning to know), learn masterpiece (learning to do), learn to become own self (learning to be one self), and learn to coexist (learning to live together).
7. Has vision and management bases on school.<sup>20</sup>

With characteristic above, KTSP have enabled things following:

1. Decreasing of study items it such many and solid
2. Lapped over peripheral of standard and interest directive which need to be mastered by student, good of alumna interest, public interest, and also elementary interest of subject.
3. The lessening of learner duty which during the time very heavy.
4. Enlarging freedom, independence, and free of education energy and organizer of education in area, and give their opportunity for the changed and creation.
5. The forming of opportunity and opportunity to area ( Town and Sub-Province), even organizer of education and energy of education to conduct various adaptation, modification, and contextualition curriculum as things

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<sup>20</sup> Hal.20-21

have panned out field, demographic, geographical, sociology, cultural, and also psychological of student.

6. The accommodating of importance and requirement of local area, especially sub-province and town, good in order to preserve and develop local culture, and also preserve area characteristic, without having to disregard importance of national and nation.
7. Open with opportunity to school to develop independence for the shake of make-up for quality of school, adapted by existing condition.<sup>21</sup>

### c. Components of KTSP

In development of KTSP there are four components which must be fulfilled:

1. The Target education of Education Unit Level

The Formulation of target in education Unit Level relate at target of education public that is ( 1) target of base education ( 2) target of middle education ( 3) target of vocational middle education.

2. Structure and payload of Education Unit Level curriculum

Structure of Education Unit Level curriculum at ladder of base education and middle decanted in content standard developed of group the following subject:

- a. Religion subject and august behavior.
- b. Civic subject and personality.
- c. Science subject and Technology.
- d. Esthetics subject.

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<sup>21</sup> Masnur Muslih, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: Bumi Aksara, 2007, hal.20-21

e. Corporeal subject, athletics, and health.

While Payload Education Unit Level curriculum (KTSP) cover a number of subject which its broadness and its deepness represent burden learn to educative participant at set of education.

3. Calendar Education

Set of education can compile education calendar as according to requirement of area, school characteristic, requirement of educative participant and society, by paying attention education calendar as contained in content standard.

4. Syllabus and Lesson Accomplishment Plan

Syllabus represents formulation of elementary interest standard into direct material, activity of study, and indicator attainment of interest for assessment.

**Tabel 2.1**  
**Contoh bentuk format Silabus<sup>22</sup>**

Nama Sekolah :  
Mata Pelajaran :  
Kelas/Semester :  
Standar Kompetensi :

Unit/ tema	Kompetensi Dasar	Materi Pokok	Indikator	Kegiatan Pembelajaran	Penilaian	Alokasi waktu	Sumber/Bahan/ Alat
(1)	(2)	(3)	(4)	(5)	(6)	(7)	(8)

Pursuant to this syllabus, a teacher can develop to become Lesson Accomplishment Plant (KBM) to the student. There Following format of RPP which tend to be enthused by KTSP.

<sup>22</sup> Muhammad Joko Susilo, *KTSP Manajemen Pelaksanaan dan Kesiapan Sekolah Menyongsongnya*, Yogyakarta: Pustaka Pelajar, 2007 hal. 143.



**Tabel 2.2**  
**Contoh format RPP<sup>23</sup>**

<b>RENCANA PELAKSANAAN PEMBELAJARAN (RPP)</b>	
Satuan Pendidikan	: .....
Mata Pelajaran	: .....
Kelas/Semester	: .....
Standar Kompetensi	: .....
Kompetensi Dasar	: .....
Indikator	: .....
Alokasi Waktu	: .....
<b>A. Tujuan Pembelajaran</b>	
	.....
<b>B. Materi Pembelajaran</b>	
	.....
<b>C. Metode Pembelajaran</b>	
	.....
<b>D. Langkah-Langkah Kegiatan Pembelajaran</b>	
<b>Pertemuan 1</b>	
	Kegiatan awal : (dilengkapi dengan alokasi waktu)
	.....
	Kegiatan inti : (dilengkapi dengan alokasi waktu)
	Kegiatan Penutup: (dilengkapi dengan alokasi waktu)

<sup>23</sup> Mansur Muslih, *Ibid*, Hal. 56.

Pertemuan 2

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Dan seterusnya.

E. Sumber Belajar (Disebutkan secara kongkrit)

F. Penilaian

Teknik

.....

Bentuk Instrumen

.....

Contoh Instrumen (Soal/Tugas)

(ditambah kunci jawaban atau pedoman penilaian)

.....

.....

Mengetahui,  
Kepala Sekolah

Guru Mata Pelajaran

.....

.....

**d. The Target in Applying of KTSP.**

In general the target of applying KTSP is to independence and powered set of education through authorization (autonomy) to education institute and push school to do decision making participative in development of curriculum.

Peculiarly the target of applying KTSP is:

1. Upgrading education passes independence and initiative of school in developing curriculum, managing, and powered opportunity that available
2. Improving caring of school citizen and society in development of curriculum through making decision together.
3. Improving healthy competition between set of education about quality of education to reach.

Comprehending the target above, KTSP can be viewed as new approach pattern in development of curriculum in context of autonomous area which is rising new days. Therefore, KTSP require to be applied by every set of education, especially relate to the target matter of the following:

1. School more knows of strength, weakness, opportunity and threat to himself so that he can earn optimally of exploiting of opportunity which available to moving forward its institute.
2. School more know its institute requirement, especially education input to be developed and created in education course as according to growth level and requirement of educative participant.
3. Making Decision conducted by school more suited for fulfilling requirement of school because the school official known what the best for their school

4. Involvement all school citizen and society in development of curriculum create transparency and healthy democracy, and also more efficient and effective when controlled by local society.
5. School can hold responsible about quality of each education to government, educative participant old fellow, and society in general. So that he will cope as maximum to execute and reach target of KTSP.
6. School can do healthy emulation with other schools to increase quality of education through efforts of innovative with support old fellow educative participant, society and local government.
7. School earn quickly listen carefully society aspiration and environment changing swiftly, and also accommodating it in KTSP.<sup>24</sup>

**e. Compilation of Syllabus in KTSP.**

Syllabus is study plan at one particular subject group with certain theme, which include interest standard, standard interest, study items, indicator, assessment, time allocation and source learn which developed every set of education.<sup>25</sup>

1. Principles development of Syllabus.

a. Erudite

In compilation of Syllabus is righteously entangled by expert

Science area of each subject so that presented Lesson items can be justified scenically.

b. Relevant

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<sup>24</sup> Mulyasa, *Kurikulum Tingkat Satuan Pendidikan*, Bandung: PT. Remaja Rosdakarya, 2007, hal. 22-23

<sup>25</sup> Mulyasa, *KTSP*, hal. 190

Coverage, deepness, mount sequence and difficulty presentation of items in syllabus according to or there is related to level growth of physical, intellectual, social, emotional, and educative participant spiritual.

c. Systematic

Components Syllabus interacts functionally in reaching interest.

d. Consistence

Existence of consistent relation among elementary interest, indicator, direct material, experience learn, source learn and assessment system.

e. Adequate

Indicator Coverage, direct material experience learn, source learn, and assessment system last for supporting attainment of elementary interest.

f. Actual and consistence

Indicator coverage, direct material experience learn, source learn, and assessment system pay attention growth of science, technological, and recent here in life of reality and also event that happened.

g. Flexible

Overall of syllabus component can accommodate many of educative participant, educator, and also change dynamics that happened in school and society demand.

h. Totally

Component of Syllabus include the overall of interest domain (kognotif, effective, psychomotor).

2. Technical steps Development of Syllabus.

- a. Studying interest standard and elementary interest
  - b. Identifying direct material which supporting attainment of interest standard and elementary interest
  - c. Developing experience learn
  - d. Formulating indicator efficacy of student
  - e. Determination of assessment type
  - f. Determining time allocation
  - g. Determining source learn
3. Components of Syllabus.
- a. Identify
  - b. Standard Interest and elementary interest
  - c. Direct material
  - d. Experience learn
  - e. Indicator
  - f. Type Assessment
  - g. Allocation Time
  - h. Source learn

**f. Compilation of Lesson Accomplishment Plan in KTSP.**

Planning of study or which is lesson accomplishment plan is

Device study of subject per unit to be applied by teacher in teaching at class.

1. Components in compilation of RPP:
- Interest standard, elementary interest and indicator attainment
  - Result learn

- Target of study of study items
  - Study items
  - Approach and study method
  - Steps activity of study
  - Appliance and source learn
  - Study evaluation
2. Steps in compilation of RPP.
- Taking one unit teaching (in Syllabus) to be applied
  - Writing interest standard and elementary interest which there are in unit
  - Determining indicator to reach elementary interest
  - Determining time allocation which needed to reach the indicator
  - Formulating the target of study which wishes to be reached in study
  - Determining study items which passed to student to reach target which have been formulated
  - Choosing study method of which can support the nature items
  - And target of study
  - Compiling steps activity of study in each set of formula of study target that can be grouped to become early activity, core activity, and conclusion activity
  - Determining time allocation relied on set of the study target or nature/type/style of study items
  - Mentioning source / study media concretely to each shares /meeting unit

- Determining assessment technique, form and example of instrument assessment that used to measure target of elementary interest or target of study which have been formulated.<sup>26</sup>

**g. Assessment in KTSP.**

Assessment in KBK and KTSP embrace principle assessment of continuation and comprehensive utilize to support student independence effort to learn cooperate and assess own self. In consequence assessment executed in assessment framework base on class (KBK).

As for form and technique in assessment of class that is:

1. Assessment of performance

Assessment of performance is assessment pursuant to result perception to student activity as that happened.

2. Assessment of assignation

Assessment of assignation or project represents assessment to get picture ability totally/public by contextual, concerning ability of student in applying concept and understanding of certain subject.

3. Assessment of job result

Assessment of work result or product represents assessment to student in controlling process and exploit using materials to yield something. Practice activity or esthetic quality of their something that production.

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<sup>26</sup> Masnur Muslich, *KTSP Pembelajaran* hal. 53-54



#### 4. Assessment of test written

Assessment in writing is done with test written. Test written represent test where problem and answer passed to educative participant in the form of article.

#### 5. Assessment of portfolio

Portfolio represent result of student activity is so-called artifak which yielded of experience learn or process study of student in specified period. Equally portfolio is a personal collection result of work a student (individual character) which depicts level attainment, learning activity, strength, and best work of student.<sup>27</sup>

### G. Descriptive Study

This research represents research of field and the approach that used in this study is qualitative descriptive approach, its intention approach which later get the descriptive data. That is in the form of word written or oral from peoples and perpetrator which in perceiving.<sup>28</sup>

There are some characteristics of descriptive study:

#### 1. Natural background.

Research qualitative does research at natural background. This matter conducted, because natural ontology wants the existences of fact as perfection which cannot comprehend if locked out from its context.

#### 2. Human being as a means of (instrument)

Researcher alone or constructively others represent especial data collector. this matter conducted because, if exploiting appliance which is non-human, hence

<sup>27</sup> *Ibid*, hal. 91

<sup>28</sup> Lexy J moeleong, *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya.1999, Hal.3

very not possible to perform the adjustment to facts exist in field. besides, only just human being as a means that able to relate to other object or responder, and only human being capable to comprehend facts bearing in field.

### 3. Qualitative method

This qualitative method used because some consideration. first, accommodating easier method qualitative if dealing with double fact. second, this method present directly link reality between responder and researcher. third, this method more sensitive and more can adapt to many of influence and to value patterns that faced.

### 4. Data analysis inductively.

Research qualitative use data analysis inductively.

### 5. Grounded theory

### 6. Descriptive.

Collected data in the form of words, picture and non numbers.

### 7. Making of process more important than result.

Research qualitative more making account of facet process from result. this matter caused relation of parts which is checking will much more clear if perceived in process.

### 8. Existence of boundary determined by focus.

Research qualitative wants specifying of boundary in its research on the basis of arising out focus as research internal issue.

9. Existence of special criterion for the authenticity of data

Research qualitative explained validity, reliabilities, and objectivity in inveterate compared to other version used in classic research.

10. Tentative design

Research qualitative compile design which is continuously adapted by fact of field. become do not use design which have been compiled tightly and stiff so that can not irreversible again.

11. Result of research negotiated and agreed together.

This result want obtained to be interpretation result and congeniality to be negotiated and agreed on by human being taken as source of data.<sup>29</sup>

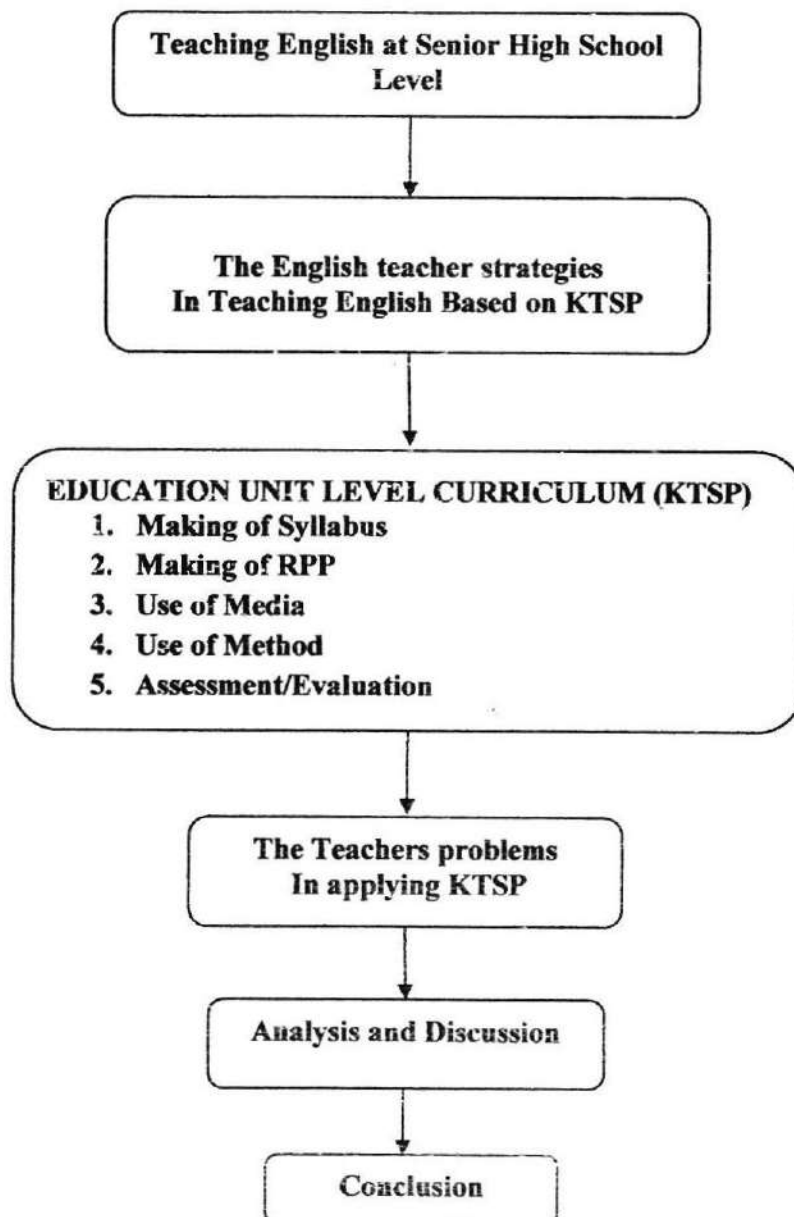
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<sup>29</sup> Lexy J moeleong, *Metodologi Penelitian Kualitatif*. Bandung: PT Remaja Rosda Karya.1999, Hal.4-8

## H. Frame of thinking

Based on analyst the research title above and various descriptions which have writer tell hence can be found a framework think too easy in doing research hereinafter.

As for framework think can be described as by following:



## **CHAPTER III**

### **DATA PRESENTATION AND RESEARCH FINDING**

#### **A. Data Presentation**

This chapter discussed data presentation and research finding applied by teacher in Teaching English at tenth grade students of senior high school 2 Pahandut of Palangka Raya based on KTSP and the Teacher's problems in applying KTSP at tenth grade student's of senior high school 2 Pahandut of Palangka Raya.

#### **1. The English teachers' strategies applied by teacher in Teaching English at the tenth grade students of senior high school 2 Pahandut of Palangka Raya based on KTSP**

In the world of education, Curriculum represents one of the appliance which is used in studying which can construct and develop student become useful human being, moral and also do a good deed as its function as creature of social.

As form of education process, curriculum have to lap over, program in the plan to be executed in school activity, therefore in this case teacher as executor of education so central in successfulness of education world.

To obtain and get the target of this Excellency, there are some phases which must passed, among others by planning target maturely and determining process and also items to be passed to students. Because education indirectly influence child behavior pattern and idea, hence in formulating all this have to really planned maturely without conducting its science substation of him with

epoch faced by child. On that account curriculum very important to be compiled in giving education path in our country.

As in this research will be depicted how is the English teacher strategies applied by teacher in Teaching English at tenth grade students of senior high school 2 Pahandut of Palangka Raya based on KTSP.

The English teacher strategies in Teaching English in this case is how the English teacher strategies applied by teacher in Teaching English. In teaching process, Teacher As executor of education have to lap over, program in the plan to be executed in teaching learning process, therefore in this case teacher as executor of education so central in successfulness of education world.

Based interview with ER, then ER saying that:

“One of the strategies in study the student more active share, while teacher only as facilitator, giving guide and instruction”.

Hereinafter ER enhances:

“80 % student must learn”<sup>1</sup>.

Based on clarification above can know that ER in teaching process just as a facilitator, giving guide and instruction. In study ER cope to make student more active in so many matter.

Later then writer ask about student comments about strategy which is using, ER tell:

“Some of student there is still adapting so that surprise with change in

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<sup>1</sup> Interview with Mrs. ER, on Monday, October 5 2009

learning. But its nucleus they like because invited to be more self-supporting"<sup>2</sup>.

Later then ER enhance:

"For the student who wants to study, but there is also the student that from area, oppositely down however to student which have accustomed go forward oppositely like to earn opportunity"<sup>3</sup>.

In applying strategy, some of student there is still adapting so that surprise with change in learning, oppositely down but its nucleus they like because invited to be more self-supporting. More over for the student who wants to study and the student which have accustomed go forward.

While in other opportunity when writer asks to LN about strategy in teaching English, LN said:

"Usually used presentation by student, the student become the presentation and submit items in front of class, its call student center. Means the student active"<sup>4</sup>.

Based on clarification above, LN used student center as her strategy in teaching process. There the student become the presentation and submit items in front of class. So that the student here more active than the teacher when teaching learning process it self.

In the same time, Pursuant interview with JW about strategy in teaching English, JW tell as LN said as follow:

"Usually used presentation by student, the student become the presentation and submit items in front of class, its call student center.

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<sup>2</sup> *Ibid*

<sup>3</sup> *Ibid*

<sup>4</sup> Interview with Ms. LN, on Monday, October 12 2009

Means the student active”<sup>5</sup>.

Later then writer ask about student comments about strategy which is using, JW tell:

“The student active and they feel happy than discourse strategy, because them get experience learn from their friend”<sup>6</sup>.

Then, the strategy that used make student more active and they feel happy than teaching learning with discourse strategy. At least to try to enquire with its friends which give items in front of a class.

Based on some clarification above, earn in concluding that used strategy is good enough and its result the student can more active and self-supporting in teaching learning process. Despite there some students from area which still confuse shame and oppositely down, so far they like because invited to be more self-supporting. More over for the student who wants to study and the student which have accustomed go forward and At least they get experience learn from their friend.

Based on the observation and interview result, the strategy applied by the English teacher in teaching learning process can be described as follow:

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<sup>5</sup> Interview with Ms. JW, on Monday, October 12 2009

<sup>6</sup> *Ibid*



**Table 3.1**  
**The English teacher strategies applied in Teaching English at tenth grade students of senior high school 2 Pahandut of Palangka Raya based on KTSP**

**School** : SMA 2 Pahandut Palangka Raya  
**Subject** : English Lesson  
**Grade/Semester** : X/I  
**Topic** : Sympathy Expressions  
**Skills** : Listening and Speaking  
**Time** : 2x45 minutes  
**Day /Date** : Wednesday/14 October 2009  
**Room** : 1, 2 (X 2)  
**Teacher I (LN)**

No	Stage	Instructional Method/Activity	Student Activity	KTSP criteria
1	Pre teaching	a. Greeting b. Call roll the students from student's present list c. The teacher asked for a group of students to present the material.	a. The students answer b. The students was raising their hand when their name called by the teacher. c. The students opened their books, listened carefully the teacher speech and the students who become the presenters go forward in front of class.	The teacher asked for a group of students to present the material.
2	Whilst teaching	a. The presenters explained the material b. The presenters give opportunity to enquire about the material	a. The students wrote the presenters explanation on their books. And they listened carefully the presenters' explanation. b. Some of students ask about the material which not yet been comprehended	The presenters explained the material then give students the opportunity to enquires about the material which not yet been comprehended.

		<p>c. The presenters give a test about the material</p> <p>d. The presenters made conclusion about the material</p>	<p>c. The students did their test seriously then they collected it to their teacher.</p> <p>d. The students wrote the presenters conclusion.</p>	
3	Post teaching	<p>a. The teacher reviewed the material in order to be clearer and conveyed the students to attend the material that had been explained by their classmate</p> <p>b. The teacher closing the activity</p> <p>c. Greeting</p>	<p>a. The students listen carefully the teacher's speech</p> <p>b. The students follows</p> <p>c. The students answer</p>	The teacher reviewed the material in order to be clearer and conveyed the students to attend the material that had been explained by their classmate.

**School** : SMA 2 Pahandut Palangka Raya  
**Subject** : English Lesson  
**Grade/Semester** : X/I  
**Topic** : Greetings  
**Skills** : Listening and Speaking  
**Time** : 2x45 minutes  
**Day/Date** : Tuesday/20 October 2009  
**Room** : 1, 1 (X 1)  
**Teacher II (JW)**

No	Stage	Instructional Method/Activity	Student Activity	KTSP criteria
1	Pre teaching	<p>a. Teacher Greets the students</p> <p>b. Call roll the students from student's present list</p> <p>c. Teacher explains the objectives of the teaching and learning</p>	<p>a. Students reply the greeting</p> <p>b. The students was raising their hand when their name called by the teacher.</p> <p>c. Students listen to the explanation</p>	Teacher explains the objectives of the teaching and learning and Students listen to the Teacher explanation.

2	Whilst teaching	<ul style="list-style-type: none"> <li>a. Teacher asks the presentation group to present the materials they have prepared</li> <li>b. Teacher adds the explanation of the expressions when necessary</li> <li>c. The group go on with the role like asking some students about the materials based on the situations given</li> <li>d. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>e. Teacher gives the students chance to ask questions</li> <li>f. Teacher assigns the students exercise to do</li> </ul>	<ul style="list-style-type: none"> <li>a. Students pay attention seriously</li> <li>b. Students listen to the explanation carefully</li> <li>c. Students perform what the teacher asks</li> <li>d. Students do what the teacher instructs them to do</li> <li>e. Students are expected to ask something</li> <li>f. Students do the exercise</li> </ul>	The groups go on with the role like asking some students about the materials based on the situations given.
3	Post teaching	<ul style="list-style-type: none"> <li>a. Teacher asks the students to collect the exercise and then briefly summarizes the material</li> <li>b. Teacher closes the meeting</li> </ul>	<ul style="list-style-type: none"> <li>a. Students collect the exercise and then listen carefully</li> <li>b. Students reply the closing greeting of the teacher</li> </ul>	Teacher asks the students to collect the exercise and then briefly summarizes the material.

**School** : SMA 2 Pahandut Palangka Raya  
**Subject** : English Lesson  
**Grade/Semester** : X/I  
**Topic** : Giving Instructions  
**Skills** : Listening and Speaking  
**Time** : 2x45 minutes  
**Day/Date** : Saturday/31 October 2009  
**Room** : 1, 6 (X 6)  
**Teacher III(ER)**

No	Stage	Instructional Method/Activity	Student Activity	KTSP criteria
1	Pre teaching	a. Greeting b. Call roll the students from student's present list c. <i>The teacher asked for a group of students to present the material</i>	a. The students answer b. The students was raising their hand when their name called by the teacher. c. <i>The students opened their books, listened carefully the teacher speech and the students who become the presenters go forward in front of class.</i>	Teacher asks the presentation group to present the materials they have prepared and the students who become the presenters go forward in front of class.
2	Whilst teaching	a. The presenters explained the material b. Teacher adds the explanation of the expressions when necessary c. The presenters give opportunity to enquire about the material d. The presenters give a test about	a. The students wrote the presenters <i>explanation on their books</i> . And they listened carefully the presenters' explanation. b. Students listen to the explanation carefully c. Some of students ask about the material which not yet been comprehended d. The students did their test	The presenters explained the material and when necessary Teacher adds the explanation.

		the material e. The presenters made conclusion about the material	seriously then they collected it to their teacher. e. The students wrote the presenters conclusion.	
3	Post teaching	a. The teacher reviewed the material in order to be clearer and conveyed the students to attend the material that had been explained by their classmate b. The teacher closing the activity c. Greeting	a. The students listen carefully the teacher's speech b. The students follows c. The students answer	The teacher reviewed the material in order to be clearer and conveyed the students to attend the material that had been explained by their classmate.

#### a. Form and Steps in compilation of syllabus.

*Syllabus* is study plan at one particular subject group with certain theme, which include interest standard, standard interest, study items, indicator, assessment, time allocation and source learn which developed every set of education.

Based on boldness above can know that in course of study needed also syllabus upon which reference in study.

Based on interview with LN, what form in compilation of syllabus, LN said:

“Syllabus form which consist of interest standard, standard interest, study items, indicator, assessment, time allocation and source learn<sup>7</sup>”

<sup>7</sup> Interview with Ms. LN, on Monday, October 12 2009

Based on clarification above, can know that syllabus form which making teacher have as according to what ought to. Its intention has as according to what is in KTSP.

Hereinafter writer asks about step in compilation of syllabus, LN tells:

“As for my step in compilation of syllabus formulate interest standard and elementary interest, identify items, formulating indicator, developing experience learns, determining aspect or assessment forms, determining *time allocation and determine source learn, media or appliance*”<sup>8</sup>.

Based on clarification above can know that LN before study process executed LN draws up Syllabus used as supporter of study in class.

Then writer ask what are the consideration in identifying items to be taught to student, as expressed by LN:

“As for my consideration in identifying items which I teach to student is as according to student learn ability and secondly how is availability of supporter materials which I make as study media and others in course of study”<sup>9</sup>.

Based on statement of LN above can be concluded that becoming consideration in identify items to be poured in compilation of Syllabus, LN consider how student learn ability and how availability of supporter materials to be made as reference or media in study.

Besides most importantly in compilation of Syllabus is determination of indicator in discussion fundamental. When writer ask to the effect that LN lay open:

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<sup>8</sup> Interview with Ms. LN, on Monday, October 12 2009

<sup>9</sup> *Ibid*

“To determine indicator that compiled pursuant to items which taught and I correlate with student level ability. Besides in determining indicator if not as according to existing condition hence I can change with is other”<sup>10</sup>.

Hereinafter LN enhances:

“To determine assessment from reaching of indicator which I make can be seen from result of test post done. From mentioned can be seen to be reached or not it indicators self”<sup>11</sup>.

Based on statement of LN above knowable that LN in determining indicator, LN determine pursuant to items to be taught and be adapted with student ability besides in determining indicator, each items which disagree with existing condition hence LN can change it with according to. To know efficacy of made indicator can be seen from result of test post done.

The next, writer asks the problem of determination time allocation and determination of source learn in compilation of Syllabus, LN said:

“To determine time allocation usually I correspond to the number of indicator and level difficulty of each indicator, if it's seen difficult indicator I can divide into 3-4 times meeting”<sup>12</sup>.

Hereinafter LN enhances:

“In determination of source learn I usually correspond to Lesson items. Besides it, the source learn that I can use existing things that existing in school environment, it's bearing with items which I teach”<sup>13</sup>.

Based on result of interview above can be concluded that to determine time allocation in compiling Syllabus LN correspond to the number of existing indicator in every Lesson items and adapted by difficulty level of taught items.

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<sup>10</sup> *Ibid*

<sup>11</sup> *Ibid*

<sup>12</sup> *Ibid*

<sup>13</sup> *Ibid*

For the source of learning LN correspond to taught items and use things related to taught items.

Later Then writer ask about principles used by LN in compilation, LN laying open:

“In compilation of Syllabus I use principles matching with book guidance of making of RPP and Syllabus. For example include of erudite, relevant, adequate and others”<sup>14</sup>.

Based on some statement of LN above according to writer analysis can be concluded that in compilation of Syllabus of LN have executed as which have been applied in guidance of making of Syllabus. Therefore in study process will facilitate LN in submitting items to be taught to student because there are guidance that is RPP and Syllabus.

In the same time, when the writer asks about form of syllabus, JW said as follow:

“Syllabus form which consist of interest standard, standard interest, study items, indicator, assessment, time allocation and source learn”<sup>15</sup>.

Based on clarification above, can know that syllabus form has owning equation with LN owner which have as according to what ought to. Its intention has as according to what is in KTSP.

Hereinafter writer asks about step in compilation of syllabus, JW tells:

“In compilation Syllabus first is how to study Standard Interest and elementary Interest. In compiling Elementary Interest I direct imitate as in book but, for the Standard Interest I correspond to the condition of

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<sup>14</sup> *Ibid*

<sup>15</sup> Interview with Ms. JW, on Monday, October 12 2009



student that I will teach”<sup>16</sup>.

Based on clarification above can know that JW before study process executed JW draws up Syllabus used as supporter of study in class.

While in other opportunity when writer ask to ER about form and steps in making of Syllabus ER tell as which is laid open:

“Syllabus forms adapted by guidance given by center Diknas including interest standard and elementary interest, items, indicator and so on”<sup>17</sup>.

Hereinafter ER enhances:

“In steps compile syllabus, we surely pay attention like making study, analyst which can in deliberation at MGMP”<sup>18</sup>.

Based on clarification above, although not so detail, can know that syllabus form which making teacher have as according to what ought to. Its intention has as according to what is in KTSP. And do step in compilation of that syllabus, ER very paying attention like making study, analysis which can discussed at forum of MGMP that is deliberation learn subject.

Based on the interview result, the form of syllabus that making by the English teacher in teaching learning process can be described as follow:

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<sup>16</sup> *Ibid*

<sup>17</sup> Interview with Mrs. ER, on Monday, October 5 2009

<sup>18</sup> *Ibid*

**Table 3.2**  
**Form of syllabus**

Standard Competency	Basic competency	Materials	Indicators	Evaluation	Time Allocation (minute)	Source Learn
1. Listening  to comprehend the meaning nuance within the transactional and interpersonal conversations in the context of daily life	1.1 To respond the meaning nuance within the formal/informal transactional ( <i>to get things done</i> ) and interpersonal ( <i>get sociable</i> ) conversations by using the simple kind of spoken and written languages accurately and fluently in the daily life context, involving the acts of introduction, meeting/parting, expressing invitation, and appointments.	<ul style="list-style-type: none"> <li>• Introduction, Meeting/partig <i>Ex. A: Pleased to meet you!</i> <i>B: Pleased to meet you too!</i></li> <li>• Invitation <i>Ex. A: Come to my party.</i> <i>B: Thanks for the invitation</i></li> <li>• Accepting appointment <i>Ex. A: I'll get you the book.</i> <i>B: It's very kind of you.</i></li> <li>• Canceling appointment <i>Ex. A: I'm sorry I can't make it.</i> <i>B: That's OK.</i> <i>We'll do it some Other time.</i></li> </ul>	<ul style="list-style-type: none"> <li>• To identify the act of introduction</li> <li>• To respond the act of introduction</li> <li>• To identify the act of meeting/parting</li> <li>• To respond the act of meeting/parting</li> <li>• To identify the act of invitation</li> <li>• To respond the act of invitation</li> <li>• To identify the act of accepting appointment</li> <li>• To respond the act of accepting appointment</li> <li>• to use the act of introduction in conversation</li> <li>• practice interpersonal conversation</li> <li>• to use the act of invitation in conversation</li> <li>• to use the act of appointment</li> <li>• to practice conversation by using the act of appointment</li> </ul>	Quiz	(14 x 45)	www.englishdaily626.com  www. Es-lab Kaset CD
				Test	1 x 45'	
2. Speaking  To express the meaning nuance within the transactional and interpersonal conversations in the context of daily life	2.1 to express the meaning nuance within the formal/informal transactional ( <i>to get things done</i> ) and interpersonal ( <i>get sociable</i> ) conversation by using the simple kind of spoken and written languages accurately and fluently in the daily life context, involving the acts of introduction, meeting/parting, expressing invitation, and appointments.	<ul style="list-style-type: none"> <li>• Canceling appointment <i>Ex. A: I'm sorry I can't make it.</i> <i>B: That's OK.</i> <i>We'll do it some Other time.</i></li> </ul>	<ul style="list-style-type: none"> <li>• To respond the act of accepting appointment</li> <li>• to use the act of introduction in conversation</li> <li>• practice interpersonal conversation</li> <li>• to use the act of invitation in conversation</li> <li>• to use the act of appointment</li> <li>• to practice conversation by using the act of appointment</li> </ul>	Performans	3 x 45'	
					4 x 45'	

**b. Steps compilation in lesson plan.**

Planning of study or which is lesson accomplishment plan is

*Device study of subject per unit to be applied by teacher in teaching at class.*

As for the steps cover formulation of elementary interest, election of items, method, determination of indicator. Election of media, and making evaluation of study. Pursuant to result of interview with teacher which teaching English at tenth grade students of senior high school 2 Pahandut of Palangka Raya, all teacher make and compile the lesson plan before teaching learning process.

In Teaching Learning, make a lesson plan represent very important matter which must do by teacher before school activity. For that need special preparation to making it.

*Based on interview with LN about steps in making and compiling a lesson plan LN said as follows:*

*“Preparation which I do is to prepare any kind of which about needed in compilation of the RPP for example, books which is used in study, guide-book compilation of RPP and Syllabus and also how scheme of RPP and Syllabus to be made”<sup>19</sup>.*

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<sup>19</sup> Interview with Ms. LN, on Monday, October 12 2009

Based on interview above can be concluded that before compiling a planning of study LN always draw up any kind of which is needed in compilation a plan activity of study.

Besides according to LN in a study, plan study represent directive where study will be brought more than anything else applied of education unit level curriculum. When writer ask about when making of RPP. According to LN "there is" as laying open of:

"Before process of Teaching learning process there is blocking in for the Lesson plan. I make before starting of process learn to teach in school"<sup>20</sup>.

From result of interview above can be concluded that LN ever emphasize the problem of planning in every executing activity of study and LN always make planning of study.

Before executing study, first planned of LN is in around items to be taught by paying attention elementary interest of student. Later Then writer ask about component of lesson plan and way of determining and way of choosing it, according to the following LN:

"In the plan that is elementary interest, election of items, method, media, indicator, and becoming consideration of its items theme, student background, time allocation, items shallowness and deepness"<sup>21</sup>.

Hereinafter LN enhances:

"For items which I teach I not directive at just one assorted book but

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<sup>20</sup> *Ibid*

<sup>21</sup> Interview with Ms. LN, on Monday, October 12 2009

assorted relevant book. Sometime from newspaper I make materials"<sup>22</sup>.

Based on the clarification above can comprehend that in planning study LN always pay attention elementary interest of student so that study curriculum which is planned in study compiled as according to educative participant.

In the other time, Pursuant interview with ER about steps in make and compile a lesson plan ER said as follows:

"In step compilation of Lesson plan, more or less like step in syllabus. Which there are step in compilation of interest standard, items, indicator, evaluate, approach of method, appliance and so on"<sup>23</sup>.

Based on interview above can be concluded that before compiling a planning of study ER always draw up any kind of which is needed in compilation a plan activity of study.

When writer ask about when making of lesson plan. According to ER "there is" as laying open of:

"Yes, we surely make. Even in early semester have been made by us"<sup>24</sup>.

Based on result of interview above can be concluded that ER ever emphasize the problem of planning in every executing activity of study and ER always make planning of study, Even in early semester have been made.

Based on interview with JW about steps in make and compile a lesson plan JW said as follows:

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<sup>22</sup> *Ibid*

<sup>23</sup> Interview with Mrs. ER, on Monday, October 5 2009

<sup>24</sup> *Ibid*

“its step is to take one unit study in syllabus to be applied, making interest standard and elementary interest, determining indicator, determining time allocation, target of learning, determining of study items, choosing study method, determining time allocation, media, appliance and determine technique of assessment.”<sup>25</sup>

Based on interview above can be concluded that before compiling a planning of study JW always draw up any kind of which is needed in compilation a plan activity of study.

When writer asked about making of RPP. According to JW “there is” as laying open of:

“I make before starting of process learn to teach in school”<sup>26</sup>.

Based on result of interview above can be concluded that JW ever emphasize the problem of planning in every executing activity of study and JW always make planning of study before teaching learning process.

A study item is something vital that importance in course of study in class when writer ask about items, JW lay open:

“For items I take which have been specified in syllabus, if there is a time, newly I look for items for other source”<sup>27</sup>.

Statement of JW above explaining that in course of study JW follow items which is available in book hold of teacher besides him also add other reference to be made materials in course of teaching if there is a time.

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<sup>25</sup> Interview with Ms. JW, on Monday, October 12 2009

<sup>26</sup> *Ibid*

<sup>27</sup> *Ibid*

Based on some clarification above can be concluded that, during execution of KTSP all teacher always make lesson plan to be used in course of study, Therefore in study process will facilitate Teachers in submitting items to be taught to student because there are guidance that is a Lesson plan.

Based on the interview result, the steps compilation in lesson plan that making by the English teacher in teaching learning process can be described as follow:

**Table 3.2**  
**Step compilation in Lesson plan**

No	Steps
1	Determining The topic, class, time allocation.
2	Determining Standard Competency
3	Determining Basic Competency
4	Determining Indicators
5	Determining Teaching Material
6	Determining Source of Material
7	Determining Supporting Media
8	Determining Class Preparation
9	Determining Types and Tools of evaluation
10	Determining Brief Description of Material

**Table 3.3**  
**Lesson Plan Model**

LESSON PLAN	
School	: SMA Negeri 2 Palangka Raya
Subject	: English Lesson
Grade/Semester	: X/I
Topic	: Sympathy Expressions
Skills	: Listening and Speaking
Time	: 2 x 45 minutes
<b>Standard Competency :</b>	
To comprehend and express the meaning nuance within the transactional and interpersonal conversations which are related to <i>the expression of sympathy</i> in the context of daily life	
<b>Basic Competency :</b>	
To respond and express the meaning nuance within the formal/informal transactional ( <i>to get things done</i> ) and interpersonal ( <i>get sociable</i> ) conversations by using the simple kind of spoken and written languages accurately and fluently in the daily life context involving the act of expressing happiness, gaining attention, <i>expressing sympathy</i> and giving instruction	
<b>Indicators :</b>	
After having studied the material given, the students are expected to be able to :	
<ul style="list-style-type: none"> <li>- Mention the definition of sympathy expression</li> <li>- Identify the meaning nuance of expressing sympathy</li> <li>- Respond or carry out conversations using sympathy expressions</li> </ul>	
<b>I.</b>	<b>Teaching Material :</b> <u>Sympathy Expression</u>
<b>II.</b>	<b>Source of Material :</b> Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara), etc
<b>III.</b>	<b>Supporting Media :</b> <ul style="list-style-type: none"> <li>- Computer, LCD in focus</li> <li>- White board and board markers</li> </ul>
<b>IV.</b>	<b>Class Preparation :</b> <ul style="list-style-type: none"> <li>- Preparing Language Laboratory</li> <li>- Checking computer and LCD in focus</li> </ul>
<b>V.</b>	<b>Types and Tools of evaluation</b> <ul style="list-style-type: none"> <li>- Pen and paper Test</li> </ul>



- Written Test

#### VI. **Brief Description of Material :**

##### The definition of Sympathy expression:

Sympathy expression is an expression or feeling of pity and sorrow when we know and see someone or people are unlucky or have trouble and in bad condition. By expressing sympathy we want to show our concern or carefulness on other people's condition.

##### How can we give sympathy expression to someone?

We express it directly to him/her orally or we can use a letter or card by post also by short message service (SMS), e-mail, television, radio, and newspaper if he/she who got the trouble is far from us.

##### Several expression of sympathy:

- I'd like to express my deepest condolences
- I'm sorry to hear that
- I'm awfully sorry about...
- Oh, how awful!
- Oh, dear!
- You must be very upset
- Oh, what a shame
- How pity you are!
- How terrible/awful for you

Example of dialogue that express sympathy in a certain situation :

Miss Agnes Hansella : You know what? Ewo has lost his wallet.

Noveni Irawati : Oh, I'm sorry to hear that

#### c. **The Method and Media used in teaching English**

Before executing study is chosen method and media because in teaching learning it well the teacher master the Lesson items without method and media which vary hence study will not draw student enthusiasm. With reference to the mentioned pursuant to interview with LN which is writer cite as follows:

"if method which I use is alliance some method that is method of tutorial, question and answer, student active and others for its media besides book and blackboard I take away from other book as reference"<sup>28</sup>.

Statement of LN above affirming that in study he always chosen the variation method and media that mentioned conducted by LN for that student does not tire of.

While according to JW when writer ask about method and media which is used in study, JW tell:

"Method that used is CTL method, which method of learning activity to be adapted for environment"<sup>29</sup>.

Hereinafter JW enhances:

"CTL is method which in its more practice. For example goting wise to narrative. Hence taken story come from Borneo itself. If for media, sometime use such as laptop, LCD and other"<sup>30</sup>.

Well, the writers ask about the problem in using media, JW answered:

"Sometime dead electric or weak of its burden. Hence learning activity to be desisted and pursued, perforcedly learning activity to be continued with manual presentation"<sup>31</sup>.

Based on the statement above, in teaching learning JW used CTL method that is method of learning activity to be adapted for environment. Its mean method which in its more practice. In media JW used laptop and LCD to support learning activity. Then the problem in using media it self is dead electric or weak

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<sup>28</sup> Interview with Ms. LN, on Monday, October 12 2009

<sup>29</sup> Interview with Ms. JW, on Monday, October 12 2009

<sup>30</sup> *Ibid*

<sup>31</sup> *Ibid*

of its burden. Hence learning activity to be desisted and pursued. But there is a way, the teacher continue the learning with manual presentation.

While in other opportunity when writer ask to ER about method and media which is used in study, ER tell as which is laid open:

“CTL is one of the methods which applied now, despitefully also wear pursuant to *Genre* text that is more emphasized to emphasis and domination of reading”<sup>32</sup>.

Hereinafter ER enhances:

“For all existing media we maximize to use, such as those which this time ICT. That is usage of media like computer, LCD, VCD and all electronic goods”<sup>33</sup>.

Based on the statement above, in teaching learning besides used CTL method also used pursuant to *Genre* text that is more emphasized to emphasis and domination of reading. In media ER said for all existing media we maximize to use, that is usage of media like computer, LCD, VCD and others.

**Table 3.4**  
**The Method and Media which are used in teaching English**

<b>Teacher</b>	<b>The method</b>	<b>The Media</b>	<b>KTSP Criteria</b>
A(LN)	Method of tutorial, Question and answer, student active	besides book and Whiteboard I take away from other book as reference	Question and answer, students active and the teacher take away other book as reference in teaching learning.
B (JW)	CTL method	laptop, LCD and other	CTL method, which method of learning activity to be

<sup>32</sup> Interview with Mrs. ER, on Monday, October 5 2009

<sup>33</sup> *Ibid*

			adapted for environment and using Media like laptop, LCD and other.
<i>C (ER)</i>	<i>CTL method and Genre text</i>	<i>ICT. That is usage of media like computer, LCD, VCD and all electronic goods</i>	<i>Genre text that is more emphasized to emphasis and domination of reading and using of ICT That is usage of media like computer, LCD, VCD and all electronic goods.</i>

#### d. The Assessment

Each study related to education of course need of evaluation, where evaluation have very important role in course of study. Study will looked if evaluation have been applied. How far study has been executed. Does executed study have succeeded or not it can be seen after evaluation executed.

But, evaluation may not be done with teacher liver desire, protégé which is beautiful student assigned by high value, and student which is not beautiful assigned lower value. Evaluation executed consideration with wise and judge to determine something value, either through quantitative or qualitative.

Based on interview with JW, Then she explains about the form, when and what Appliance used in evaluation. JW said:

“The assessment done at teaching learning process both assessment of appearance and assessment of written”<sup>34</sup>.

Based on the statement above, the evaluation will do at every teaching learning process. The assessment of appearance can take from student presentation, then assessment of written can take from student result in answered the question that usually in form of essay and double helix

Based on interview with ER, Then ER explain about the form of evaluation that made by him, when and what Appliance used in evaluation.

“Evaluation can in form of written and oral and will test at every meeting time in study”<sup>35</sup>.

Based on the statement, so at every study ER perform an evaluation that is a test and problem about items on that day.

While in other opportunity when writer ask to LN about form of evaluation, when and what Appliance used in evaluation LN answered:

“Its assessment is at the time of their presentation (in going evaluation) can be referred as direct assessment, and the form of assessment is assessment of appearance and assessment of written”<sup>36</sup>.

Hereinafter LN enhances:

“For appliance in evaluation can use computer special for the assessment of listening”<sup>37</sup>.

Based on the statement above, the form of assessment is assessment of appearance and assessment of written. The evaluation will do at every teaching

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<sup>34</sup> Interview with Ms. JW, on Monday, October 12 2009

<sup>35</sup> Interview with Mrs. ER, on Monday, October 5 2009

<sup>36</sup> Interview with Ms. LN, on Monday, October 12 2009

<sup>37</sup> *Ibid*

learning process like the time of their presentation. There also evaluation in special written test. For appliance in evaluation can use computer. It special for the assessment of listening.

*Procedure of assessment conducted at teaching learning process and assessment of result learn, assessment at learning process conducted with question and answer directly and assess liveliness of student in following Lesson. While assessment of result learn that is by giving test to student.*

Based on result of interview, according to writer analysis can be concluded that three teacher has equality in assessment, that is the evaluation conducted at teaching learning process. So, it can be concluded that in planning of assessment all teacher have loaded interest value maximally and use assessment system that included in KTSP which is ideally executed at the time of study.

## **2. The Teachers problems in applying KTSP at tenth grade student's of senior high school 2 Pahandut of Palangka Raya**

The problems faced by teacher in applying KTSP at tenth grade students of senior high school 2 Pahandut of Palangka Raya is known from some interview as follows:

*Interview with ER as a teacher in English, said that:*

“Probably because new students, they need adaptation with new strategy and method which they have never got previously. Especially student coming from outside area”<sup>38</sup>.

Hereinafter ER enhances:

“For that still need giving instruction, like independence and its liveliness still less”<sup>39</sup>.

As expressed by ER, one of the constraints faced is usage of method, media and strategy to student which they have never got previously. Especially for student who coming from outside area that previously not yet recognized how study which pursuant to KTSP. Therefore, the student who coming from outside area still need giving instruction.

While, the writer asks a way of teacher overcome or solve the constraint, ER lay open:

“In constraint usually can overcoming, there is term learning is happy and preoccupy. That’s which is often used to overcoming it”<sup>40</sup>.

Then ER enhances:

“Hence learning English now shall no longer become horrible matter. There is game, sing and media which are attractive”<sup>41</sup>.

Based on the statement above, a way of teacher overcome or solve the constraint is make the teaching learning process become happy and preoccupy, by the game, sing and media which are attractive so that learning English now shall

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<sup>38</sup> Interview with Mrs. ER, on Monday, October 5 2009

<sup>39</sup> *Ibid*

<sup>40</sup> *Ibid*

<sup>41</sup> *Ibid*

no longer become horrible matter again.

Based on interview with JW, she lay open The Teachers problems in applying KTSP

“We still in phase learn, in KTSP there is three steps that is phase adopt, adaptation and production. And we still in adaptation phase not yet can produce”<sup>42</sup>.

Then JW enhances:

“It hopes in the future we have produced by self. For a while still follow guidance or can be spelled still learn”<sup>43</sup>.

While, the writer asks a way of teacher overcome or solve the constraint,

JW lay open:

“must it teacher have to give a clarification, training later input love nowadays so that can open knowledge and can more expand in future day”<sup>44</sup>.

Based on the statement above, JW state in applying KTSP We still in phase learn. Then she enhances, in KTSP there is three steps that is phase adopt, adaptation and production. And we still in adaptation phase not yet can produce. So it hopes in the future we have produced by self. For a while we still follow the guidance book. To overcome the constraint, the teachers have to give a clarification, training later input love nowadays so that can open knowledge and can more expand in future day.

While in other opportunity when writer ask to LN about The Teachers

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<sup>42</sup> Interview with Ms. JW, on Monday, October 12 2009

<sup>43</sup> *Ibid*

<sup>44</sup> *Ibid*



problems in applying KTSP, LN said as follow:

“Constraint sometime at the student, student feel saturated and encumbered because of many duty and activity therefore student claimed have to working and more active”<sup>45</sup>.

Then, LN said:

“in fact is not a constraint, strategy in KTSP have a good matter, like in Student center, student have to be more active so the teacher have to be become more be creative again in choosing items or method”<sup>46</sup>.

As expressed by LN, Constraint sometime at the student, student feel saturated and encumbered because of many duty and activity therefore student claimed have to working and more active but she thinks, that is no a constraint. She has a notion that KTSP have a good matter, in teaching learning student have to be more active. So the teachers have to become more be creative again in choosing items or method to make the teaching learning drawing and pleasing.

While, the writer asks a way of teacher to overcome or solve the constraint, LN lay open:

“To overcome constraint, we have to be more creative and parity in course of teaching learning so that process of learning does not boring”<sup>47</sup>.

Based on the statement above, the teacher in teaching learning have to become parity and more creative to make drawing and pleasing situation in teaching learning it self.

Based on the interview result, the Teacher problems in applying KTSP in

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<sup>45</sup> Interview with Ms. LN, on Monday, October 12 2009

<sup>46</sup> *Ibid*

<sup>47</sup> *Ibid*

teaching learning process can be described as follow:

**Table 3.5**  
**The Teachers' problem in applying KTSP at the tenth grade student's of senior high school 2 Pahandut of Palangka Raya**

Teacher	Problem's	Description
Teacher A (ER)	-Applying KTSP to New Students	- Especially For new students, they need adaptation with new strategy and method which they have never got previously. Especially student coming from outside area.
Teacher B (LN)	-The Students assigning	- Constraint sometime at the student, student feel saturated and encumbered because of many duty and activity therefore student claimed have to working and more active
Teacher C (JW)	-The time Allocation  - Still in phase learn	- Sometimes the time which ought to be used to learn impinged with school activity. Hence from that teaching learning process even also pursued and do not be executed.  - We still in phase learn, in KTSP there is three steps that is phase adopt, adaptation and production. And we still in adaptation phase not yet can produce. It hopes in the future we have produced by self. For a while still follow guidance or can be spelled still learn

## CHAPTER IV

### CLOSING

This chapter discussed the conclusion of the study based on the result of the study in chapter III and suggestion.

#### **A. Conclusion**

In terms of English teachers' strategy, the English Teachers' Strategies in Teaching English based on KTSP at the Tenth Grade Students of Senior High School 2 Pahandut of Palangka Raya. Based on the result of research, before teaching, the teacher greeted students then called roll the students from the student's present list and the teacher asked for a group of students to present the material. In whilst teaching, the presenters explained the material, teacher added the explanation of the expressions then the presenters gave opportunity to enquire about the material which was not understood yet. In the last, the presenters made conclusion about the material and the students wrote the presenters conclusion. In the post teaching, the teacher reviewed the material in ordered to be clearer and conveyed the students attended the material that had been explained by their classmate and the last the teacher closing the activity so Greeting the students. While here the teacher only as facilitator, giving guide and instruction to the student. So far, by this strategy the students were active, self-supporting, they felt happy and also they got experience from their friends.

In terms of the teachers' problems in applying KTSP at the tenth grade student's of senior high school 2 Pahandut of Palangka Raya, they needed

adaptation with new strategy and method which they have never got previously. Especially for the new students who is coming from outside area. For that, still needed giving instruction, like independence and its liveliness still less. The other problem is about the time, sometimes the time which ought to be used to learned impinged with school activity. Hence from that teaching learning process even also pursued and do not be executed.

### **B. Suggestion**

1. For the English teacher, it is expected they can execute study matching with guidance of KTSP which have been specified for example in compilation of lesson plan and syllabus.
2. For the English teacher expected have to become parity and more creative to make drawing and pleasing situation in teaching learning, so that process of learning is not boring.
3. For the English teacher expected to be always try to overcome every constraint in each teaching process with KTSP.
4. It is expected party of school for giving a clarification, training later input love nowadays especially in KTSP it self. So that can open knowledge and can more expand in future day.
5. It was recommended that other researchers conduct a study dealing with KTSP and teaching strategy in different areas of study.

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# APPENDICES



*Appendix 1*

INTERVIEW GUIDANCE

1. Bagaimana bentuk silabus yang di buat guru?
2. Bagaimana langkah-langkah guru dalam penyusunan silabus?
3. Apakah guru membuat Rencana Pembelajaran sebelum mengajar?
4. Bagaimana langkah-langkah guru dalam membuat rencana pembelajaran?
5. Metode apa yang digunakan guru dalam mengajarkan Bahasa Inggris?
6. Apa kendala yang dihadapi guru dalam menggunakan metode tersebut?
7. Strategi apa yang digunakan guru dalam mengajarkan Bahasa Inggris berdasarkan KTSP?
8. Bagaimana tanggapan siswa terhadap strategi tersebut?
9. Kendala apa yang dihadapi guru dalam menerapkan strategi tersebut?
10. Bagaimana cara guru mengatasi kendala dalam menerapkan strategi tersebut?
11. Media apa yang digunakan guru dalam proses belajar mengajar?
12. Apa kendala dalam menggunakan media tersebut?
13. Bagaimana bentuk Evaluasi yang dibuat guru?
14. Kapan evaluasi tersebut dilakukan?

15. Apa saja kendala yang dihadapi guru dalam menerapkan KTSP?
16. Bagaimana cara guru mengatasi kendala dalam menerapkan KTSP tersebut?

*Appendix 2*

**PHOTOS WHEN TEACHING  
LEARNING PROCESS WENT ON**

The condition when group of student present and explain the material they have prepared before.



The students attend the material that had been explained by their classmate



*Appendix 3*

**CURRICULUM VITAE OF ENGLISH TEACHERS  
AT TENTH GRADE STUDENTS OF SMA 2 PAHANDUT**

**CURRICULUM VITAE OF ENGLISH TEACHERS  
AT THE TENTH GRADE STUDENTS OF SMA 2 PAHANDUT  
PALANGKA RAYA**

Name : Siti Juwariah, S.Pd

Date and Place of birth : Magetan, 25-Desember-1978

Address : Jln.Mahir Mahar Kalampangan

Education Background

1. SMA 3 Palangka Raya

2. S-1 English Department UNPAR

3.

Organization Experience :

Hobbies : Reading

Status : Married

**CURRICULUM VITAE OF ENGLISH TEACHERS  
AT THE TENTH GRADE STUDENTS OF SMA 2 PAHANDUT  
PALANGKA RAYA**

Name : Erwanto,S.Pd

Date and Place of birth : Palangka Raya 26-mei-1974

Address : Jln. Batu Suli V No. 47

**Education Background**

1. SMPN 2 Palangka Raya

2. SMAN 3 Palangka Raya

3. S-1 Pendidikan Bahasa Inggris UNPAR

Organization Experience :

Hobbies : Musik

Status : Menikah



**CURRICULUM VITAE OF ENGLISH TEACHERS  
AT THE TENTH GRADE STUDENTS OF SMA 2 PAHANDUT  
PALANGKA RAYA**

Name : Lailia Ni'mah,S.Pd

Date and Place of birth : Bumirejo, 5-Oktober-1983

Address : Jln.Manjuhan Blok B No. 9

**Education Background**

1. SLTP N 4 Kumai
2. SMA Negeri 1 Pangkalanbun
3. UNIVERSITAS PALANGKA RAYA

Organization Experience :

Hobbies : Reading, Watching

Status : Married

*Appendix 4*

## LEARNING GRADE CURRICULUM (KTSP)



PEMERINTAH KOTA PALANGKA RAYA  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS NEGERI 2 PAHANDUT  
Alamat : Jln. KS. Tubun No. 2 ☎/fax (0536)3222466 e-mail: sman2pahandut. Info



KURIKULUM TINGKAT SATUAN PENDIDIKAN  
(KTSP)  
SMA NEGERI 2 PAHANDUT KOTA PALANGKA RAYA

TAHUN PELAJARAN 2007/2008

LEMBAR PENGESAHAN

KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)

SEKOLAH : SMA NEGERI 2 PAHANDUT  
KOTA PALANGKA RAYA  
ALAMAT : Jl. K. S. TUBUN NO. 2  
Kec. PAHANDUT  
Kota PALANGKA RAYA  
Provinsi KALIMANTAN TENGAH

TELAH DITELITI DAN DISAHKAN PENGGUNAANNYA PADA  
BULAN JULI TAHUN 2007 DAN DINYATAKAN BERLAKU  
MULAI TAHUN PELAJARAN 2007/2008 DI KELAS X s.d KELAS XI  
SMA NEGERI 2 PAHANDUT

Palangka Raya, Juli 2007.

Mengetahui :  
Ketua,  
Komite SMA Negeri 2 Pahandut  
SMA NEGERI 2 PAHANDUT  
KOTA PALANGKA RAYA  
Drs. Murie Pieter Kullu

Kepala SMA Negeri 2 Pahandut  
Kota Palangka Raya,  
SEKOLAH MENENGAH  
ATAS NEGERI 2  
PAHANDUT  
Drs. Istar Kamang Iman  
NIP. 130 304 819

Disahkan di Palangka Raya  
Pada Tanggal : Juli 2007.

Kepala Dinas Pendidikan dan Kebudayaan  
Provinsi Kalimantan Tengah,  
Drs. Hardy Rampay, M.Si  
Pembina Utama Madya  
NIP. 530 004 231

## KATA PENGANTAR

Puji dan syukur kami panjatkan ke hadirat Tuhan Yang Maha Esa atas limpahan rahmat, kasih dan hidayahNya, SMA Negeri 2 Pahandut Kota Palangka Raya telah dapat menyusun Kurikulum Tingkat Satuan Pendidikan (KTSP). Penyusunan Kurikulum Tingkat Satuan Pendidikan merupakan salah satu upaya mengimplementasi Standar Isi dan Standar Kompetensi Lulusan menjadi kegiatan pembelajaran yang operasional, siap dilaksanakan oleh sekolah, sesuai dengan karakteristik daerah, dan berorientasi pada kebutuhan peserta didik.

Kurikulum SMA Negeri 2 Pahandut Kota Palangka Raya dengan mengacu pada Standar Isi dan Standar Kompetensi Lulusan yang telah ditetapkan oleh BSNP dan model-model pembelajaran atau program yang dihasilkan oleh Pusat Kurikulum. Namun demikian, kami menyadari bahwa kurikulum ini masih belum sempurna. Penyempurnaan secara berkelanjutan akan terus dilakukan seiring dengan terbitnya standar-standar lainnya, yaitu: standar proses, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, dan standar penilaian pendidikan yang merupakan sumber acuan lainnya dalam menyusun KTSP.

KTSP ini mulai dilaksanakan pada tahun pelajaran 2007/2008. Kami mengucapkan terima kasih dan penghargaan kepada seluruh staf sekolah yang telah meluangkan waktu dan tenaganya untuk menyusun kurikulum ini, dan juga kepada Dinas Pendidikan Kota Palangka Raya melalui Tim Pengembang Kurikulum Kota Palangka Raya yang telah melakukan pendampingan selama proses penyusunan. Semoga Tuhan Yang Maha Esa senantiasa memberikan petunjuk terhadap segala upaya yang kita lakukan demi untuk peningkatan mutu pendidikan di Indonesia.

Palangka Raya, 18 Juli 2007.

Kepala SMA Negeri 2 Pahandut

Drs. Itar Kamang Iman  
NIP. 130 304 819

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# I. PENDAHULUAN

## A. Rasional

Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional dan Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan mengamanatkan bahwa Kurikulum Tingkat Satuan Pendidikan (KTSP) jenjang pendidikan dasar dan menengah disusun oleh satuan pendidikan dengan mengacu kepada Standar Isi (SI) dan Standar Kompetensi Lulusan (SKL) serta berpedoman pada panduan yang disusun oleh Badan Standar Nasional Pendidikan (BSNP).

Pengembangan Kurikulum Tingkat Satuan Pendidikan yang mengacu pada standar nasional pendidikan dimaksudkan untuk menjamin pencapaian tujuan pendidikan nasional. Standar nasional pendidikan terdiri atas: standar isi, standar proses, standar kompetensi lulusan, standar pendidik dan tenaga kependidikan, standar sarana dan prasarana, standar pengelolaan, standar pembiayaan, dan standar penilaian pendidikan. Dua dari kedelapan standar nasional pendidikan tersebut, yaitu Standar Isi (SI) dan Standar Kompetensi Lulusan (SKL) merupakan acuan utama bagi satuan pendidikan dalam mengembangkan kurikulum.

Untuk memenuhi amanat Undang-undang tersebut di atas dan guna mencapai tujuan pendidikan nasional pada umumnya, serta tujuan pendidikan sekolah pada khususnya, SMA Negeri 2 Pahandut Kota Palangka Raya sebagai lembaga pendidikan tingkat menengah memandang perlu untuk mengembangkan Kurikulum Tingkat Satuan Pendidikan (KTSP).

Melalui KTSP ini sekolah dapat melaksanakan program pendidikannya sesuai dengan karakteristik, potensi, dan kebutuhan peserta didik. Untuk itu, dalam pengembangannya melibatkan seluruh warga sekolah dengan berkoordinasi kepada pemangku kepentingan di lingkungan sekitar sekolah.

Dalam dokumen ini dipaparkan tentang Kurikulum SMA Negeri 2 Pahandut, yang secara keseluruhan mencakup:

1. struktur dan muatan kurikulum;
2. beban belajar peserta didik;
3. kalender pendidikan;
4. silabus, dan
5. rencana pelaksanaan pembelajaran (RPP).

## B. Landasan

Landasan hukum dan pedoman yang digunakan dalam penyusunan KTSP SMA Negeri 2 Pahandut Kota Palangka Raya ini antara lain adalah :

- Undang-Undang Republik Indonesia Nomor 20 Tahun 2003 tentang Sistem Pendidikan Nasional.
- Peraturan Pemerintah Republik Indonesia Nomor 19 Tahun 2005 tentang Standar Nasional Pendidikan.
- Peraturan Menteri Pendidikan Nasional Nomor 22 Tahun 2006 tentang Standar Isi untuk Pendidikan Dasar dan Menengah.
- Peraturan Menteri Pendidikan Nasional Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan untuk Pendidikan Dasar dan Menengah.
- Peraturan Menteri Pendidikan Nasional Nomor 24 Tahun 2006 sebagaimana telah diubah terakhir dengan Peraturan Menteri Pendidikan Nasional Nomor 8 Tahun 2007 tentang Petunjuk Pelaksanaan Permendiknas nomor 22 Tahun 2006 dan Permendiknas Nomor 23 Tahun 2006.
- Peraturan Menteri Pendidikan Nasional Nomor 20 Tahun 2007 tentang Standar Penilaian Pendidikan.
- Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan yang disusun oleh Badan Standar Nasional Pendidikan (BSNP).
- Materi Sosialisasi dan Asistensi Penyusunan Kurikulum Tingkat Satuan Pendidikan (KTSP) yang dikeluarkan oleh Sub Dinas Pendidikan SLTP-SM Dinas Pendidikan Kota Palangka Raya.

## C. Tujuan Penyusunan KTSP

Selain dengan maksud untuk memenuhi amanat Undang-Undang sebagaimana telah diuraikan pada latar belakang di atas, Kurikulum Tingkat Satuan Pendidikan (KTSP) SMA Negeri 2 Pahandut ini disusun antara lain dengan maksud sebagai pedoman atau acuan dalam penyelenggaraan proses pendidikan, pengajaran dan pelatihan di sekolah sehingga dapat dicapai kondisi sekolah yang kondusif dengan suasana yang aman dan menyenangkan dalam rangka mencapai pengelolaan pendidikan dan pengajaran yang efektif, efisien, transparan dan akuntabel sesuai dengan prinsip Manajemen Berbasis Sekolah.

## B. VISI dan MISI

Perkembangan dan tantangan masa depan seperti: perkembangan ilmu pengetahuan dan teknologi; globalisasi yang sangat cepat; era informasi; dan berubahnya kesadaran masyarakat dan orang tua terhadap pendidikan memicu sekolah untuk merespon tantangan sekaligus peluang itu. SMA Negeri 2 Pahandut memiliki citra moral yang menggambarkan profil sekolah yang diinginkan di masa datang yang diwujudkan dalam Visi sekolah berikut:



## II. VISI, MISI DAN TUJUAN

### A. KEADAAN DAN ANALISIS LINGKUNGAN INTERNAL (ALI)

#### 1. Kesiswaan/Peserta Didik

##### a. Jumlah peserta didik

Jumlah peserta didik pada tahun pelajaran 2006/2007 seluruhnya berjumlah 892 orang. Persebaran jumlah peserta didik antar kelas merata. Peserta didik di kelas X ada sebanyak 10 rombongan belajar. Peserta didik pada di kelas XI program Ilmu Alam sebanyak 4 kelas/rombongan belajar, program Ilmu Sosial 3 Kelas/rombongan belajar, program Ilmu Bahasa 1 Kelas/rombongan belajar, sedangkan di kelas XII program Ilmu Alam sebanyak 4 kelas/rombongan belajar, program Ilmu Sosial 3 Kelas/rombongan belajar, program Ilmu Bahasa 1 Kelas/rombongan belajar.

Peserta didik 85 % berasal dari Kota Palangka Raya, yakni dari Kecamatan Pahandut, Jekan Raya, Sebangau, Bukit Batu dan Rakumpit. Sisanya 15 % berasal dari luar Kota Palangka Raya.

Jumlah Peserta Didik Tahun 2007/2008

Kelas	Jumlah		Jumlah
	Laki-laki	Wanita	
X	152	168	320
XI-IPA	61	99	160
XI-IPS	47	58	105
XI-BAHASA	5	17	22
XII-IPA	51	103	154
XII-IPS	52	56	108
XII-BAHASA	7	16	23
JUMLAH	375	517	892

b. Keadaan Tidak Naik Kelas dan Putus Sekolah /Droup Out

Peserta didik yang tidak naik kelas dan angka putus sekolah (Droup-Out) pada tiap tahunnya sebagai berikut :

Tidak Naik Kelas dan Putus Sekolah

Tahun Pelajaran	Kelas	Jumlah	Tidak Naik	Putus Sekolah/DO
2004 / 2005	X	320	2	-
	XI	319	4	-
	XII	316	-	-
2005/2006	X	280	2	-
	XI	332	4	-
	XII	291	-	-
2005/2006	X	280	-	-
	XI	318	1	-
	XII	354	-	-

Keadaan siswa tidak naik kelas dan putus sekolah peserta didik terutama disebabkan karena masih kurangnya kesadaran orang tua dan peserta didik tentang arti pentingnya pendidikan, selain juga karena faktor kesulitan ekonomi.

Untuk mengatasi kendala ekonomi, sekolah telah mengupayakan berbagai bantuan dari berbagai pihak. Pada tahun pelajaran 2005/2006 lebih dari 10 % peserta didik mendapatkan bantuan biaya yang berupa beasiswa peserta didik.

Bea Siswa peserta didik tahun 2006/2007

ASAL BANTUAN	JUMLAH PENERIMA (peserta didik)
BKM	7 Orang siswa
JPS	2 Orang siswa
PRESTASI	14 Orang siswa
TRANSISI	2 Orang siswa

2. Kurikulum dan Kegiatan Pembelajaran

a. Kurikulum Tingkat Satuan Pendidikan (KTSP)

Telah tersedianya dasar hukum serta pedoman yang jelas dari Pemerintah Pusat dan BSNP serta model-model Silabus dan Rencana Pelaksanaan Pembelajaran (RPP) dari Pusat Kurikulum, Balitbang Depdiknas dan Dinas Pendidikan Kota Palangka Raya sebagai dasar/pedoman/acuan dalam penyusunan KTSP.

b. Kalender Pendidikan

Telah tersedianya Kalender induk sebagai pedoman umum yang dikeluarkan oleh Dinas Pendidikan Kota Palangka Raya untuk selanjutnya dijabarkan secara detail dalam kegiatan akademik atau non akademik sesuai dengan potensi/kondisi/kepentingan sekolah.

c. Program Pembelajaran

Telah berpengalamannya Guru-guru dalam menyusun Administrasi Guru (program Tahunan, Program Semester, dll) program penilaian dan analisis hasilnya yang terkait dengan kurikulum berbasis kompetensi dimana KTSP sebagai penyempurnaannya.

d. Penilaian Hasil Belajar Peserta Didik

Penilaian Hasil Belajar telah berjalan sesuai dengan prinsip-prinsip penilaian sebagaimana diatur dalam PP No. 19 Tahun 2005 Pasal 63 dan 64 dan Permendiknas No. 20 Tahun 2007 tentang Standar Penilaian.

Adapun hasil belajar peserta didik yang pernah diraih baik akademik maupun non akademik antara lain adalah sebagai berikut :

a. Prestasi yang pernah diraih/dicapai.

1) Bidang Akademis : Olimpiade Tingkat Kota dan Provinsi

2) Bidang Non akademis :

- Juara Basket
- Sebagai Juara Umum Paduan Suara

b. Input dan Output NEM

Pencapaian nilai rata-rata NEM peserta dari tahun ke tahun cenderung mengalami kenaikan. Namun demikian, peserta didik yang melanjutkan ke jenjang pendidikan yang lebih tinggi, khususnya PMDK atau UMPTN ternyata kurang memuaskan.

Input dan Output NEM Peserta didik

Input Tahun	Rata-rata NUN	Output Tahun	Rata-rata NUN
2001-2002	6,7	2004-2005	6,69
2002-2003	6,9	2005-2006	7,29
2003-2004	7,1	2006-2007	7,51

Faktor ekonomi keluarga dan kurangnya kesadaran terhadap pendidikan diduga menjadi penghambat dalam kemajuan pendidikan di sekolah.

e. Peraturan Akademik

Telah disepakatinya antara sesama warga sekolah tentang peraturan akademik berupa :

- a. persyaratan minimal kehadiran peserta didik untuk mengikuti pelajaran dan tugas dari guru;
- b. ketentuan mengenai ulangan, remedial, ujian, kenaikan kelas dan kelulusan dan mutasi peserta didik;
- c. ketentuan mengenai hak peserta didik untuk menggunakan fasilitas belajar, laboratorium, perpustakaan, penggunaan buku pelajaran, buku referensi dan buku perpustakaan;
- d. ketentuan mengenai layanan konsultasi kepada guru mata pelajaran, wali kelas dan konselor.

### 3. Pendidik dan Tenaga Kependidikan

SMA Negeri 2 Pahandut didirikan pada tahun 1982. Pimpinan sekolah yang pernah bertugas di SMA Negeri 2 Pahandut, Kota Palangka Raya sejak awal berdirinya adalah:

NAMA	PERIODE TUGAS
1. Drs. Subari	Tahun 1982 s/d 1988
2. Drs. Joko Wahyudi	Tahun 1983 s/d 1998
3. Drs. Yuwono	Tahun 1998 s/d 2000
4. Drs. Itar Kamang Iman	Tahun 2000 s/d Sekarang

Jumlah seluruh personil sekolah ada sebanyak 90 orang, terdiri atas guru 74 orang, karyawan tata usaha 9 orang, laboran 2 orang, perpustakaan 2 orang dan satpam 2 orang, pesuruh 1 orang.

#### Keadaan Personil Sekolah

NO	NAMA	JABATAN	STATUS
1	Drs. Itar Kamang Iman	Kepala Sekolah	PNS
2	Dra. Deminesi	Guru PKn	PNS
3	Rayaniati Ngepek, S.Pd	Wakasek Kurikulum/Guru Sejarah	PNS
4	Raidayati, S.Pd	Guru Biologi	PNS
5	Dra. Sri Suhartatik	Guru Ekonomi/AKT	PNS
6	Drs. Kaprawi	Guru Sosiologi	PNS
7	Hj. Siti Harini, BA	Guru Sastra Indo	PNS
8	Y. Yovie Istanto, S.Pd	Guru Matematika	PNS
9	Kristian T. Bahar, S.Pd	Guru Penjaskes	PNS
10	Dra. Diah E. Ritta	Guru Bhs Indonesia	PNS
11	Etsy Jenta	Guru Sosiologi	PNS
12	Surie, S.Pd	Wakasek Humas/Guru Ekonomi/Akt	PNS
13	Suwartinah	Guru Bhs Indonesia	PNS

13	Suwartinah	Guru Bhs Indonesia	PNS
14	Dra. Aprillina Ester	Guru Antropologi	PNS
15	Drs. Ayan	Guru Ekonomi/Akt	PNS
16	Dra. Dahlia	Guru Biologi	PNS
17	Dra. Masmi	Guru Ekonomi/Akt	PNS
18	Kadarjono	Guru Kimia	PNS
19	Juwati, S.Pd	Guru PKn	PNS
20	Nanik S. A, S.PAK	Guru Agama Kristen	PNS
21	Welfried; S.Th	Wakasek Kesiswaan/Guru Agama Kristen	PNS
22	Drs. M. Juawaini Sabri	Guru Agama Islam	PNS
23	Drs. Suriansyah	Guru Agama Islam	PNS
24	Drs. Masyuri	Guru Agama Islam	PNS
25	I Nyoman Sudiana, S.Pd	Wakasek Sa-Pras / Guru Biologi	PNS
26	Swarni, S.Pd	Guru Penjaskes	PNS
27	Dra. Sugiarti	Guru Sejarah	PNS
28	Talin S. Andung, S.Pd	Guru Sejarah	PNS
29	Betsihai, S.Pd	Guru Sosiologi	PNS
30	Dra. Mujiati	Guru Geografi	PNS
31	Etty Zuraidah, S.Pd	Guru Biologi	PNS
32	Magdalena Yuniarini, S.Pd	Guru Bhs Inggris	PNS
33	Rusiati, S.Pd	Guru Bhs Inggris	PNS
34	Muliana, S.Pd	Guru Fisika	PNS
35	Dra. Herlina S. M. S	Guru Kimia	PNS
36	Riak, S.Pd	Guru Kimia	PNS
37	Ni Nengah S, S.Pd	Guru Bhs Indonesia	PNS
38	Johana Sumarwati, BA	Guru Bhs Perancis	PNS
39	Eka Sinta Rahayu, S.Pd	Guru Matematika	PNS
40	Heddy BR Silalahi, S.PAKAT	Guru Agama Katolik	PNS
41	Marsiraya, BA	Guru Agama Kristen	PNS
42	Dra. Ara	Guru PKn	PNS
43	Sudiro, S.Pd	Guru Bhs Inggris	PNS
44	Seni Setine	Guru BP/BK	PNS
45	Sandra A, S.Pd	Guru Matematika	PNS
46	Ruji Alamsyah, S.Pd	Guru Penjaskes	PNS
47	Dra. Eko Sri Sudarmi	Guru BP/BK	PNS
48	Hana Pertiwi, S.Pd	Guru Bhs Indonesia	PNS
49	Giyanto, S.Pd	Guru Matematika	PNS
50	Oyohana, S.Pd	Guru Matematika	PNS
51	Marsaulina Demiaty, S.Pd	Guru Fisika	PNS
52	Helita, S.Pd	Guru Biologi	PNS
53	Yosa Tristiamie, S.Pd	Guru Matematika	PNS
54	Yessi Yoma, S.Pd	Guru Bhs Indonesia	PNS
55	Nurul Hayati, S.Pd	Guru Kimia	PNS
56	Rudi Hilky, S.Pd	Guru Fisika	PNS
57	Libria Tuty, S.Pd	Guru Fisika	PNS
58	Suluh, S.Pd	Guru Ekonomi/Akt	PNS
59	Dra. Asli Sinaga	Guru Bhs Indonesia	PNS
60	Erwanto, S.Pd	Guru Bhs Inggris	PNS
61	Lies Andriati, ST	Guru Kimia	PNS
62	Natalliriasi, S.Pd	Guru Geografi	PNS
63	Fathur Rohman, S.Pd	Guru BP/BK	PNS
64	Suchiana Butar, S.Pd	Guru Biologi	PNS
65	Joni, S.Pd	Guru Bhs Inggris	PNS
66	Siti Juwariah	Guru Bhs Inggris	PTT
67	Yuliasie, S.Pd	Guru Bhs Inggris	Honorier

68	Niko Agustinus, S.Kom	Guru TIK	Honoror
69	Bambang Wijanarko, ST	Guru TIK	Honoror
70	Joni Saputra, ST	Guru TIK	Honoror
71	Ariesta Lestari, S.Kom	Guru TIK	Honoror
72	Purwadi	Guru Kesenian	Honoror
73	Eka Noviani	Guru Kesenian	Honoror
74	Kadek Sukiada, S.Ag	Guru Kesenian	Honoror
75	Yensi R. Nahan	Kepala Tata Usaha	PNS
76	Liany Uhing	Karyawan Tata Usaha	PNS
77	Ruslaini	Karyawan Tata Usaha	PNS
78	Suriattie	Karyawan Tata Usaha	PNS
79	Marapan	Karyawan Tata Usaha	PNS
80	Essau Numan Sahay	Karyawan Tata Usaha	PNS
81	Siti	Karyawan Tata Usaha	PNS
82	Kalanis	Karyawan Tata Usaha	PNS
83	Setyono	Karyawan Tata Usaha	PNS
84	Christian H, S.Pd	Laboran	Honoror
85	Yartonio Sabang, S.Pd	Laboran	Honoror
86	Ernie Handayani, SE	Perpustakaan	Honoror
87	Deddy Octavianus, SH	Perpustakaan	Honoror
88	Engel	Satpam	Honoror
89	Adrianus Jhon	Satpam	Honoror
90	Udin	Pesuruh	Honoror

Dari sejumlah guru, hanya 90 % yang berstatus guru PNS. Sisanya 10 % guru Honoror.

1. Sarana dan Prasarana.

a. Tanah dan Halaman

Tanah sekolah sepenuhnya milik negara. Luas areal seluruhnya 28.500 m<sup>2</sup>. Sekitar sekolah dikelilingi oleh pagar sepanjang 728 m.

Keadaan Tanah Sekolah SMA Negeri 2 Pahandut

Status	:	Milik Negara
Luas Tanah	:	28.500 m <sup>2</sup>
Luas Bangunan	:	5.206 m <sup>2</sup>
Pagar	:	728 m



## b. Gedung Sekolah

Bangunan sekolah pada umumnya dalam kondisi baik. Jumlah ruang kelas untuk menunjang kegiatan belajar memadai yaitu sebanyak 26 ruang kelas, sedangkan ruang-ruang lainnya dijelaskan sebagai berikut :

Keadaan Gedung Sekolah SMA Negeri 2 Pahandut Kota Palangka Raya

NO	NAMA BANGUNAN	JUMLAH/LUAS	KONDISI		
			BAIK	RUSAK RINGAN	RUSAK BERAT
1.	Luas Bangunan	5.206 m2	✓		
2.	Ruang Kepala Sekolah	1 Buah	✓		
3.	Ruang TU	1 Buah	✓		
4.	Ruang Guru	1 Buah	✓		
5.	Ruang Kelas	26 Buah	✓	✓	
6.	Ruang Lab. IPA	2 Buah	✓	✓	
7.	Ruang Lab. Komputer	1 Buah	✓		
8.	Ruang Lab. Bahasa	1 Buah	✓		
9.	Ruang Perpustakaan	1 Buah	✓		
10.	Ruang Lab. Multimedia	1 Buah	✓		
11.	Musholla	1 Buah	✓		
12.	Ruang Osis	1 Buah	✓		
13.	Ruang BP/BK	1 Buah	✓		
14.	R. Sekretariat Komite	1 Buah	✓		

## 5. Keuangan dan Pembiayaan.

Anggaran sekolah berasal dari dana Anggaran Pendapatan dan Belanja Daerah (APBD) Kota Palangka Raya dan dana yang dihimpun dari orang tua peserta didik (Komite Sekolah). Setiap peserta didik dikenai biaya Rp.           ,- per bulan.

Sumber Dana Pendidikan SMA Negeri 2 Pahandut

Tahun Pelajaran	Pemerintah (Rupiah)	Komite Sekolah (Rupiah)	Jumlah (Rupiah)
2004 / 2005	1.718.726.544,00	512.000.000,00	2.230.726.544,00
2005 / 2006	1.966.726.544,00	512.000.000,00	2.478.726.544,00
2006/2007	2.346.036.000,00	716.822.000,00	3.062.858.000,00

Alokasi dana terutama diperuntukan untuk menunjang kegiatan-kegiatan intrakurikuler dan ekstrakurikuler, dan juga untuk memenuhi kelengkapan sarana belajar peserta didik.

6. Budaya dan Lingkungan Sekolah
  - a. Telah dan terus dipertahankannya suasana, iklim, dan lingkungan pendidikan yang kondusif untuk pembelajaran yang efisien dalam prosedur pelaksanaannya.
  - b. Telah ditetapkan pedoman tata-tertib sekolah dengan kesepakatan bersama.
  - c. Telah ditetapkan kode etik warga sekolah dengan kesepakatan bersama.
7. Peran serta Masyarakat dan Kemitraan

1. Kerja sama dengan Orang Tua

Kerja sama dengan orang tua peserta didik dilaksanakan melalui Komite Sekolah. Ada lima peran orang tua dalam pengembangan sekolah, yaitu sebagai:

- a. donatur dalam menunjang kegiatan dan sarana sekolah, namun belum berjalan optimal mengingat kondisi ekonominya;
- b. mitra sekolah dalam pembinaan pendidikan;
- c. mitra dalam membimbing kegiatan peserta didik;
- d. mitra dialog dalam peningkatan kualitas pendidikan; dan
- e. sumber belajar.

2. Kerjasama dengan Instansi Pemerintah

Kerjasama dengan instansi pemerintah antara lain dengan Dinas Kehutanan, Pertanian dan Perkebunan Koata Palangka Raya, Dinas kehutanan, Pertanian dan Perkebunan Provinsi Kalimantan Tengah, Dinas Perindustrian dan perdagangan Provinsi Kalimantan Tengah dalam rangka pelaksanaan pembelajaran untuk Mata Pelajaran Ketrampilan dan Mata pelajaran Muatan Lokal juga untuk kepentingan lainnya bagi perkembangan SMA negeri 2 Pahandut Kota Palangka Raya selanjutnya.

8. Rencana-rencana kerja lain yang mengarah kepada peningkatan dan pengembangan mutu.

Telah dibentuknya klub-klub belajar untuk persiapan menghadapi berbagai lomba. Olimpiade, kejuaraan tingkat kota, provinsi bahkan nasional baik yang berkaitan dengan peningkatan prestasi akademik maupun prestasi non akademik.



Berdasarkan kondisi objektif internal SMA Negeri 2 Pahandut sebagaimana diuraikan di atas dapat dirumuskan hasil analisis lingkungan internal antara lain sebagai berikut :

### 1. Kekuatan (Strengths)

Sekolah Menengah Atas Negeri 2 Pahandut Kota Palangka Raya memiliki beberapa kekuatan, yaitu :

- Sebagian besar (hampir semua) tenaga guru (edukatif) berpendidikan S1
- Sebagian besar guru sudah pernah mengikuti Diklat/Workshop di tingkat Kota, Provinsi bahkan Nasional dan memiliki sertifikat sesuai dengan mata pelajaran yang diampunya masing-masing.
- Kemampuan administratif dalam perencanaan dan pelaksanaan pembelajaran serta penilaian cukup baik.
- Rasio antara guru dan peserta didik cukup memadai.
- Sarana multi media relatif memadai.
- Luas areal sekolah memadai ( $\pm$  3 Ha).
- *Teamwork* cukup solid dan komunikasi internal cukup baik.
- Jaringan internet relatif berfungsi sehingga mudah mengakses berbagai informasi.
- Lokasi cukup strategis, berada di pusat kota dan dekat dengan kantor-kantor pemerintah.
- Sebagai salah satu sekolah yang mengembangkan *Rintisan Sekolah Kategori Mandiri (SKM)* dari empat buah sekolah yang ditunjuk se-kalimantan tengah.
- Kerjasama telah terjalin baik dengan orang tua, masyarakat setempat, beberapa Dunia Usaha/Dunia Industri serta dengan instansi Pemerintah.
- Telah beberapa kali menjuarai berbagai event tingkat Kota Palangka Raya, Provinsi Kalimantan Tengah maupun tingkat regioanal.

### 2. Kelemahan (Weaknesses)

- Guru mata pelajaran Teknologi Informasi dan Komunikasi, Seni Budaya, Bahasa Asing, Muatan Lokal dan Ketrampilan masih kurang.
- Sebagian guru belum dapat berkomunikasi dalam bahasa Inggris/bahasa asing lainnya, memanfaatkan komputer dan akses internet.
- Masih terbatasnya akses untuk bekerjasama dengan Dunia Usaha/Dunia Industri yang terkait langsung untuk pemasaran hasil produksi mata pelajaran Muatan lokal dan ketrampilan.
- Kompetensi dan profesionalisme guru dan tenaga kependidikan relatif beragam.
- Fasilitas praktik untuk yang terkait dengan muatan lokal dan ketrampilan serta seni budaya belum memadai.
- Alokasi dana operasional pendidikan terbatas dan penggalangan dana dari orang tua/wali siswa terbatas.
- Jumlah buku perpustakaan belum mencukupi sesuai dengan kebutuhan, kondisi fisik perpustakaan yang kurang memadai.
- Pengembangan diri belum berjalan sesuai dengan yang diharapkan.

## B. KEADAAN DAN ANALISIS LINGKUNGAN EKTERNAL (ALE)

### 1. Lingkungan Sekolah

SMA Negeri 2 Pahandut Kota Palangka Raya terletak di kelurahan Pahandut Kota Palangka Raya, tepatnya di jalan K. S. Tubun No. 2 Palangka Raya. Wilayahnya termasuk ke dalam Kotamadya Palangka Raya Provinsi Kalimantan Tengah.

Jumlah penduduk Kota Palangka Raya adalah 168.449 jiwa (Sensus Penduduk tahun 2003), dengan kepadatan penduduk rata-rata 62,89 jiwa setiap Km<sup>2</sup>, berdasarkan hasil registrasi penduduk. (sumber [www.palangka.raya.go.id](http://www.palangka.raya.go.id)).

Kota Palangka Raya merupakan ibukota Provinsi Kalimantan Tengah. Kota Palangka Raya terletak di pinggiran sungai kahayan, yang berbatasan dengan kabupaten Kotawaringin Timur dan Kabupaten Pulang Pisau. Masyarakat yang mendiami Kota Palangka Raya sebagian besar berprofesi sebagai Pegawai Pemerintah, Swasta, Pelajar/Mahasiswa, pedagang/pengusaha dan ada sebagian kecil sebagai petani dan nelayan. Tata tempat tinggal dan sanitasi Kota Palangka Raya cukup baik, sedangkan sarana dan prasarana cukup memadai mulai dari jalan, tempat ibadat, rumah sakit, sekolah, dermaga, lapangan udara, pasar, hotel dan penginapan bagi pengunjung/wisata.

Untuk pengembangan wilayah, transportasi udara yang lebih lengkap memang sangat strategis dan dibutuhkan, namun sarana ini relatif mahal dan kurang memadai.

Dalam bidang pendidikan sudah terdapat sekolah dari SD hingga Perguruan Tinggi. Mutu pendidikan pada umumnya masih rendah. Rendahnya pendidikan ini berkaitan erat dengan masih rendahnya/kurangnya perhatian dan kepedulian masyarakat terhadap pentingnya pendidikan.

### 2. Orang Tua Peserta Didik

Wilayah kecamatan Pahandut merupakan daerah perdagangan, perkantoran, pariwisata, dan sungai. Dengan keadaan demikian, sudah barang tentu sangat mempengaruhi pola kehidupan masyarakat sekitar pada umumnya.

Keadaan Orang tua Peserta didik

No	Pekerjaan	Jumlah	Prosentase
1	Nelayan	12	0,1 %
2	PNS	557	62,4 %
3	Pegawai Swasta	113	12,6 %
4	Pedagang	210	23,5 %

Keadaan orang tua peserta didik (0,1 %) memiliki mata pencaharian sebagai nelayan, orang tua peserta didik (62,4 %) sebagai pegawai negeri, dan (23,5 %) sebagai pedagang, serta sisanya (12,6 %) pegawai swasta.

Berdasarkan kondisi objektif eksternal SMA Negeri 2 Pahandut Kota Palangka Raya sebagaimana diuraikan di atas dapat dirumuskan hasil analisis lingkungan eksternal yang merupakan peluang dan tantangan yang harus disikapi oleh sekolah antara lain sebagai berikut :

#### 1. Peluang (opportunities)

- Kondisi sosial politik dan keamanan relatif stabil
- Ada peluang kerjasama dengan dunia usaha/industri dan instansi lain yang relevan untuk peningkatan kualitas SDM dan pemasaran hasil produk Muatan Lokal dan ketrampilan
- Adanya dukungan dari instansi pemerintah, swasta dan masyarakat pemerhati pendidikan terutama dalam pengembangan dan peningkatan mutu sekolah
- Potensi wilayah untuk pengembangan bisnis cukup tinggi
- Adanya perkembangan teknologi informasi yang dapat diakses dengan mudah dan relatif murah
- Beberapa orang guru pernah diundang sebagai instruktur, fasilitator, nara sumber pada berbagai kegiatan di instansi lain
- Hubungan dengan instansi vertikal di tingkat kota cukup baik
- Adanya kebijakan pemerintah dalam meningkatkan alokasi anggaran pendidikan
- Adanya peluang untuk mengajukan proposal kegiatan dengan alokasi dana yang cukup memadai

#### 2. Tantangan (threats)

- Peranan komite SMA Negeri 2 Pahandut Kota Palangka Raya dan orang tua peserta didik belum secara optimal
- Masih terdapat pemahaman/pola pikir orang tua/masyarakat tentang masih belum pentingnya pendidikan bagi anak-anaknya
- Masih terdapat pemahaman/pola pikir orang tua/masyarakat tentang ketrampilan tertentu (pertanian, perkebunan, perikanan dan teknologi informasi/komputer) masih dipandang tidak menjanjikan
- Dengan adanya otonomi daerah dana bantuan operasional sekolah terbatas
- Bahasa Inggris sebagai bahasa komunikasi global dalam kaitannya dengan lingkungan eksternal sekolah sebagai tujuan/objek pariwisata

### C. VISI

Kurikulum disusun untuk memungkinkan penyesuaian program pendidikan dengan kebutuhan dan potensi yang ada di sekolah. Sekolah Menengah Atas Negeri 2 Pahandut Kota Palangka Raya sebagai unit penyelenggara pendidikan juga memperhatikan perkembangan dan tantangan masa depan. Perkembangan dan tantangan itu menyangkut antara lain ; (1) perkembangan ilmu pengetahuan dan teknologi, (2) globalisasi yang memungkinkan sangat cepatnya arus perubahan dan mobilitas antar dan lintas sektor serta tempat, (3) era informasi, (4) pengaruh globalisasi terhadap perubahan perilaku dan moral manusia, (5) berubahnya kesadaran masyarakat dan orang tua terhadap pendidikan, (6) era AFTA.

Mempertimbangkan kondisi dan analisis internal dan eksternal SMA Negeri 2 Pahandut Kota Palangka Raya sebagaimana diuraikan di atas. Kami semua warga SMA Negeri 2 Pahandut Kota Palangka Raya telah sepakat merumuskan Visi, Misi dan Tujuan sekolah kami yaitu sebagai berikut :

#### VISI SMA NEGERI 2 PAHANDUT KOTA P. RAYA

Sekolah yang unggul dalam prestasi pendidikan akhlak-keimanan, berprestasi dalam berbagai bidang dan mampu bersaing di Tingkat Nasional. Timpan Yang Maha Esa serta sumber daya yang unggul.

Visi tersebut di atas mencerminkan cita-cita sekolah yang berorientasi ke depan dengan memperhatikan potensi kekinian, sesuai dengan norma dan harapan masyarakat.

### D. MISI

Untuk mewujudkannya, Sekolah menentukan langkah-langkah strategis yang dinyatakan dalam Misi berikut :

#### MISI SMA NEGERI 2 PAHANDUT KOTA P. RAYA

1. Mengembangkan dan melaksanakan proses pendidikan dan pelatihan melalui pembelajaran yang berkualitas berlandaskan Iman dan Tagwa Kepada Tuhan Yang Maha Esa.
2. Mengembangkan dan mengelola sekolah berwawasan lingkungan yang asri dan nyaman sehingga menunjang kegiatan belajar mengajar.
3. Mengembangkan kultur sekolah berdasarkan budaya daerah "Rumah Betang".

## E. Tujuan

### 1. Tujuan Pendidikan Menengah

Sesuai dengan Permendiknas Nomor 23 Tahun 2006 tentang Standar Kompetensi Lulusan, bahwa pendidikan untuk jenjang SMA adalah meningkatkan kecerdasan pengetahuan, kepribadian, akhlak mulia, serta ketrampilan untuk hidup mandiri dan mengikuti pendidikan lebih lanjut.

Untuk mencapai standar mutu pendidikan yang dapat dipertanggungjawabkan secara nasional, kegiatan pembelajaran di sekolah mengacu pada Standar Kompetensi Lulusan yang telah ditetapkan oleh BSNP sebagai berikut ini ;

1. Berperilaku sesuai dengan ajaran agama yang dianut sesuai dengan perkembangan remaja
2. Mengembangkan diri secara optimal dengan memanfaatkan kelebihan diri serta memperbaiki kekurangannya
3. Menunjukkan sikap percaya diri dan bertanggung jawab atas perilaku, perbuatan, dan pekerjaannya
4. Berpartisipasi dalam penegakan aturan-aturan sosial
5. Menghargai keberagaman agama, bangsa, suku, ras, dan golongan sosial ekonomi dalam lingkup global
6. Membangun dan menerapkan informasi dan pengetahuan secara logis, kritis, kreatif, dan inovatif
7. Menunjukkan kemampuan berpikir logis, kritis, kreatif, dan inovatif dalam pengambilan keputusan
8. Menunjukkan kemampuan mengembangkan budaya belajar untuk pemberdayaan diri
9. Menunjukkan sikap kompetitif dan sportif untuk mendapatkan hasil yang terbaik
10. Menunjukkan kemampuan menganalisis dan memecahkan masalah kompleks
11. Menunjukkan kemampuan menganalisis gejala alam dan sosial
12. Memanfaatkan lingkungan secara produktif dan bertanggung jawab
13. Berpartisipasi dalam kehidupan bermasyarakat, berbangsa, dan bernegara secara demokratis dalam wadah Negara Kesatuan Republik Indonesia
14. Mengekspresikan diri melalui kegiatan seni dan budaya
15. Mengapresiasi karya seni dan budaya
16. Menghasilkan karya kreatif, baik individual maupun kelompok
17. Menjaga kesehatan dan keamanan diri, kebugaran jasmani, serta kebersihan lingkungan
18. Berkomunikasi lisan dan tulisan secara efektif dan santun
19. Memahami hak dan kewajiban diri dan orang lain dalam pergaulan di masyarakat
20. Menghargai adanya perbedaan pendapat dan berempati terhadap orang lain
21. Menunjukkan keterampilan membaca dan menulis naskah secara sistematis dan estetis
22. Menunjukkan keterampilan menyimak, membaca, menulis, dan berbicara dalam bahasa Indonesia dan Inggris



23. Menguasai pengetahuan yang diperlukan untuk mengikuti pendidikan tinggi

2. Tujuan dan Profil SMA Negeri 2 Pahandut Kota Palangka Raya

Dalam rangka mencapai tujuan pendidikan menengah dan pemenuhan Standar Kompetensi Lulusan (SKL) SMA/MA sebagaimana diuraikan di atas, maka berdasarkan kesepakatan warga SMA Negeri 2 Pahandut Kota Palangka Raya telah merumuskan tujuan yang merupakan jabaran dari visi dan misi sekolah agar komunikatif dan bisa diukur sebagai berikut :

1. Unggul dalam kegiatan keagamaan dan kepedulian sekolah
2. unggul dalam perolehan nilai UN
3. unggul dalam persaingan masuk ke PTN/PTS
4. unggul dalam penerapan ilmu pengetahuan dan teknologi, terutama bidang sains dan matematika
5. unggul dalam lomba olah raga, PMR, Paskibraka dan Pramuka
6. unggul dalam kebersihan dan penghijauan sekolah

Selanjutnya atas keputusan bersama guru dan siswa, tujuan tersebut lebih kami rinci sebagai profil siswa SMA Negeri 2 Pahandut Kota Palangka Raya sebagai berikut :

1. Mampu menampilkan kebiasaan sopan santun dan berbudi pekerti sebagai cerminan akhlak mulia iman dan taqwa
2. mampu berbahasa Inggris secara aktif
3. Mampu mengaktualisasi diri dalam berbagai seni dan olah raga, sesuai pilihannya
4. Mampu mendalami cabang pengetahuan yang dipilih
5. Mampu mengoperasikan komputer aktif untuk program minimal microsoft word dan excel
6. Mampu melanjutkan ke PT Negeri dan Swasta terbaik sesuai pilihannya melalui pencapaian target pilihan yang ditentukannya sendiri
7. Mampu bersaing dalam mengikuti berbagai kompetensi akademik dan non akademik di tingkat kecamatan, kota, provinsi dan nasional
8. Mampu memiliki kecakapan hidup personal, sosial, environmental dan per-vocasional sesuai dengan kandungan kecakapan hidup pada muatan lokal dan ketrampilan

### 3. Sasaran Program/Keadaan yang Diinginkan

Kepala Sekolah dan Para Guru serta dengan persetujuan Komite Sekolah menetapkan sasaran program, baik untuk jangka pendek, jangka menengah, dan jangka panjang. Sasaran program dimaksudkan untuk mewujudkan visi dan misi sekolah.

#### Sasaran Program Sekolah

SASARAN PROGRAM 1 TAHUN ( 2006 / 2007 ) (Program Jangka Pendek)	SASARAN PROGRAM 4 TAHUN ( 2006 / 2010 ) (Program Jangka Menengah)	SASARAN PROGRAM 8 TAHUN ( 2006 / 2014 ) (Program Jangka Panjang)
1. Kehadiran Peserta didik, Guru dan Karyawan lebih dari 95%.	1. Kehadiran Peserta didik, Guru dan Karyawan lebih dari 97%.	1. Kehadiran Peserta didik, Guru dan Karyawan lebih dari 98 %.
2. Target pencapaian rata-rata Nilai Ujian Akhir 5,0.	2. Target pencapaian rata-rata NUAN lulusan 6,0.	2. Target pencapaian rata-rata NUAN lulusan 7,0.
3. 10 % lulusan dapat diterima di PTN, baik melalui jalur PMDK maupun UMPTN.	3. 20 % lulusan dapat diterima di PTN baik melalui jalur PMDK maupun UMPTN.	3. 50 % lulusan dapat diterima di PTN baik melalui jalur PMDK maupun UMPTN.
4. Memiliki ekstra kurikuler unggulan (KIR & Olah Raga Pilihan )	4. Extra kurikuler unggulan dapat menjuarai tingkat provinsi	4. Ekstrakurikuler unggulan dapat meraih prestasi tingkat nasional
5. 25 % peserta didik dapat aktif berbahasa Inggris.	5. 40 % peserta didik dapat aktif berbahasa Inggris.	5. 60 % peserta didik dapat aktif berbahasa Inggris.
6. 70 % peserta didik dapat mengoperasikan program Ms Word dan Ms Excel	6. 75 % peserta didik dapat mengoperasikan 2 program komputer (Microsoft Word , Excel, Power point dan Internet).	6. 100 % peserta didik dapat mengoperasikan 2 program komputer (Microsoft Word, Excel, Power point dan Internet).
7. 15 % Peserta didik mampu mengembangkan tanaman mangrove/anggrek	7. 30 % Peserta didik mampu mengembangkan tanaman mangrove/anggrek	7. 40 % Peserta didik mampu mengembangkan tanaman mangrove/anggrek
8. 15 % Peserta didik mampu melakukan penghijauan disekitar tempat tinggalnya	8. 30 % Peserta didik mampu melakukan penghijauan disekitar tempat tinggalnya	8. 40 % Peserta didik mampu melakukan penghijauan disekitar tempat tinggalnya
9. 15 % Peserta didik mampu melakukan budi daya salah satu jenis tumbuhan atau ikan yang bernilai ekonomis.	9. 30 % Peserta didik mampu melakukan budi daya salah satu jenis tumbuhan atau ikan yang bernilai ekonomis.	9. 40 % Peserta didik mampu melakukan budi daya salah satu jenis tumbuhan atau ikan yang bernilai ekonomis.

Sasaran program tersebut selanjutnya ditindaklanjuti dengan strategi pelaksanaan yang wajib dilaksanakan oleh seluruh warga sekolah sebagai berikut:

1. mengadakan pembinaan terhadap peserta didik, guru dan karyawan secara berkelanjutan;
2. mengadakan jam tambahan pada pelajaran tertentu;
3. melakukan kerjasama dengan pihak Pemerintah Kota dan perusahaan yang ada di wilayah Kota Palangka Raya untuk membantu pembiayaan bagi peserta didik yang mempunyai semangat dan motivasi yang tinggi untuk melanjutkan ke perguruan tinggi;
4. menjalin komunikasi yang baik dengan Dinas Pendidikan Kota Palangka Raya, Bappora dan lembaga pendidikan non-formal lainnya;
5. Mengadakan kerjasama dengan dengan pihak lembaga kursus, kelurahan dan para petani, peternak dan nelayan untuk dijadikan nara sumber atau guru kunjung bagi pembelajaran muatan lokal dan ketrampilan;

6. perbaikan laboratorium IPA, bahasa dan penambahan peralatan lab. Komputer/multimedia;
7. membentuk kelompok gemar Bahasa Inggris;
8. membentuk kelompok belajar;
9. pengadaan buku penunjang;
10. pengadaan komputer;
11. mengintensifkan kelompok belajar/KIR;
12. mengintensifkan komunikasi dan kerjasama dengan orang tua;
13. pelaporan kepada orang secara berkala;
14. kerjasama dengan pihak PT. Telkom. TBK untuk penyelenggaraan Bimbingan Belajar di bidang TIK;



### III. STRUKTUR DAN MUATAN KURIKULUM

#### A. Struktur Kurikulum

Struktur kurikulum SMA Negeri 2 Pahandut Kota Palangka Raya memuat kelompok mata pelajaran sebagai berikut ini:

- kelompok mata pelajaran agama dan akhlak mulia;
- kelompok mata pelajaran kewarganegaraan dan kepribadian;
- kelompok mata pelajaran ilmu pengetahuan dan teknologi;
- kelompok mata pelajaran estetika;
- kelompok mata pelajaran jasmani, olahraga dan kesehatan.

Masing-masing kelompok mata pelajaran tersebut di implementasikan dalam kegiatan pembelajaran pada setiap mata pelajaran secara menyeluruh. Dengan demikian, cakupan dari masing-masing kelompok itu dapat diwujudkan melalui mata pelajaran yang relevan. Cakupan setiap kelompok mata pelajaran adalah sebagai berikut:

CAKUPAN KELOMPOK MATA PELAJARAN

NO	KELOMPOK MATA PELAJARAN	CAKUPAN
1.	Agama dan Akhlak Mulia	Kelompok mata pelajaran agama dan akhlak mulia dimaksudkan untuk membentuk peserta didik menjadi manusia yang beriman dan bertakwa kepada Tuhan Yang Maha Esa serta berakhlak mulia. Akhlak mulia mencakup etika, budi pekerti, atau moral sebagai perwujudan dari pendidikan agama.
2.	Kewarganegaraan dan Kepribadian	Kelompok mata pelajaran kewarganegaraan dan kepribadian dimaksudkan untuk peningkatan kesadaran dan wawasan peserta didik akan status, hak, dan kewajibannya dalam kehidupan bermasyarakat, berbangsa, dan bernegara, serta peningkatan kualitas dirinya sebagai manusia.  Kesadaran dan wawasan termasuk wawasan kebangsaan, jiwa dan patriotisme bela negara, penghargaan terhadap hak-hak asasi manusia, kemajemukan bangsa, pelestarian lingkungan hidup, kesetaraan gender, demokrasi, tanggung jawab sosial, ketaatan pada hukum, ketaatan membayar pajak, dan sikap serta perilaku anti korupsi, kolusi, dan nepotisme.
3.	Ilmu Pengetahuan dan Teknologi	Kelompok mata pelajaran ilmu pengetahuan dan teknologi pada SMA dimaksudkan untuk memperoleh kompetensi lanjut ilmu pengetahuan dan teknologi serta membudayakan berpikir ilmiah secara kritis, kreatif dan mandiri.

NO	KELOMPOK MATA PELAJARAN	CAKUPAN
4.	Estetika	Kelompok mata pelajaran estetika dimaksudkan untuk meningkatkan sensitivitas, kemampuan mengekspresikan dan kemampuan mengapresiasi keindahan dan harmoni. Kemampuan mengapresiasi dan mengekspresikan keindahan serta harmoni mencakup apresiasi dan ekspresi, baik dalam kehidupan individual sehingga mampu menikmati dan mensyukuri hidup, maupun dalam kehidupan kemasyarakatan sehingga mampu menciptakan kebersamaan yang harmonis.
5.	Jasmani, Olahraga dan Kesehatan	<p>Kelompok mata pelajaran jasmani, olahraga dan kesehatan pada SMA dimaksudkan untuk meningkatkan potensi fisik serta membudayakan sikap sportif, disiplin, kerja sama, dan hidup sehat.</p> <p>Budaya hidup sehat termasuk kesadaran, sikap, dan perilaku hidup sehat yang bersifat individual ataupun yang bersifat kolektif kemasyarakatan seperti keterbebasan dari perilaku seksual bebas, kecanduan narkoba, HIV/AIDS, demam berdarah, muntaber, dan penyakit lain yang potensial untuk mewabah.</p>

Penyusunan Struktur kurikulum didasarkan atas standar kompetensi lulusan dan standar kompetensi mata pelajaran yang telah ditetapkan oleh BSNP.

Sekolah atas persetujuan Komite Sekolah dan memperhatikan keterbatasan sarana belajar serta minat peserta didik, menetapkan pengelolaan kelas sebagai berikut ini.

- 1) SMA Negeri 2 Pahandut Kota Palangka Raya menerapkan sistem paket. Peserta didik mengikuti pembelajaran sesuai dengan yang telah diprogramkan dalam struktur kurikulum.
- 2) Jumlah rombongan belajar berjumlah 10 (sepuluh) rombongan belajar untuk kelas X, sedangkan 8 (delapan) rombongan belajar pada masing-masing tingkatan kelas XI dan XII.
- 3) Kelas X merupakan program umum yang diikuti oleh seluruh peserta didik
- 4) Kelas XI dan XII merupakan program penjurusan yang terdiri atas:
  - Program Ilmu Pengetahuan Alam (4 rombongan belajar)
  - Program Ilmu Pengetahuan Sosial ( 3 rombongan belajar)
  - Program Ilmu Bahasa (1 rombongan belajar)

**a. Struktur Kurikulum Kelas X**

- 1) Kurikulum Kelas X terdiri atas:
  - 16 mata pelajaran,
  - muatan lokal (belum dilaksanakan/terintegrasi dalam pembelajaran)
  - program pengembangan diri.
- 2) Sekolah tidak menambah alokasi waktu untuk setiap mata pelajaran. Jam pembelajaran untuk setiap mata pelajaran dialokasikan sebagaimana tertera dalam struktur kurikulum.
- 3) Alokasi waktu satu jam pembelajaran adalah 45 menit.

**b. Struktur Kurikulum Kelas XI dan XII**

- 1) Kurikulum Kelas XI dan XII Program IPA, Bahasa dan Program IPS, terdiri atas:
  - 13 mata pelajaran,
  - muatan lokal (belum dilaksanakan/terintegrasi dalam pembelajaran)
  - program pengembangan diri.
- 2) Sekolah tidak menambah alokasi waktu untuk setiap mata pelajaran. Jam pembelajaran untuk setiap mata pelajaran dialokasikan sebagaimana tertera dalam struktur kurikulum.
- 3) Alokasi waktu satu jam pembelajaran adalah 45 menit.

## Struktur Kurikulum Kelas XI dan XII Program IPS

Komponen	Alokasi Waktu			
	Kelas XI		Kelas XII	
	Smt 1	Smt 2	Smt 1	Smt 2
A. Mata Pelajaran				
1. Pendidikan Agama	2	2	2	2
2. Pendidikan Kewarganegaraan	2	2	2	2
3. Bahasa Indonesia	4	4	4	4
4. Bahasa Inggris	4	4	4	4
5. Matematika	4	4	4	4
6. Sejarah	3	3	3	3
7. Geografi	3	3	3	3
8. Ekonomi	4	4	4	4
9. Sosiologi	3	3	3	3
10. Seni Budaya	2	2	2	2
11. Pendidikan Jasmani, Olahraga dan Kesehatan	2	2	2	2
12. Teknologi Informasi dan Komunikasi	2	2	2	2
13. Bahasa Arab	2	2	2	2
B. Muatan Lokal (konservasi dan pemberdayaan potensi bahari)	2	2	2	2
C. Pengembangan Diri	2*)	2*)	2*)	2*)
Jumlah	39	39	39	39

2\*) Ekuivalen 2 jam pembelajaran

Di SMA Negeri 2 Pahandut Kota Palangka Raya, terdapat program intrakurikuler seperti tabel di atas dan juga ekstrakurikuler yang dikembangkan dalam Program Pengembangan Diri. Waktu belajar di sekolah dimulai dari pukul 06.30 Wib pagi hingga pukul 13.00 Wib selama empat hari dari senin sampai kamis, sedangkan untuk hari jumat dan sabtu dari pukul 06.30 Wib hingga pukul 11.00 Wib.

### B. Muatan Kurikulum

Muatan Kurikulum SMA Negeri 2 Pahandut Kota Palangka Raya meliputi sejumlah mata pelajaran yang keluasan dan kedalamannya sesuai dengan Standar Kompetensi dan Kompetensi Dasar yang ditetapkan oleh BSNP, dan muatan lokal yang dikembangkan oleh sekolah serta kegiatan pengembangan diri.

#### 1. Mata Pelajaran

Mata pelajaran terdiri dari mata pelajaran wajib dan mata pelajaran pilihan sebagai berikut:

a. Mata Pelajaran wajib: Pendidikan Agama, Pendidikan Kewarganegaraan, Bahasa Indonesia, Bahasa Inggris, Matematika, Biologi, Kimia, Fisika, Sejarah, Ekonomi, Geografi, Sosiologi, Penjasman, Seni & Budaya, dan Teknologi Informasi Komunikasi.

b. Mata Pelajaran pilihan:

Bahasa Asing (pilihan mata pelajaran ini dimungkinkan dengan adanya sumber daya manusia yang memadai dan kehidupan masyarakatnya yang menunjang program pembelajaran tersebut) .

Pembelajaran setiap mata pelajaran dilaksanakan dalam suasana yang saling menerima dan menghargai, akrab, terbuka, dan hangat antara peserta didik dan pendidik.

Metode pembelajaran diarahkan berpusat pada peserta didik. Guru sebagai fasilitator mendorong peserta didik agar mampu belajar secara aktif, baik fisik maupun mental. Selain itu, dalam pencapaian setiap kompetensi pada masing-masing mata pelajaran diberikan secara kontekstual dengan memperhatikan perkembangan kekinian dari berbagai aspek kehidupan.

**2. Muatan Lokal**

Sebagaimana dijelaskan pada Permendiknas Nomor 22 Tahun 2006 tentang Standar Isi bahwa muatan lokal merupakan kegiatan kurikuler untuk mengembangkan kompetensi yang disesuaikan dengan ciri khas dan potensi daerah, termasuk keunggulan daerah, yang materinya tidak sesuai menjadi bagian dari mata pelajaran lain dan atau terlalu banyak sehingga harus menjadi mata pelajaran tersendiri. Substansi muatan lokal ditentukan oleh sekolah, tidak terbatas pada mata pelajaran seni-budaya dan ketrampilan, tetapi juga mata pelajaran lainnya.

Muatan lokal yang menjadi ciri khas daerah dan Kota Palangka Raya pada umumnya, dan peluang tantangan ke depan yang ada, yang diterapkan oleh SMA Negeri 2 Pahandut Kota Palangka Raya adalah sebagai berikut :

**Program Muatan Lokal**

STANDAR KOMPETENSI	KOMPETENSI DASAR
1.	1.1

STANDAR KOMPETENSI	KOMPETENSI DASAR
2.	2.1 2.2 2.3.

STANDAR KOMPETENSI	KOMPETENSI DASAR
1.	1.1

STANDAR KOMPETENSI	KOMPETENSI DASAR

Dan seterusnya.

### 3. Kegiatan Pengembangan Diri

Pengembangan diri diarahkan untuk pengembangan karakter peserta didik yang ditujukan untuk mengatasi persoalan dirinya, persoalan masyarakat di lingkungan sekitarnya, dan persoalan kebangsaan.

Sekolah memfasilitasi kegiatan pengembangan diri seperti berikut ini.

a. pengembangan diri yang dilaksanakan sebagian besar di dalam kelas (intrakurikuler) dengan alokasi waktu 2 jam tatap muka, yaitu:

1) Bimbingan Konseling, mencakup hal-hal yang berkenaan dengan pribadi, kemasyarakatan, belajar, dan karier peserta didik.

Bimbingan Konseling diasuh oleh guru yang ditugaskan.

2) pengembangan diri yang dilaksanakan sebagian besar di luar kelas (ekstrakurikuler) diasuh oleh guru pembina. Pelaksanaannya secara reguler, yaitu:

- bola Volley
- bola Kaki
- Basket
- Tenis meja/bulu tangkis
- Atletik
- Pramuka/Paskibraka
- Palang Merah Remaja (PMR)
- Kelompok Ilmiah Remaja (KIR)
- Kelompok Giat Belajar Bahasa Inggris

b. Program Pembiasaan mencakup kegiatan yang bersifat pembinaan karakter peserta didik yang dilakukan secara rutin, spontan, dan keteladanan.

RUTIN	SPONTAN	KETELADANAN
upacara	membiasakan antri	berpakaian rapi
senam	memberi salam	memberikan pujian
Menyapu/Kebersihan	membuang sampah pada tempatnya	tepat waktu
kunjungan pustaka	musyawarah	hidup sederhana

Pembiasaan ini dilaksanakan sepanjang waktu belajar di sekolah. Seluruh guru ditugaskan untuk membina Program Pembiasaan yang telah ditetapkan oleh sekolah.

Penilaian kegiatan pengembangan diri bersifat kualitatif. Potensi, ekspresi, perilaku, dan kondisi psikologis peserta didik merupakan portofolio yang digunakan untuk penilaian.



#### 4. Pendidikan Kecakapan Hidup

Pendidikan kecakapan hidup yang diterapkan oleh sekolah merupakan bagian integral dari pembelajaran pada setiap mata pelajaran. Dengan demikian, materi kecakapan hidup akan diperoleh peserta didik melalui kegiatan pembelajaran sehari-hari yang emban oleh mata pelajaran yang bersangkutan..

#### 5. Beban Belajar

Sekolah menetapkan beban belajar peserta didik sebagai berikut

- Jam pembelajaran untuk setiap mata pelajaran dialokasikan sebagaimana tertera dalam struktur kurikulum.
- Alokasi waktu untuk penugasan terstruktur dan kegiatan mandiri tidak terstruktur 20% dari waktu kegiatan tatap muka mata pelajaran yang bersangkutan.
- Alokasi waktu untuk praktik adalah satu jam tatap muka setara dengan dua jam kegiatan praktik di sekolah atau empat jam praktik di luar sekolah.

Beban Belajar Peserta Didik

Kelas	Satu jam tatap muka (menit)	Jumlah jam pembelajaran Per minggu	Minggu Efektif per tahun ajaran	Waktu pembelajaran per tahun	Jumlah jam per tahun (@60 menit)
X s.d. XII	45	39	34	1326 jam pelajaran (59.679 menit)	994,5 jam





## Program Ilmu Alam

MATA PELAJARAN	Kriteria ketuntasan belajar minimal (KKM)			
	Kelas XI		Kelas XII	
	PPK dan Praktek	Sikap	PPK dan Praktek	Sikap
Pendidikan Agama	70 %	B	70 %	B
Pendidikan Kewarganegaraan	70 %	B	70 %	B
Bahasa Indonesia	70 %	B	70 %	B
Bahasa Inggris	70 %	B	70 %	B
Matematika	70 %	B	70 %	B
Fisika	70 %	B	70 %	B
Biologi	70 %	B	70 %	B
Kimia	70 %	B	70 %	B
Sejarah	70 %	B	70 %	B
Seni Budaya	70 %	B	70 %	B
Penjaskes	70 %	B	70 %	B
Teknologi Informasi dan Komunikasi	70 %	B	70 %	B
Keterampilan /Bahasa Asing	70%	B	70%	B
Pengembangan Diri		B		B

## Program Ilmu Sosial

MATA PELAJARAN	Kriteria ketuntasan belajar minimal (KKM)			
	Kelas XI		Kelas XII	
	PPK dan Praktek	Sikap	PPK dan Praktek	Sikap
Pendidikan Agama	70 %	B	70 %	B
Pendidikan Kewarganegaraan	70 %	B	70 %	B
Bahasa Indonesia	70 %	B	70 %	B
Bahasa Inggris	70 %	B	70 %	B
Matematika	70 %	B	70 %	B
Sejarah	70 %	B	70 %	B
Geografi	70 %	B	70 %	B
Ekonomi	70 %	B	70 %	B
Sosiologi	70 %	B	70 %	B
Seni Budaya	70 %	B	70 %	B
Penjaskes	70 %	B	70 %	B
Teknologi Informasi dan Komunikasi	70 %	B	70 %	B
Keterampilan /Bahasa Asing	70 %	B	70 %	B
Pengembangan Diri		B		B

## Program Ilmu Bahasa

MATA PELAJARAN	Kriteria ketuntasan belajar minimal (KKM)			
	Kelas XI		Kelas XII	
	PPK dan Praktek	Sikap	PPK dan Praktek	Sikap
Pendidikan Agama	70 %	B	70 %	B
Pendidikan Kewarganegaraan	70 %	B	70 %	B
Bahasa Indonesia	70 %	B	70 %	B
Bahasa Inggris	70 %	B	70 %	B
Matematika	70 %	B	70 %	B
Sejarah	70 %	B	70 %	B
Geografi	70 %	B	70 %	B
Sastra Indonesia	70 %	B	70 %	B
Antropologi	70 %	B	70 %	B
Seni Budaya	70 %	B	70 %	B
Penjaskes	70 %	B	70 %	B
Teknologi Informasi dan Komunikasi	70 %	B	70 %	B
Keterampilan /Bahasa Asing	70 %	B	70 %	B
Pengembangan Diri		B		B

Sekolah menargetkan agar angka ketuntasan belajar tersebut semakin meningkat setiap tahunnya. Oleh karena itu, setiap warga sekolah diharapkan untuk lebih bekerja keras lagi agar mutu pendidikan sekolah dapat meningkat dari tahun ke tahun.

### 7. Penjurusan

- a. Sesuai kesepakatan Sekolah dengan Komite Sekolah serta dengan memperhatikan keadaan sarana dan prasarana yang tersedia di sekolah, maka sekolah menetapkan 3 (tiga) jurusan yang diprogramkan, yaitu jurusan Ilmu-Ilmu Alam, Ilmu-Ilmu Sosial dan Ilmu-Ilmu Bahasa.
- b. Waktu penjurusan
  - 1) Penentuan penjurusan program studi Ilmu-Ilmu Alam, Ilmu-Ilmu Sosial dan Ilmu-Ilmu Bahasa dilakukan akhir semester 2 kelas X.
  - 2) Pelaksanaan penjurusan di semester 1 kelas XI.



- e. Peserta didik dinyatakan lulus Sekolah, apabila yang bersangkutan memenuhi ketentuan yang ditentukan sebagai berikut:
- memiliki rapor kelas X, XI, dan XII
  - mengikuti ujian praktek dan teori
  - memiliki nilai minimal 4,25 untuk setiap mata pelajaran
  - Nilai rata-rata Ujian Nasional minimal 5,00.

## IV. KALENDER PENDIDIKAN

Kalender pendidikan disusun dan disesuaikan setiap tahun oleh sekolah untuk mengatur waktu kegiatan pembelajaran. Pengaturan waktu belajar mengacu kepada Standar Isi dan disesuaikan dengan kebutuhan daerah, karakteristik sekolah, kebutuhan peserta didik dan masyarakat, serta ketentuan dari pemerintah Pusat dan atau Provinsi/pemerintah Kota Palangka Raya.

Pengaturan waktu untuk kegiatan pembelajaran peserta didik selama satu tahun ajaran adalah sebagai berikut:

### A. Permulaan Tahun Pelajaran

Permulaan tahun pembelajaran dimulai pada hari Senin minggu kedua bulan Juli, tanggal 16 Juli 2007.

Hari-hari pertama masuk sekolah berlangsung selama 3 (tiga) hari dengan pengaturan sebagai berikut:

- kelas X melaksanakan Masa Orientasi Sekolah (MOS)
- kelas XI melaksanakan Tes Awal
- kelas XII melakukan Tes Awal

### B. Waktu Belajar

Waktu belajar menggunakan sistem semester yang membagi 1 tahun pelajaran menjadi semester 1 (satu) dan semester 2 (dua).

Kegiatan pembelajaran dilaksanakan selama 6 (enam) hari, yaitu:

HARI	WAKTU BELAJAR
Senin	06.30 - 13.00
Selasa	06.30 - 13.00
Rabu	06.30 - 13.00
Kamis	06.30 - 13.00
Jum'at	06.30 - 11.00
Sabtu	06.30 - 11.00

Sesuai dengan keadaan dan kebutuhan sekolah, waktu pembelajaran efektif belajar ditetapkan sebanyak 36 minggu untuk setiap tahun pelajaran.

### C. Kegiatan Jeda Tengah Semester

Kegiatan Jeda tengah semester direncanakan selama 3 (tiga) hari. Kegiatan Jeda tengah semester akan diisi oleh peserta didik untuk mengadakan Pekan Olah Raga (POR) dan Pentas Seni (Pensi).

### D. Libur Sekolah

Hari libur sekolah adalah hari yang ditetapkan oleh sekolah, pemerintah pusat, provinsi, dan kabupaten/kota untuk tidak diadakan proses pembelajaran di sekolah.

Penentuan hari libur memperhatikan ketentuan berikut ini.:

- Keputusan Menteri Pendidikan Nasional, dan/atau Menteri Agama dalam hal yang terkait dengan hari raya keagamaan.
- Peraturan Pemerintah Pusat/Provinsi/Kabupaten/Kota dalam hal penentuan hari libur umum/nasional atau penetapan hari serentak untuk setiap jenjang dan jenis pendidikan.

Pengaturan Hari Libur Sekolah disepakati sebagai berikut :

1. Kegiatan Jeda Antar Semester I (ganjil) berdasarkan hasil rapat dengan instansi vertikal disepakati digunakan untuk libur semester 1 selama 2 minggu demikian juga untuk kegiatan Jeda antar semester 2 (genap) disepakati libur sekolah semester 2 selama 3 minggu sekaligus sebagai libur akhir dari tahun pelajaran 2007/2008 dan awal dari tahun pelajaran 2008/2009.

Sekolah berdasarkan hasil rapat dengan instansi vertikal bahwa pengaturan hari libur digunakan disepakati sebagai berikut ini.

- Libur Awal Puasa 12 September - 15 September. 2007
- Libur Semester 1 22 Desember 2007 - 5 Januari 2008
- Libur Semester 2 28 Juni - 13 Juli 2008

Hari libur yang ditentukan oleh Peraturan Pemerintah Pusat antara lain:

- |                               |                    |              |
|-------------------------------|--------------------|--------------|
| • Tahun Baru                  | 1 Januari 2008     |              |
| • Idul Adha                   |                    | Menyesuaikan |
| • Tahun Baru Imlek            |                    | Menyesuaikan |
| • Tahun Baru Hijriah          |                    | Menyesuaikan |
| • Hari Raya Nyepi             |                    | Menyesuaikan |
| • Maulid Nabi Muhammad SAW    |                    | Menyesuaikan |
| • Wafat Isa Al masih          |                    | Menyesuaikan |
| • Hari Raya Waisak            |                    | Menyesuaikan |
| • Kenaikan Isa Al Masih       |                    | Menyesuaikan |
| • Hari Kemerdekaan R I        | 17 Agustus 2007    |              |
| • Isra 'Miraj Nabi Muhammad   |                    | Menyesuaikan |
| • Idul Fitri dan Cuti Bersama | 13-17 Oktober 2007 |              |
| • Hari Raya Natal             | 25 Desember 2007   |              |

Pengaturan lebih lengkap tentang Hari Pertama Masuk Sekolah, libur semester, libur umum, libur khusus perkiraan Ujian Nasional dan Ujian sekolah yang diberlakukan pada SMA Negeri 2 Palangraja Kota Palangraja Raya adalah mengacu pada kalender insuk yang dikeluarkan oleh instansi vertikal (Dinas Pendidikan Kota Palangraja Raya) sebagai berikut :



## E. Jadwal Kegiatan

Rencana kegiatan sekolah tahun pelajaran 2006/2007 adalah sebagaimana tertera pada tabel berikut ini :

### JADWAL KEGIATAN TAHUN 2007/2008

NO	JENIS KEGIATAN	PELAKSANAAN	WAKTU
1	Tahun pelajaran 2007/2008	Guru +Siswa+TU	16 Juli 2007 - 27 Juni 2008
2	Semester I	Guru +Siswa+TU	16 Juli - 21 Desember 2007
3	MOS	OSIS	16 - 18 Juli 2007
4	Hari pertama tahun pelajaran 2007/2008	Guru +Siswa	19 Juli 2007
5	Perayaan HUT Kemerdekaan	Guru +Siswa	15-17 Agustus 2007
6	Bimbingan Khusus Kelas XI IA	Guru +Siswa	25 Juli - 31 Agustus 2007
7	Pendahuluan Materi	Guru +Siswa	3 Agustus - 8 September 2007
8	Libur Awal Puasa	Guru +Siswa	12 September - 6 Oktober 2007
9	Libur Akhir Puasa	Guru +Siswa	8 - 17 Oktober 2007
10	Remedial/Pengayaan	Guru +Siswa	1 - 24 November 2007
11	Penyerahan Soal Ujian Blok	Guru	26 November - 1 Desember 2007
12	Penggandaan Ujian Blok I	Satgas Ujian Blok	3 - 8 Desember 2007
13	Ulangan Blok I	Guru +Siswa	10 - 17 Desember 2007
14	Penyerahan LBHS Semester 1	Guru +Siswa	21 Desember 2007
15	Libur Semester 1	Guru +Siswa	22 Desember 2007-5 Januari 2008
16	Mulai Belajar aktif Semester 2	Guru +Siswa+TU	7 Januari 2008
17	Uji Coba UN Tahap I	Guru +Siswa+Satgas UN	24-26 Januari 2008
18	Uji Coba UN Tahap II	Guru +Siswa+Satgas UN	26-28 Pebruari 2008
19	Uji Coba UN Tahap III	Guru +Siswa+Satgas UN	25-27 Maret 2008
20	Ujian Nasional Th. Pel 2007/2008	PAN. UN + Siswa	16-18 April 2008
21	Ujian Praktek	Guru + PAN. UN + Siswa	22-27 April 2008
22	Ujian Sekolah	Guru+PAN. UN + Siswa	1-4 Mei 2008
23	Penyerahan Soal Ujian Blok Semester 2	Guru	3-8 Juni 2008
24	Ulangan Blok semester 2	Guru +Siswa	17-27 Juni 2008
25	Penyerahan LBHS Semester 2	Guru +Siswa	27 Juni 2008
26	Libur Semester 2	Guru +Siswa	28 Juni - 9 Juli 2008

## BEBERAPA PENGERTIAN / ISTILAH

**KURIKULUM** adalah seperangkat rencana dan pengaturan mengenai tujuan, isi, dan bahan pelajaran serta cara yang digunakan sebagai pedoman penyelenggaraan kegiatan pembelajaran untuk mencapai tujuan pendidikan tertentu.

**KURIKULUM TINGKAT SATUAN PENDIDIKAN (KTSP)** adalah kurikulum operasional yang disusun oleh dan dilaksanakan di masing-masing satuan pendidikan. KTSP terdiri dari tujuan pendidikan tingkat satuan pendidikan, struktur dan muatan kurikulum tingkat satuan pendidikan, kalender pendidikan, dan silabus.

**SILABUS** adalah rencana pembelajaran pada suatu dan/atau kelompok mata pelajaran/tema tertentu yang mencakup standar kompetensi, kompetensi dasar, materi pokok/pembelajaran, kegiatan pembelajaran, indikator, penilaian, alokasi waktu, dan sumber/bahan/alat belajar. Silabus merupakan penjabaran standar kompetensi dan kompetensi dasar ke dalam materi pokok/pembelajaran, kegiatan pembelajaran, dan indikator pencapaian kompetensi untuk penilaian.

**RENCANA PELAKSANAAN PEMBELAJARAN** merupakan bagian dari perencanaan proses pembelajaran yang memuat sekurang-kurangnya tujuan pembelajaran, materi ajar, metode pengajaran, sumber belajar, dan penilaian hasil belajar.

**PENUGASAN TERSTRUKTUR** adalah kegiatan pembelajaran yang berupa pendalaman materi pembelajaran oleh peserta didik yang dirancang oleh pendidik untuk mencapai standar kompetensi. Waktu penyelesaian penugasan terstruktur ditentukan oleh pendidik.

**KEGIATAN MANDIRI TIDAK TERSTRUKTUR** adalah kegiatan pembelajaran yang berupa pendalaman materi pembelajaran oleh peserta didik yang dirancang oleh pendidik untuk mencapai standar kompetensi. Waktu penyelesaiannya diatur sendiri oleh peserta didik.

**KALENDER PENDIDIKAN** adalah pengaturan waktu untuk kegiatan pembelajaran peserta didik selama satu tahun ajaran. Kalender pendidikan mencakup permulaan tahun ajaran, minggu efektif belajar, waktu pembelajaran efektif dan hari libur.

**PERMULAAN TAHUN PELAJARAN** adalah waktu dimulainya kegiatan pembelajaran pada awal tahun pelajaran pada setiap satuan pendidikan.

**MINGGU EFEKTIF BELAJAR** adalah jumlah minggu kegiatan pembelajaran untuk setiap tahun pelajaran.

**WAKTU PEMBELAJARAN EFEKTIF** adalah jumlah jam pembelajaran setiap minggu, meliputi jumlah jam pembelajaran untuk seluruh matapelajaran termasuk muatan lokal, ditambah jumlah jam untuk kegiatan pengembangan diri.

**WAKTU LIBUR** adalah waktu yang ditetapkan untuk tidak diadakan kegiatan pembelajaran terjadwal.



PEMERINTAH KOTA PALANGKA RAYA  
DINAS PENDIDIKAN  
SEKOLAH MENENGAH ATAS NEGERI 2 PAHANDUT

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Lampiran: Kurikulum SMA Negeri 2 Pahandut

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**SILABUS**

**&**

**RENCANA PELAKSANAAN PEMBELAJARAN**

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SMA NEGERI 2 PAHANDUT KOTA PALANGKA RAYA  
Alamat: Jl. K. S. TUBUN NO. 2 PALANGKA RAYA  
Kelurahan/Kecamatan: Pahandut / Pahandut  
Kotamadya /Kabupaten: Palangka Raya  
PROVINSI KALIMANTAN TENGAH

*Appendix 5*

## TEACHERS' LESSON PLAN (RPP)

## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	:	<b>SMA Negeri 2 Palangka Raya</b>
<b>Subject</b>	:	<b>English Lesson</b>
<b>Grade/Semester</b>	:	<b>X/ I</b>
<b>Topic</b>	:	<b>Sympathy Expressions</b>
<b>Skills</b>	:	<b>Listening and Speaking</b>
<b>Time</b>	:	<b>2x 45 minutes</b>

### Standard Competency :

To comprehend and express the meaning nuance within the transactional and interpersonal conversations which are related to *the expressions of sympathy* in the context of daily life

### Basic Competency :

To respond and express the meaning nuance within the formal / informal transactional (*to get things done*) and interpersonal (*get sociable*) conversations by using the simple kind of spoken and written languages accurately and fluently in the daily life context involving the acts of expressing happiness, gaining attention, *expressing sympathy* and giving instruction

### Indicators :

After having studied the material given, the students are expected to be able to:

- mention the definition of sympathy expression
- identify the meaning nuance of expressing sympathy
- respond or carry out conversations using sympathy expressions

### I. Teaching Material :

Sympathy Expressions

### II. Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara), etc

### III. Supporting Media :

- Computer, LCD in focus
- White Board and Board marker

### IV. Class Preparation :

- Preparing Language Laboratory
- Checking computer and LCD in focus

### V. Types and Tools of Evaluation :

- Pen and paper Test
- Written Test

### VI. Brief Description Of Material :

The definition of sympathy expression:

Sympathy expression is an expression or feeling of pity and sorrow when we know and see someone or people are unlucky or have trouble and in bad condition. By expressing sympathy we want to show our concern or carefulness on other people's condition.

How can we give sympathy expression to someone?

We express it directly to him/her orally or we can use a letter or card by post also by short message service (SMS), e-mail, television, radio, and newspaper if he/she who got the trouble is far from us.

Several expressions of sympathy :

- I'd like to express my deepest condolences
- I'm sorry to hear that
- I'm awfully sorry about...
- Oh, how awful!
- Oh, dear!
- You must be very upset
- Oh, what a shame
- How pity you are!
- How terrible / awful for you

Example of dialogue that expresses sympathy in a certain situation :

Miss Agnes Hansella : You know what? Ewo has lost his wallet.

Noveni Irawati : Oh, I'm sorry to hear that

**VII. Learning Experience / Steps of Teaching :**

Time	Instructional Method / Activity	Student Activity
±10 minutes	<p><b>INTRODUCTION / PRE - TEACHING</b></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher explains the objectives of the teaching and learning</li> <li>3. Teacher shows a picture of a girl who is concerned looking at the picture on wall (<i>a picture of illegal logging activity and its impact</i>) and gives the leading questions :</li> </ol>	<ol style="list-style-type: none"> <li>1. Students reply the greeting</li> <li>2. Students listen to the explanation</li> <li>3. Students pay attention to the picture and reply the questions</li> </ol>
±65 minutes	<p><b>MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>4. Teacher asks the presentation group to present the materials they have prepared</li> <li>5. Teacher adds the explanation of the expressions when necessary</li> <li>6. The group go on with the role like asking some students to demonstrate a dialogue of expressing sympathy based on the situations given</li> <li>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>8. Teacher gives the students chance to ask questions</li> <li>9. Teacher assigns the students exercise to do</li> </ol>	<ol style="list-style-type: none"> <li>4. Students pay attention seriously</li> <li>5. Students listen to the explanation carefully</li> <li>6. Students perform what the teacher asks</li> <li>7. Students do what the teacher instructs them to do</li> <li>8. Students are expected to ask something</li> <li>9. Students do the exercise</li> </ol>
±15 minutes	<p><b>CLOSING</b></p> <ol style="list-style-type: none"> <li>10. Teacher asks the students to collect the exercise and then briefly summarizes the material</li> <li>11. Teacher closes the meeting</li> </ol>	<ol style="list-style-type: none"> <li>10. Students collect the exercise and then listen carefully</li> <li>11. Students reply the closing greeting of the teacher</li> </ol>

## IMPLEMENTATION OF LESSON PLAN

School	:	SMA Negeri 2 Palangka Raya
Subject	:	English Lesson
Grade/Semester	:	X / I
Topic	:	Greetings
Skills	:	Listening and Speaking
Time	:	2 x 45 minutes

### Standard Competency :

To comprehend and express the meanings within the transactional and interpersonal conversations about *greetings* in the context of daily life

### Basic Competency :

To respond and express the meanings within the formal / informal transactional and interpersonal conversations accurately and fluently that contains the introduction expressions (greetings), invitation, and appointment

### Indicators :

After having studied the material given, the students are expected to be able to:

- identify the expression meaning of greetings that contains self introduction, introducing other people and parting / ending conversation both orally and in written form
- respond the expression of greetings
- carry out transactional and interpersonal conversations involving the acts of greeting, introducing and parting

### I. Teaching material :

Greetings

### II. Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### III. Supporting media :

- Computer, LCD in focus
- White Board and Board marker

### IV. Class Preparation :

Preparing Language Laboratory  
Checking Computer, LCD in focus

### V. Types and Tools of Evaluation :

- Pen and paper Test
- Performance Test

### VI. Brief Description of Material :

*Greeting is the expression which is used to address someone or other people*

#### A. How do you greet other people?

1. *Good Morning/Afternoon/Evening*
2. *Hello, Ewo*
  - *Hello, Agnes*
3. *How are you?*
4. *How's everything with you?*
5. *How's life ?*
6. *How are you getting along ?*
7. *How are you doing ?*
  - a) *Fine, thanks*
  - b) *Pretty good, thanks*
  - c) *I'm well, thanks*
  - d) *Not bad, thanks. And you?*



8. *Hi, Nurul*  
 o *Hi, Pirta*

**B. How do you introduce yourself?**

- (1) *Let me introduce my self, my name is Oghy*  
 (2) *Hello, I'm Golda*  
 (3) *Hi, I'm Adi Pramono. You can call me Mono.*  
 (4) *Hello, my name is Yeni Pratiwi*

**C. How do you introduce other people?**

- *I would like to introduce Ria Saputri*  
 - *I would like you to meet Grace*  
 - *Excuse me, let me introduce you a new friend. His name is Agus Kuncoro*

**D. How do you close or end your conversation?**

- *Well, I should be going now. See you!*  
 - *I'm sorry, but I have to go now. It's been nice talking with you. See you later*  
 - *Well, I must be off now. I'll talk to you later!*

**VII. Learning Experience / Steps of Teaching :**

Time	Instructional Method / Activity	Student Activity
±10 minutes	<p><b>INTRODUCTION</b></p> <p>1. Teacher greets the students</p> <p>2. Teacher explains the objectives of the teaching and learning</p> <p>3. Teacher gives a leading question :            - <i>What would you say to greet, to introduce yourself and other, and to end a conversation?</i></p>	<p>1. Students reply the greeting</p> <p>2. Students listen to the explanation</p> <p>3. Students reply the question of the teacher</p>
±70 minutes	<p><b>MAIN ACTIVITIES</b></p> <p>4. Teacher asks the presentation group to present the materials they have prepared</p> <p>5. Teacher adds the explanation of the expressions when necessary</p> <p>6. The group go on with the role like asking some students to demonstrate a dialogue of expressing greeting based on the situations given</p> <p>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</p> <p>8. Teacher gives the students chance to ask questions</p> <p>9. Teacher assigns the students exercise to do</p>	<p>4. Students pay attention seriously</p> <p>5. Students listen to the explanation carefully</p> <p>6. Students answer the questions</p> <p>7. Students do what the teacher instructs them what to do</p> <p>8. Students are expected to ask something</p> <p>9. Students do the test</p>
±10 minutes	<p><b>CLOSING</b></p> <p>4. Teacher summarizes the material</p> <p>5. Teacher closes the meeting</p>	<p>10. Students listen carefully</p> <p>11. Students reply the closing greeting</p>



## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	:	<b>SMA Negeri 2 Palangka Raya</b>
<b>Subject</b>	:	<b>English Lesson</b>
<b>Grade/Semester</b>	:	<b>X / I</b>
<b>Topic</b>	:	<b>Appointment</b>
<b>Skills</b>	:	<b>Listening and Speaking</b>
<b>Time</b>	:	<b>2 x 45 minutes</b>

### Standard Competency :

To express meanings within the transactional and interpersonal conversations about *appointment* in the context of daily life.

### Basic Competency :

To respond and express the meanings within the formal/informal transactional and interpersonal conversations accurately and fluently that contains the introduction expressions (greetings), invitation, and *appointment*.

### Indicators :

After having studied the lesson, the students are expected to be able to:

- identify the expression meaning of making, accepting, canceling and changing an appointment
- carry out transactional and interpersonal conversations about appointment

### I. Teaching Material :

Appointment

### II. Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara) – Bandung

### III. Supporting Media :

- Computer, LCD in focus
- White Board and Board Marker

### IV. Class Preparation :

- Preparing the language laboratory
- Checking the Computer, LCD in focus

### V. Types and Tools of Evaluation :

- pencil and paper test
- written test/quiz

### VI. Brief Description of Material :

*Appointment tells about agreement for meeting. It is good to make an appointment before you meet someone or people*

#### I. Making an Appointment

- I'd like to make an appointment with Kristian
- I want to make an appointment to see.....
- I'd like you to come and see
- Can I come and see you?
- *I'll be there*
- *What about....(thank you)*

#### II. Accepting an Appointment

- All right, see you there
- No problem, I'm free on....(Thursday)
- Be there on time
- I'll wait for you
- It's a deal

### III. Canceling an Appointment

- I'm sorry, I'm very busy
- I'm terrible sorry I have to put off my appointment
- I'm afraid I have to postpone my appointment with....(Dr. Stephen Tong) tomorrow morning

### IV. Changing an Appointment

- What about .....(Thursday at 04.00 p.m.)
- Is that ok, if we meet at.....
- Well, I must be off now. I'll talk to you later!
- Could we change the schedule of the meeting?
- Do you have another time this afternoon

### VII. Learning Experience / Steps of Teaching :

Time	Instructional Method / Activity	Student Activity
±10 minutes	<b>INTRODUCTION</b> 1. Teacher greets the students 2. Teacher explains the objectives of the teaching and learning 3. Teacher shows a picture ( <i>two people who are talking by telephone</i> ) and gives a leading question : - <i>Can you guess what are they making on the telephone?</i>	1. Students reply the greeting 2. Students listen to the explanation 3. Students pay attention to the picture and reply the question of the teacher
±70 minutes	<b>MAIN ACTIVITIES</b> 4. Teacher asks the presentation group to present the materials they have prepared 5. Teacher adds the explanation of the expressions when necessary 6. The group go on with the role like asking some students to demonstrate a dialogue of making appointment based on the situations given 7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly 8. Teacher gives the students chance to ask questions 9. Teacher assigns the students exercise to do	4. Students pay attention seriously 5. Students listen to the explanation carefully 6. Students answer the questions 7. Students discuss the material 8. Students are expected to ask something 9. Students do the test
±10 minutes	<b>CLOSING</b> 4. Teacher summarizes the material 5. Teacher closes the meeting	10. Students listen carefully 11. Students reply the closing greeting

## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	:	<b>SMA Negeri 2 Palangka Raya</b>
<b>Subject</b>	:	<b>English Lesson</b>
<b>Grade/Semester</b>	:	<b>X / I</b>
<b>Topic</b>	:	<b>Giving Instructions</b>
<b>Skills</b>	:	<b>Listening and Speaking</b>
<b>Time</b>	:	<b>2 x 45 minutes</b>

### Standard Competency :

To comprehend and express the meaning nuance within the transactional and interpersonal conversations which are related to *the instruction expressions* in the context of daily life.

### Basic Competency :

To respond and express the meaning nuance within the formal / informal transactional (to get things done) and interpersonal (get sociable) by using the simple kind of spoken and written languages accurately and fluently in the daily life context involving the acts of expressing happiness, gaining attention, expressing sympathy and *giving instructions*

### Indicators :

After having finished the lesson, the students are expected to be able to:

- Identify the meaning nuance of giving instruction
- Give instruction orally
- Respond or carry out transactional and interpersonal conversations involving the acts of giving instruction

### I. Teaching Material :

Giving Instruction

### II. Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara) etc

### III. Supporting Media :

- Computer, LCD in focus
- White Board and Board Marker

### IV. Class Preparation :

- Preparing the language laboratory
- Checking the Computer, LCD in focus

### V. Types and tools of Evaluation :

- Pen and Paper Test
- Performance test / quiz

### VI. Brief Description of Material :

Giving Instruction is an expression that is used in order that other person does what we instruct or request.

*The example expressions of giving instruction :*

- Open your book!
- Close the door, please!
- Be quiet, please!
- Move the chair!
- Open the window!
- Pass me the sugar, please!
- Stand up, please!

*Note : The tense used in giving instruction is "simple present"*

VII. Learning Experience / Steps of teaching :

Time	Instructional Method / Activity	Student Activity
±10 minutes	<p><b>INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher explains the objectives of the teaching and learning</li> <li>3. Teacher gives instructions to some students (<i>ex. Diesta, clean the white board, please!</i>)</li> </ol>	<ol style="list-style-type: none"> <li>1. Students reply the greeting</li> <li>2. Students listen to the explanation</li> <li>3. Students do the instruction</li> </ol>
±70 minutes	<p><b>MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>4. Teacher asks the presentation group to present the materials they have prepared</li> <li>5. Teacher adds the explanation of the expressions when necessary</li> <li>6. The group go on with the role like asking some students to demonstrate a dialogue of giving instruction based on the situations given</li> <li>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>8. Teacher gives the students chance to ask questions</li> <li>9. Teacher assigns the students exercise to do</li> </ol>	<ol style="list-style-type: none"> <li>4. Students pay attention seriously</li> <li>5. Students listen to the explanation carefully</li> <li>6. Students respond the instruction or answer the questions</li> <li>7. Students do what the teacher instructs them to do</li> <li>8. Students are expected to ask something</li> <li>9. Students do the test</li> </ol>
±10 minutes	<p><b>CONCLUSION</b></p> <ol style="list-style-type: none"> <li>10. Teacher summarizes the material</li> <li>11. Teacher closes the meeting</li> </ol>	<ol style="list-style-type: none"> <li>10. Students listen carefully</li> <li>11. Students reply the closing greeting</li> </ol>

## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	:	<b>SMA Negeri 2 Palangka Raya</b>
<b>Subject</b>	:	<b>English Lesson</b>
<b>Grade/Semester</b>	:	<b>X / I</b>
<b>Topic</b>	:	<b>Happiness Expressions</b>
<b>Skills</b>	:	<b>Listening and Speaking</b>
<b>Time</b>	:	<b>2 x 45 minutes</b>

### **Standard Competency :**

To comprehend and express the meaning nuance within the transactional and interpersonal conversations which are related to *the happiness expressions* in the context of daily life.

### **Basic Competency :**

To respond and express the meaning nuance within the formal / informal transactional (to get things done) and interpersonal (get sociable) conversations by using the simple kind of spoken and written languages accurately and fluently in the daily life context involving the acts of *expressing happiness*, gaining attention, expressing sympathy and giving instruction.

### **Indicators :**

After finishing the lesson, the students are expected to be able to:

- identify the meaning nuance of expressing happiness
- respond or carry out transactional and interpersonal conversations about expressing happiness

### **I Teaching Material :**

Happiness Expressions

### **II Source of Material :**

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### **III Supporting Media :**

- Computer, LCD in focus
- White Board and Board marker

### **IV Class Preparation :**

- Preparing the language laboratory
- Checking the Computer, LCD in focus facilities
- 

### **V Types and Tools of evaluation :**

- pencil and paper test
- performance test

### **VI Brief Description of Material :**

Happiness Expression is an expression that is used to show that someone or people are glad have excited feelings

What would you say to express you happiness?

- I'm happy.....
- I'm (very)pleased / (really) delighted (about)....
- I can't say how pleased / delighted I am about it
- I am so glad to hear that
- Great!
- Terrific!
- Fantastic!

**VII Learning Experience / Steps of Teaching :**

Time	Instruction Method / Activity	Student Activity
±10 minutes	<p><b>INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher explains the objectives of the teaching and learning process</li> <li>3. Teacher shows a picture (<i>a couple of man and woman who are dancing in a party</i>) and gives the leading question : - <i>Do the man and the woman look happy?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Students reply the greeting</li> <li>2. Students listen to the explanation</li> <li>3. Students look at the picture carefully</li> </ol>
±70 minutes	<p><b>MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>4. Teacher asks the presentation group to present the materials they have prepared</li> <li>5. Teacher adds the explanation of the expressions when necessary</li> <li>6. The group go on with the role like asking some students to demonstrate a dialogue of happiness expression based on the situations given</li> <li>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>8. Teacher gives the students chance to ask questions</li> <li>9. Teacher assigns the students exercise to do</li> </ol>	<ol style="list-style-type: none"> <li>4. Students pay attention seriously</li> <li>5. Students listen to the explanation carefully</li> <li>6. Students respond or answer the questions</li> <li>7. Students do what the teacher instructs them to do</li> <li>8. Students are expected to ask something</li> <li>9. Students listen carefully</li> </ol>
±10 minutes	<p><b>CLOSING</b></p> <ol style="list-style-type: none"> <li>10. Teacher summarizes the material</li> <li>11. Teacher closes the meeting</li> </ol>	<ol style="list-style-type: none"> <li>10. Students listen carefully</li> <li>11. Students reply the closing greeting</li> </ol>

## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	: SMA Negeri 2 Palangka Raya
<b>Subject</b>	: English Lesson
<b>Grade/Semester</b>	: X/ I
<b>Topic</b>	: Announcement
<b>Skills</b>	: Reading and Writing
<b>Time</b>	: 2 x 45 minutes

### Standard Competency :

To comprehend and express the meanings of spoken and written short functional text about *announcement* in the context of daily life to access knowledge.

### Basic Competency :

To respond and express the meanings within the formal / informal spoken and written short functional text in the form of *announcement*, advertisement, invitation accurately and fluently in the daily life context to access knowledge.

### Indicators :

After finishing the lesson, the students are expected to be able to:

- identify the topic or the purpose of a spoken announcement
- give spoken announcement
- read aloud the written passage of an announcement in the meaningful way and with good pronunciation and intonation
- identify the topic of a written announcement
- use the appropriate grammar, vocabulary, punctuation, spelling and other writing rules accurately

### I. Teaching Material :

Announcement

### II. Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### III. Supporting Media :

- Computer and LCD in focus
- White Board and Board Marker

### IV. Class preparation :

- Preparing the language laboratory
- Checking the computer and LCD facilities

### V. Types and Tools of evaluation :

- pencil and paper test
- written test/quiz

### VI. Brief Description of Material :

#### The definition of announcement

*Announcement is something said, written, or printed to make known what has happened or (more often) what will happen.*

*In writing an announcement, keep the following points ;*

- the title/type of event,
- Date/time, place and
- contact person

The example of an announcement :

ANNOUNCEMENT

**COMMITTEE  
SCHOOL TRIP TO GOLDEN SANDS BEACH**

On 28<sup>th</sup> of August, the school will hold a school trip to Golden Sands Beach.

Departure time : 07:30 a.m.

Programs : Morning swimming, games, volley ball; lunch in the sea view restaurant.  
Afternoon walk along the beach to the lagoon;  
watch the boat festival.

Fee : Rp 50,000.00

Contact person : Oghy, Nurul, Diesta

Chair person

Ewo Jatmiko

**VII. Learning Experience / Steps of Teaching :**

<b>Time</b>	<b>Instruction Method / Activity</b>	<b>Student Activity</b>
±10 minutes	<b>INTRODUCTION</b> 1. Teacher greets the students 2. Teacher explains the objectives of teaching and learning	1. Students reply the greeting 2. Students listen to the explanation
±70 minutes	<b>MAIN ACTIVITIES</b> 3. Teacher asks the presentation group to present the materials they have prepared 4. Teacher adds the explanation of the expressions when necessary 5. The group go on with the role like asking some students to demonstrate making announcement based on the situations given 6. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly 7. Teacher gives the students chance to ask questions 8. Teacher assigns the students exercise to do	3. Students pay attention seriously 4. Students do the instruction of the teacher 5. Students respond or answer the questions 6. Students are expected to ask something 7. Students do what the teacher instructs them to do 8. Students read their text of announcement
±10 minutes	<b>CLOSING</b> 9. Teacher summarizes the material 10. Teacher closes the meeting	9. Students listen carefully 10. Students reply the closing greeting



## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	:	<b>SMA Negeri 2 Palangka Raya</b>
<b>Subject</b>	:	<b>English Lesson</b>
<b>Grade/Semester</b>	:	<b>X / I</b>
<b>Topic</b>	:	<b>Narrative Text</b>
<b>Skills</b>	:	<b>Reading and Writing</b>
<b>Time</b>	:	<b>2 x 45 minutes</b>

### Standard Competency :

To comprehend and express the meaning of the short functional text and the simple monolog text in the form of recount, *narrative* and procedure text in the context of daily life.

### Basic Competency :

To respond and express the meaning within the simple monolog text using the kind of spoken and written languages accurately and fluently in the daily life context in the form of recount, *narrative*, and procedure text to access knowledge.

### Indicators :

After finishing the lesson, the students are expected to be able to:

- Identify the events sequence of the narrative text
- Identify the events of the narrative text
- Understand the concept of narrative text

### I. Teaching Material :

Narrative Text

### II. Source of Material :

Look Ahead I (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### III. Supporting Media :

- Computer and LCD in focus
- White Board and board Marker

### IV. Class Preparation :

- Preparing the language laboratory
- Checking the Computer and LCD facilities

### V. Types and Tools of evaluation :

- pencil and paper test
- written test

### VI. Brief Description of Material :

#### The definition of narrative text :

*Narrative text is a text that is used for the purpose of entertaining or amusing, creating, stimulating emotions, motivating, guiding and teaching the readers or the listeners and it usually deals with actual or vicious experience. Narrative texts such as : Fable (mouse deer and crocodile), Legend / folk tales (Sangkuriang, Malin Kundang), Fairy Tale (Cinderella, snow white, pinocchio)*

#### The generic structures of narrative text :

1. *Orientation* : It sets the scene and introduces the participants (it answers the questions = who, when, what, where).
2. *Evaluation* : A stepping back to evaluate the plight (the information about the narrator's point of view); it is optional.
3. *Complication* : A crisis or a problem arises. It usually involves the main Characters.
4. *Resolution* : a solution to the problem (for better or worse). Main characters find ways to solve the problem.

Some important points in the story of narrative text are:

It uses temporal conjunction :ex. *once upon a time, before, after, etc.*

It uses simple past tense :ex. *there lived a .....,one day there was.....etc*

The example of narrative text :

#### A. Jack and the Beanstalk

There was once upon a time a poor widow who had an only son named Jack. They were so poor that they didn't have anything except a cow. When the cow had grown too old, his mother sent Jack to sell it. On the way to the market, Jack met a butcher who had some beautiful beans in his hand. The butcher told the boy that the beans were of great value and persuaded the silly lad to sell the cow for the beans.

Jack brought them happily. When he told his mother about this, his mother became so angry that she threw the beans out of the window.

When Jack woke up in the morning, he felt the sun shining into a part of his room, but all the rest was quite dark and shady.

So he jumped to the window. What did he see? The beanstalk grew up quite close past Jack's window. He opened the window and jumped onto the beanstalk which ran up just like a big ladder.

He climbed...and climbed till at last he reach the sky. While looking around, he saw a very huge castle. He was very amazed.

#### VII. Learning Experience / Steps of Teaching :

Time	Instruction Method / Activity	Student Activity
±10 minutes	<p><b>INTRODUCTION</b></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher explains the objectives of the teaching and learning</li> <li>3. Teacher gives a leading question to the students: - <i>Have you heard about narrative text? Do you know about it?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Students reply the greeting</li> <li>2. Students listen to the explanation</li> <li>3. Students listen to what the teacher tells them to do and answer the question</li> </ol>
±70 minutes	<p><b>MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>4. Teacher asks the presentation group to present the materials they have prepared</li> <li>5. Teacher adds the explanation of the expressions when necessary</li> <li>6. The group go on with the role like asking some students to read a narrative text then identify the structure</li> <li>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>8. Teacher gives the students chance to ask questions</li> <li>9. Teacher assigns the students exercise to do</li> </ol>	<ol style="list-style-type: none"> <li>4. Students pay attention to the text seriously</li> <li>5. Students answer the questions correctly</li> <li>6. Students mention the definition and the generic structures of narrative text</li> <li>7. Students do the exercise</li> <li>8. Students are expected to ask something</li> <li>9. Students perform their text using narrative text</li> </ol>
±10 minutes	<p><b>CLOSING</b></p> <ol style="list-style-type: none"> <li>10. Teacher summarizes the material</li> <li>11. Teacher closes the meeting</li> </ol>	<ol style="list-style-type: none"> <li>10. Students listen to the summary carefully</li> <li>11. Students reply the closing greeting</li> </ol>

## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	:	<b>SMA Negeri 2 Palangka aya</b>
<b>Subject</b>	:	<b>English Lesson</b>
<b>Grade/Semester</b>	:	<b>X / I</b>
<b>Topic</b>	:	<b>Recount Text</b>
<b>Skills</b>	:	<b>Reading and Writing</b>
<b>Time</b>	:	<b>2 x 45 minutes</b>

### Standard Competency :

To comprehend and express the meaning of short functional and simple monolog essay texts in the form of *recount text*, narrative, and procedure that have contextual in habitual activities to access knowledge

### Basic Competency :

To respond and express the meaning within simple monolog texts that uses the variety of writing accurately, fluently, and used in habitual activities to access knowledge in *recount text*

### Indicators :

After having finished the lesson, the students will be expected to able to:

- understand the concept of recount text
- identify the main idea of the text
- identify the series of events of recount text
- use recount text according to the situation

### I. Teaching Material :

Recount Text

### II. Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### III. Supporting Media :

- Computer and LCD in focus
- White Board and Board Marker

### IV. Class Preparation :

- Preparing language laboratory
- Checking Computer and LCD facilities.

### V. Types and Tools of Evaluation :

- Pen and paper test
- Written test

### VI. Brief Description of Material :

#### The Definition Of Recount Text

*Recount text is a text that is used to retell events for the purpose of informing or entertaining.*

The generic structures of recount text are :

1. **Orientation** ( it gives the readers the background information needed to understand the text such as who was involved, where it happened, when it happened)
2. **Events** (a series of events, ordered in a chronological sequence)
3. **Re-orientation** (restates the writer's opinion or personal comment of the writer on the incident)

The significant Lexicogrammatical features :

- Use of simple past tense
- Use of temporal conjunctions (when, after, before, next, later, then)
- Use of personal pronoun (I, we)

The example of Recount Text :

**An Unlucky Day**

One morning, I got up with the feeling that the day was going to be an unlucky one for me. **Hi** right it was! Found that it was already 06:15 a.m.. } Orientation

I rushed into the bathroom. I did not see a piece of soap lying on the floor, I stepped on it and slipped, almost breaking my back in the process. } Event 1

Then, I went into the dining room for my breakfast. I gulped down the tea without realizing that it was very hot. It burnt my tongue. I spat it out and could not eat anything because my tongue hurt. I dressed and rushed to the bus stop. } Event 2

Unfortunately, I just missed the bus. My heart sank and I knew that I would be late for school.

When I reached school. My name was taken down by the teacher. The teacher scolded me for being late. To my humiliation, I was made to stand outside the class. I was so upset by the incidents that I could not study properly. But worse was to come. } Event 3

After school, I was on my way home when something hard hit me on the head. Someone had thrown a bag of fish bones out of the window and it landed on me! I was boiling with rage but could do nothing. However, luckily for me, this only raised a small lump on my head. } Event 4

I managed to reach home safe and sound, and did not dare to go out again for the rest of the day. } Re-orientation

**VII. Learning Experience / Steps of Teaching :**

Time	Instructional Method/ Activity	Student Activity
10 minutes	<p><b>INTRODUCTION / PRE-TEACHING</b></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher explains the objectives of the teaching and learning</li> <li>3. Teacher gives a leading question to the students : - <i>Have you heard about recount text? Do you know about it?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Students reply the greeting.</li> <li>2. Students listen to the explanation</li> <li>3. Students answer the question</li> </ol>
± 70 minutes	<p><b>MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>4. Teacher asks the presentation group to present the materials they have prepared</li> <li>5. Teacher adds the explanation of the expressions when necessary</li> <li>6. The group go on with the role like asking some students to read a recount text then identify the structure in groups</li> <li>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>8. Teacher gives the students chance to ask questions</li> <li>9. Teacher assigns the students exercise to do</li> </ol>	<ol style="list-style-type: none"> <li>4. Students do the instruction of the teacher and discuss in the group</li> <li>5. Students do the task</li> <li>6. Students read the text</li> <li>7. Students is expected to ask something</li> <li>8. Students answer the questions</li> </ol>
± 10 minutes	<p><b>CLOSING</b></p> <ol style="list-style-type: none"> <li>10. Teacher summarizes the material.</li> <li>11. Teacher closes the meeting</li> </ol>	<ol style="list-style-type: none"> <li>9. Students pay attention to the summary</li> <li>10. Students reply the closing greeting</li> </ol>

## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	: SMA Negeri 2 Palangka Raya
<b>Subject</b>	: English Lesson
<b>Grade/Semester</b>	: X / I
<b>Topic</b>	: Invitation
<b>Skills</b>	: Listening and Speaking
<b>Time</b>	: 2 x 45 minutes

### Standard Competency :

To comprehend and express the meaning within the transactional and interpersonal conversations about *invitation* in the context of daily life.

### Basic Competency :

To respond and express the meanings within the formal/ informal transactional (*to get things done*) and interpersonal conversations by using the simple kind of spoken language accurately, fluently, and interact in the context of daily life involving the acts of : introducing, making appointment/ canceling appointment, making *invitation*.

### Indicators :

After having finished studied the material given, the student are expected to be able to :

1. identify meaning of the expressions of accepting an invitation or an offer.
2. respond the expressions of accepting or refusing an invitation or an offer.
3. carry out transactional conversation involving the acts of inviting and accepting an offer.

### I. Teaching Material :

Invitation

### II. Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### III. Supporting Media :

- Computer and LCD in focus

### IV. Class Preparation :

- Preparing language laboratory
- Checking Comp. and LCD facilities

### V. Types and Tools of Preparation :

- Pen and paper test
- Quiz / Written test

### VI. Brief Description of Material :

*Invitation* tells about how to invite or ask someone to come along or join a particular program or activity.

How to invite someone:

- *I would like you to....*
- *We would be pleased if you could...*
- *Would you please attend my party tonight?*
- *Would you like to.....?*
- *Shall we...?*
- *How about...?*
- *If you don't mind, please come to house tomorrow*
- *Let's have dinner together with me tonight*
- *Would you mind coming to my birthday party?*

How to accept an invitation :

- O.K.!
- I would love to
- I will come
- Thank you, Yes, I would like to...
- Yes, I would. Thanks.
- That would be very nice. Thank you
- All right!

How to refuse/decline an invitation :

- I would love to, but...
- That's nice/great. Unfortunately/However...
- That's very kind of you, but...
- Sorry, that wouldn't be possible. Thanks anyway
- I'm afraid I can't
- I can't for now because I'm busy

The example of dialogue of invitation:

- Laveanna Sasmita : hi, Nuansa, what are you going to do tonight?  
Nuansa M. Apui : I will just stay at home. I'm free tonight  
Laveanna sasmita : Well then, would you like to come to my birthday tonight?  
Nuansa M. Apui : Oya, you are going to celebrate your birthday, what time?  
Laveanna Sasmita : At 7.00 p.m. I hope you can come  
Nuansa M. Apui : Yes, I would. Thanks.  
Laveanna M. Apui : Thank you very much. I will be waiting for you. Good bye now  
Nuansa M. Apui : Good bye

**VII. Learning Experience / Steps of Teaching :**

Time	Instructional Method/ Activity	Student Activity
±10 minutes	<p><b>INTRODUCTION PRE-TEACHING</b></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher explains the objectives of the teaching and learning</li> <li>3. Teacher gives the leading questions to the students :               <ul style="list-style-type: none"> <li>- <i>Have you got an invitation?</i></li> <li>- <i>What would you say to invite someone?</i></li> <li>- <i>How do accept or refuse an invitation or an offer?</i></li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>1. Students reply the greeting.</li> <li>2. Students listen to the explanation</li> <li>3. Students answer or give comment to the questions given</li> </ol>
±70 minutes	<p><b>MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>4. Teacher asks the presentation group to present the materials they have prepared</li> <li>5. Teacher adds the explanation of the expressions when necessary</li> <li>6. The group go on with the role like asking some students to invite a friend next to him/her</li> <li>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>8. Teacher gives the students chance to ask questions</li> <li>9. Teacher assigns the students exercise to do</li> </ol>	<ol style="list-style-type: none"> <li>4. Students listen to the explanation carefully.</li> <li>5. Students pay attention to the expressions shown.</li> <li>6. Students perform the instructions.</li> <li>7. Students are expected to ask something</li> <li>8. Students do the exercise</li> </ol>
±10 minutes	<p><b>CLOSING</b></p> <ol style="list-style-type: none"> <li>10. Teacher summarizes the material.</li> <li>11. Teacher closes the meeting</li> </ol>	<ol style="list-style-type: none"> <li>9. Students pay attention to the summary</li> <li>10. Students respond the closing greeting</li> </ol>



## IMPLEMENTATION OF LESSON PLAN

School	:	SMA Negeri 2 Palangka Raya
Subject	:	English Lesson
Grade/Semester	:	X1 / I
Topic	:	Advertisement
Skills	:	Reading and Writing
Time	:	2 x 45 minutes

### Standard Competency :

To comprehend and express the meaning of short functional written text about *advertisement* in the daily life context to access knowledge.

### Basic Competency :

To respond and express the meaning within the short formal / informal functional written text accurately and fluently in the form of announcement, *advertisement* and invitation in the context of daily life to access knowledge.

### Indicators :

After having studied the material given, the student are expected to able to:

- understand the definition of advertisement
- identify the topic of advertisement text
- read aloud meaningfully the written passage that is discussed with a good pronunciation and intonation.

### I. Main material :

Advertisement

### II. Source of Material :

Look Ahead I (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### III. Supporting Media :

- Computer and LCD in focus
- Newspaper

### IV. Class Preparation :

- Preparing language laboratory
- Checking Computer and LCD facilities.

### V. Types and Tools of evaluation :

- pen and paper test
- written test

### VI. Brief Description Of Material :

## ADVERTISEMENT

The definition of advertisement.

*Advertisement is an information for persuading and motivating people so that they will attract to the service and the things that are offered or informed.*

Function of advertisement:

- ❖ Promotion
- ❖ Communication
- ❖ Information

In making advertisement, keep the following points :

#### 1. Language of advertisement :

- ❖ Using the correct or suitable words
- ❖ Using the interesting and suggestive expressions
- ❖ Text of advertisement should be directed to the goals

2. **Content of advertisement :**
- ❖ **Objective and honest**
  - ❖ **Brief and clear**
  - ❖ **Not allude group or other producer.**
- **Kinds of advertisement :**
1. **Family advertisement**
  2. **Invitation advertisement**
  3. **Sponsored advertisement**
  4. **Requested advertisement**
  5. **News advertisement**
  6. **Announcement advertisement**
  7. **Goods advertisement**
  8. **Merit advertisement**
- **Media of advertisement**
- ❖ **By television**
  - ❖ **By radio**
  - ❖ **Billboard**
  - ❖ **Leaflet**
  - ❖ **Pamflet etc.**
- **Example of Advertisement**

**Job Vacancy Advertisement**

**FOUR STAR HOTEL IN JAKARTA IS PRESENTLY LOOKING FOR**

1. **SALES MANAGER**
2. **CHIEF ACCOUNTANT**
3. **PURCHASING MANAGER**
4. **RESTAURANT MANAGER**

**• BAR MANAGER**

**CHIEF THE PARTIE(S). JAPANESE/EUROPEAN**

5. **BANQUET COORDINATOR**
6. **ASSISTANT F & B MANAGER**
7. **ASSISTANT CHIEF ENGINEER**
8. **BAR STAFF/WAITER/WAITRESSES**

**FOR**

**(LOUNGE BAR OPENING SOON)**

**ALL APPLICANTS SHOULD HAVE AT LEAST 3 YEARS EXPERIENCE IN POSITION WITH STRONG LEADERSHIP, GOOD COMMAND UNDER PRESSURE ATTRACTIVE SALARY & BENEFITS**

**PLEASE SEND YOUR APPLICATION TO**

**GENERAL MANAGER  
P.O. BOX. 7177/JKS CL. 12071**

**VII. Learning Experience / Steps of Teaching :**

Time	Instructional Method/ Activities	Student Activities
±10 minutes	<p><b>INTRODUCTION / PRE-TEACHING</b></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher explains the objectives of the teaching and learning</li> <li>3. Teacher gives a leading question - <i>What do you know about advertisement?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Students reply the greeting.</li> <li>2. Students listen to the explanation</li> <li>3. Students answer the question</li> </ol>
± 70 minutes	<p><b>MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>4. Teacher asks the presentation group to present the materials they have prepared</li> <li>5. Teacher adds the explanation of the expressions when necessary</li> <li>6. The group go on with the role like asking some students to read an advertisement text then identify the structure in groups</li> <li>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>8. Teacher gives the students chance to ask questions</li> <li>9. Teacher assigns the students exercise to do</li> </ol>	<ol style="list-style-type: none"> <li>4. Students pay attention to the text given seriously</li> <li>5. Students answer the questions correctly</li> <li>6. Students pay attention and read the advertisement</li> <li>7. Students try to give their own answer or response about the topic of the advertisement</li> <li>8. Students are expected to ask something</li> <li>9. Students do the test</li> </ol>
± 10 minutes	<p><b>CLOSING</b></p> <ol style="list-style-type: none"> <li>10. Teacher summarizes the material</li> <li>11. Teacher encourages the students to pay attention or practice to what has been learned.</li> <li>12. Teacher closes the meeting</li> </ol>	<ol style="list-style-type: none"> <li>10. Students pay attention to the summary</li> <li>11. Students are expected to do what the teacher means at home</li> <li>12. Students reply the closing greeting</li> </ol>

## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	:	<b>SMA Negeri 2 Palangka Raya</b>
<b>Subject</b>	:	<b>English Lesson</b>
<b>Grade/Semester</b>	:	<b>X / I</b>
<b>Topic</b>	:	<b>Gaining Attention</b>
<b>Skills</b>	:	<b>Listening and Speaking</b>
<b>Time</b>	:	<b>2 x 45 minutes</b>

### **Standard Competency :**

To comprehend and express the meaning within the transactional and interpersonal conversations about *gaining attention* in the context of daily life.

### **Basic Competency :**

To respond and express the meaning nuance within the formal / informal transactional and interpersonal conversations accurately and fluently by using the simple kind of spoken language in the context of daily life involving the acts of expressing happiness, *gaining attention*, expressing sympathy and giving instruction

### **Indicators :**

After finishing the lesson, the student are expected to be able:

13. identify and respond the meaning nuance of gaining attention
14. carry out transactional conversations involving the acts of gaining attention.
15. carry out conversations for interpersonal purpose and social interaction.

### **I. Teaching Material :**

*Gaining Attention*

### **II. Source of material :**

Look Ahead I (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### **III. Supporting Media :**

- Computer and LCD in focus
- Audio CD /Tape Recorder

### **IV. Class Preparation :**

- Preparing language laboratory
- Checking Computer and LCD facilities.

### **V. Types and Tools of evaluation :**

- Pen and paper test
- Written test

### **VI. Brief Description of Material :**

- Gaining attention is a way or expression that is spoken so that other people will pay their attention to what we want to.
- The example expressions of gaining attention :
  - *Attention, please*
  - *May I have your attention, please?*
  - *Excuse me, look here!*
  - *Listening to me, please*
  - *Waiter?*
  - *I'm sorry, but...*
  - *Wow really?*

*Etc.*

**Learning Experience / Steps of Teaching :**

Time	Instructional Method/ Activity	Student Activity
±10 minutes	<b>INTRODUCTION / PRE-TEACHING</b> 1. Teacher greets the students 2. Teaching explains the objectives of the teaching and learning 3. Teacher shows a picture of a girl who is concerned looking at the picture on the wall ( <i>a picture of illegal logging activity and its impact</i> ) and gives the leading questions : - <i>What might the girl think?</i> - <i>If your friend got an accident, what would you say to show that you care of him / her?</i>	1. Students reply the greeting 2. students listen to the explanation 3. Students pay attention to the picture and give response to the questions
±70 minutes	<b>MAIN ACTIVITIES</b> 4. Teacher asks the presentation group to present the materials they have prepared 5. Teacher adds the explanation of the expressions when necessary 6. The group go on with the role like asking some students to gain attention of a friend next to him/her or others 7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly 8. Teacher gives the students chance to ask questions 9. Teacher assigns the students exercise to do	4. Students pay attention to the dialogue seriously 5. Students answer the questions correctly 6. Students mention the expressions of gaining attention 7. Students are expected to ask something 8. Students do the exercise 9. Students perform their own dialogue
±10 minutes	<b>CLOSING</b> 10. Teacher summarizes the material 11. Teacher closes the meeting	10. Students listen to the summary 11. Students reply the closing greeting

## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	: SMA Negeri 2 Palangka Raya
<b>Subject</b>	: English Lesson
<b>Grade/Semester</b>	: X1 / I
<b>Topic</b>	: Procedure Text
<b>Skills</b>	: Reading and Writing
<b>Time</b>	: 2 x 45 minutes

### Standard Competency :

To comprehend and express the meaning of short functional and simple monolog essay texts in the form of simple *procedure text* accurately and fluently in the daily life context to access knowledge

### Basic Competency :

To respond and express the meaning nuance and the rhetorical steps within the short functional and simple monolog essay texts in the form of recount, narrative and *procedure text* in the daily life context to access knowledge

### Indicators :

After having finished the lesson, the student will be expected to able to:

- understand the concept of procedure text
- mention the generic structures of procedure text
- tell and write the procedures of making or doing something
- use procedure text according to the situation.

### I. Teaching Material :

Procedure Text

### II. Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### III. Supporting Media :

- Computer and LCD in focus

### IV. Class Preparation :

- Preparing language laboratory
- Checking Computer and LCD facilities.

### V. Types and Tools of evaluation :

- Pen and paper test
- Written test

### VI. Brief Description of Material :

#### The Definition Of Procedure Text

*Procedure text is a text that is designed to describe how something is achieved through a sequence of actions or steps. It explains how people perform different processes in a sequence of steps. This text uses simple present tense, often imperative sentences. It also uses the temporal conjunction such as first, second, then, next, finally, etc.*

The generic structures of procedure text are :

- 1) Goal/aim ( or title)
- 2) Materials (not required for all procedural texts)
- 3) Steps (the actions that must be taken)

The example of Procedure Text :

## **How to make a sandwich** (aim/goal)

**You need** (materials)

- ☞ 2 slices of bread
- ☞ peanut butter
- ☞ a banana
- ☞ honey

**What you should do are :** (steps)

1. Take two slices of bread
2. Spread peanut butter
3. Cut up a banana onto small slices and put them on one of the slices
4. Pour some honey over the bananas
5. Put the other slice of bread on top

**VII. Learning Experience / Steps of Teaching :**

Time	Instructional Method/ Activity	Student Activity
± 10 minutes	<p><b>INTRODUCTION / PRE-TEACHING</b></p> <ol style="list-style-type: none"> <li>1. Teacher greets the students</li> <li>2. Teacher explains the objectives of the teaching and learning</li> <li>3. Teacher gives a leading question to the students : - <i>Have you heard about procedure text? Do you know about it?</i></li> </ol>	<ol style="list-style-type: none"> <li>1. Students reply the greeting.</li> <li>2. Students listen to the explanation</li> <li>3. Students listen to what the teacher tells them what to do and answer the question</li> </ol>
± 70 minutes	<p><b>MAIN ACTIVITIES</b></p> <ol style="list-style-type: none"> <li>4. Teacher asks the presentation group to present the materials they have prepared</li> <li>5. Teacher adds the explanation of the materials when necessary</li> <li>6. The group go on with the role like asking some students to read a procedure text then identify the structure in groups</li> <li>7. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly</li> <li>8. Teacher gives the students chance to ask questions</li> <li>9. Teacher assigns the students exercise to do</li> </ol>	<ol style="list-style-type: none"> <li>4. Students pay attention to the text given seriously</li> <li>5. Students answer the questions correctly</li> <li>6. Students mention the definition and the generic structures of procedure text</li> <li>7. Students are expected to ask something</li> <li>8. Students do the exercise</li> <li>9. students perform their text using procedure text</li> </ol>
± 10 minutes	<p><b>CLOSING</b></p> <ol style="list-style-type: none"> <li>10. Teacher summarizes the material.</li> <li>11. Teacher closes the meeting</li> </ol>	<ol style="list-style-type: none"> <li>10. Students pay attention to the summary</li> <li>11. Students reply the closing greeting</li> </ol>



## IMPLEMENTATION OF LESSON PLAN

<b>School</b>	:	<b>SMA Negeri 2 Palangka Raya</b>
<b>Subject</b>	:	<b>English Lesson</b>
<b>Grade/Semester</b>	:	<b>X / I</b>
<b>Topic</b>	:	<b>Past Tense</b>
<b>Skills</b>	:	<b>Reading and Writing</b>
<b>Time</b>	:	<b>2 x 45 minutes</b>

### Standard Competency :

To comprehend and express the meanings of short functional and simple monolog essay texts in the form of *past tense* in the daily life context to access knowledge

### Basic Competency :

To respond and express the meaning nuance and the rhetorical steps within the short functional and simple monolog essay texts in the form of *past tense (simple past tense, past continuous tense, past perfect tense)* accurately and fluently in the daily life context to access knowledge

### Indicators :

After having finished the lesson, the student will be expected to able to:

- understand the pattern of past tense
- identify past tense in a certain text
- use past tense in making sentences and telling an event or action.

### I Teaching Material :

Past Tense

### II Source of Material :

Look Ahead 1 (Erlangga), PR Bahasa Inggris kelas X (Intan Pariwara)

### III Supporting media :

- Computer and LCD in focus

### IV Class Preparation :

- Preparing language laboratory
- Checking Computer and LCD facilities.

### V Types and Tools of evaluation :

- pen and paper test
- written test

### VI Brief Description of Material :

#### The Definition Of Past Tense :

1. **Simple Past Tense** is a kind of tense which is used to describe an event or action that happened already in a certain time in the past

- ⇒ **The pattern** : (+) *Subject + verb II + complement*  
(-) *Subject + did not + verb II + complement*  
(?) *Did + subject + verb I*

- ⇒ **The examples** : (+) *I went to Tangkiling yesterday*  
(-) *I did not go anywhere last night*  
(?) *Did you go last week?*

⇒ **Adverbs used** : *yesterday, lat night, last week, two days ago, e few minutes ago, last weekend, last month, last year, in 1984, etc.*

2. **Past Continuous Tense** is a kind of tense that is used to describe an event or an action which was happening in a certain time in the past

- ⇒ **The pattern** : (+) *Subject + was/were + verb-ing+ complement*

- (-) Subject + was not/were not+verb-ing+ complement  
 (?) was/were+ subject + verb-ing+complement  
 ⇒ The examples :(+) *He was writing a letter at eight o'clock last night*  
 (-)  *He was not writing a letter at seven o'clock last night*  
 (?)  *Were you writing a letter at eight last night?*  
 ⇒ Adverbs used :  *at the time like this yesterday, at seven o'clock last night, etc.*

3. **Past Perfect Tense** is a kind of tense that is used to describe an action or an event that started in a certain time in the past and completed or finished till in a certain time in the past too; or past perfect tense is used to express an action or an event that had happened before the other event or action happened  
 ⇒ The pattern : (+) Subject + had+verb III+complement  
 (-) Subject + had not+ver III+complement  
 (?) Had + subject +verb III+complement  
 ⇒ The examples : (+)  *We had eaten before they came*  
 (-)  *They had not eaten before we came*  
 (?)  *Had they eaten before we got back?*  
 ⇒ Adverbs used :  *from 1998 to 1999, once, twice, etc.*

**VII. Learning Experience / Steps of Teaching :**

Time	Instructional Method/ Activity	Student Activity
±10 minutes	<b>INTRODUCTION / PRE - TEACHING</b> 1. Teacher greets the students 2. Teacher explains the objectives of learning and teaching and gives a leading question to the students : <i>What tense do you use to tell your past experience?</i>	1. Students reply the greeting. 2. Students listen to what the teacher tells them what to do and answer the question
± 70 minutes	<b>MAIN ACTIVITIES</b> 3. Teacher asks the presentation group to present the materials they have prepared 4. Teacher adds the explanation of the materials when necessary 5. The group go on with the role like asking some students to write simple sentences using the pattern of Past tense then identify the structure in groups 6. Teacher asks the students to repeat or explain the material given and give reward to those who can perform perfectly 7. Teacher gives the students chance to ask questions 8. Teacher assigns the students exercise to do	3. Students pay attention seriously 4. Students answer the questions correctly 5. Students mention the definition of each past tense 6. Students are expected to ask something 7. Students do the exercise 8. students perform their text using procedure text
± 10 minutes	<b>CLOSING</b> 9. Teacher summarizes the material. 10. Teacher closes the meeting	9. Students pay attention to the summary 10. Students reply the closing greeting

*Appendix 6*

**CURRICULUM VITAE**

**A. The Writer's identity**

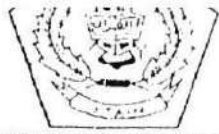
1. Name : Apri yugo
2. Date and Place of birth : Muara Teweh, November,15 1985
3. Address : Jln. Ramin II No. 48 Palangka Raya
4. Education Background
  - a. SDN 1 Jangkang Baru (graduated in 1997)
  - b. MTs Darul Hijrah Martapura (graduated in 2000)
  - c. MA AL-Falah Banjarbaru (graduated in 2003)
5. Hobbies : Hang out,listening music etc

**B. Parents' identity**

1. Father
  - a. Name : H.Hajimi
  - b. Job : Swasta
  - c. Address : Jln. Mufakat Kel.Jingah RT.01 No.21
2. Mother
  - a. Name : Hj.Warta
  - b. Job : Swasta
  - d. Address : Jln. Mufakat Kel.Jingah RT.01 No.21

*Appendix 7*

## LIST OF LETTERS



Nomor : St.18.1/PP.00.9/14/9/2008  
Hal : Persetujuan Judul dan  
Penetapan Pembimbing

Palangka Raya, 4 Nopember 2008

Kepada  
Yth. Sdr. Apriyugo  
NIM. 030 112 0083

*Assalamu'alaikum Wr, Wb.*

Setelah membaca, menelaah dan mempertimbangkan judul dan desain proposal yang saudara ajukan dan sesuai hasil seleksi judul skripsi Jurusan Tarbiyah STAIN Palangka Raya, maka kami dapat menyetujui judul dimaksud sebagai berikut:

**"THE ENGLISH TEACHING STRATEGY BASED ON TSP CURRICULUM AT FIRST YEAR STUDENTS OF MUHAMMADIYAH SENIOR HIGH SCHOOL OF PALANGKA RAYA"**

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Drs. H. Abdul Qodir, M. Pd. sebagai Pembimbing I
2. Sabarun, M. Pd. sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

*Wassalamu'alaikum Wr, Wb.*

An. Ketua  
Ketua Jurusan Tarbiyah,



**Dra. HAMDANAH, HM, M.Ag**  
NIM. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Drs. H. Abdul Qodir, M. Pd. sebagai Pembimbing I
3. Yth. Sabarun, M. Pd. sebagai Pembimbing II



DEPARTEMEN AGAMA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
(STAIN) PALANGKA RAYA

Alamat: Jl. G. Obos Komplek Islamic Centre Telp. (0536) 39447, 26356, 21438 Fax 22105 Palangkaraya 73112

Palangka Raya, 9 September 2009

Nomor : Sti 15.8/TL.00/ 1819 /2009.  
Lampiran : 1 (Satu) Proposal.  
Perihal : Mohon Ijin Observasi /Penelitian.

Kepada

Yth. Kepala Dinas Pendidikan Pemuda  
Dan Olah Raga Kota Palangka Raya  
di -  
Palangka Raya

Sehubungan dengan salah satu tugas mahasiswa untuk mengakhiri studi pada Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah membuat Skripsi, maka dengan ini kami mohon kiranya Bapak berkenan memberikan Izin Penelitian Lapangan kepada :

Nama : Apri Yugo  
N I M : 0301110083  
Jurusan/Prodi : Tarbiyah / TBI  
Jenjang : Strata ( 1 )  
Lokasi Penelitian : SMA 2 Pahandut Palangka Raya

Judul Skripsi : " THE ENGLISH TEACHER STRATEGY IN TEACHING ENGLISH BASED ON KTSP AT TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA "

Metode : Observasi, Wawancara dan Dokumentasi  
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal September s/d Nopember 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua  
Pembantu Ketua



Dr. H. ABUBAKAR HM, M.Ag.  
NIP. 19551231 198303 1 026

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Set agai Laporan)
2. Yth. Kepala SMA 2 Pahandut Palangka Raya
3. Arsip

**PERSETUJUAN DESAIN PROPOSAL**

JUDUL : THE ENGLISH TEACHER STRATEGY IN TEACHING ENGLISH  
BASED ON KTSP AT TENTH GRADE STUDENTS OF SENIOR  
HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA

NAMA : APRI YUGO

NIM : 030 112 0083

JURUSAN : TARBIYAH

PROGRAM STUDI : TADRIS BAHASA INGGRIS

JENJANG : S1 (STRATA 1)

Palangka Raya, 3 Sept 2009

Mengetahui,

Pembimbing I



**Drs. H. Abd. Qodir, M.Pd**  
**NIP. 19560203 1990031001**

Pembimbing II



**Sabarun, M.Pd**  
**NIP. 150 408 757**

Mengetahui,

Ketua Jurusan Tarbiyah



**Hj. Hamidah, M.A**  
**NIP. 150 279 310**

Hal : Mohon diseminarkan  
Proposal Skripsi

Palangka Raya 7 Maret 2008

Kepada  
Yth. Ketua Panitia Proposal Skripsi  
di-  
Palangka Raya

Assalamu'alaikum Wr. Wb.

Yang bertanda tangan dibawah ini:

Nama : **APRI YUGO**  
NIM : **030 112 0083**  
Semester : XII (Dua Belas)  
Jurusan : Tarbiyah  
Program study : TBI  
Judul skripsi : The English Teacher's Strategy Based on The TSP  
Curriculum at First Year Student's of Muhammadiyah Senior  
High School of Palangkaraya.

Pembimbing : 1. Drs. H. Abd. Qodir, M.Pd  
2. Sabarun, M.Pd

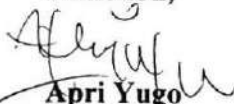
Dengan ini mengajukan kepada Ketua Panitia Seminar Proposal Skripsi untuk dapat diperkenankan mengikuti Seminar Proposal Skripsi.

Bersama ini saya lampirkan 5 ( lima ) exemplar proposal skripsi saya.

Demikian, atas perkenan dan kesediaan Bapak/Ibu diucapkan terima kasih.


Wassalamu'alaikum Wr. Wb.

Pemohon,


  
Apri Yugo  
NIM. 030 112 0083

Mengetahui

Dosen Pembimbing I

  
Drs. H. Abd. Qodir, M.Pd  
NIP. 150 244 629

Dosen Pembimbing II

  
SABARUN, M.Pd  
NIP. 150 408 757





**PANITIA SEMINAR PROPOSAL SKRIPSI MAHASISWA  
SEKOLAH TINGGI AGAMA ISLAM NEGERI  
STAIN PALANGKA RAYA**

Jl.G.Obos Komplek Islamic Center Tlp. (0536) 3239447/3226356 Fax. 3222105 Palangka Raya 73112

**SURAT KETERANGAN**  
No: 037 /PAN-SPSM/SG/VIII/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

N a m a : APRI YUGO  
NIM : 030 112 0083  
Jurusan / Prodi : TARBIYAH/TBI  
Judul Proposal : THE ENGLISH TEACHER STRATEGY IN TEACHING ENGLISH BASED ON KTSP AT TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 20 Agustus 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggung Utama : Hj.RISTATI,M.Hum Moderator : SITI SHOLEHA dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.

Palangka Raya, 05 September 2009

PANITIA

Ketua,

Sekretaris,

  
ASMAWATI,M.Pd

NIP. 19750818 20003 2 003

  
DAKIR,MA

NIP.1972232 2003 1 002

Palangka Raya, 3 Sept 2009

Hal: Mohon Izin Riset/Penelitian

Kepada Yth.  
Ketua STAIN Palangka Raya  
Di Palangka Raya

*Assalamu'alaikum Wr. Wb.*

Saya yang bertanda tangan dibawah ini:

Nama : **Apri Yugo**  
NIM : 030 112 0083  
Jurusan/Program : Tarbiyah/S1 (Strata 1)  
Program Study : Tadris Bahasa Inggris  
Alamat : Jl. G. Obos 9 No. 173 Palangka Raya

Dengan ini mengajukan permohonan untuk mendapatkan izin riset/penelitian dalam rangka penyusunan skripsi saya yang berjudul:


THE ENGLISH TEACHER STRATEGY IN TEACHING ENGLISH BASED ON KTSP AT TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA

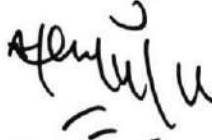
Tempat/lokasi penelitian:  
SMA-2 Pahandut Palangka Raya

Penelitian ini akan dilaksanakan selama 2 bulan dari tanggal 6 Sept s.d 5 Nov 2009 dan akan menggunakan metode Observasi, wawancara dan Dokumentasi  
Demikian permohonan ini disampaikan, atas perkenan Bapak disampaikan terima kasih.

*Wassalamu'alaikum Wr. Wb.*

Mengetahui  
Pembimbing I Skripsi

  
**Drs. H. ABD. QODIR, M.Pd**  
NIP. 19560203 1990031001

Pemohon,  
  
**APRI YUGO**  
NIM. 0301120083



# DINAS PENDIDIKAN, PEMUDA DAN OLAH RAGA

Jalan R.A. Kartini Telp. (0536) - 3222372 Fax. (0536) - 3221654

PALANGKA RAYA 73111

Palangka Raya, 11 September 2009

Nomor : 420/9142 /870.Um-Peg/IX/ 2009.  
Lampiran : -  
Perihal : Ijin Observasi/Penelitian  
An. APRI YUGO

K e p a d a  
Yth. Ketua Sekolah Tinggi Agama Islam Negeri  
Palangka Raya  
di-  
Palangka Raya.

Menindak lanjuti surat saudara Nomor : Sti.15.8/TL.00/1819/2009 Tanggal 9 September 2009 perihal Mohon Ijin mengadakan Observasi/Penelitian bagi mahasiswa untuk menempuh tugas akhir melaksanakan penelitian, diberikan kepada :

N a m a : APRI YUGO  
NIM : 0301110083  
Jenjang : Strata (S1).  
Jurusan /Prodi : Tarbiyah /TBI  
Judul Skripsi : THE ENGLISH TEACHER STRATEGY IN TEACHING ENGLISH BASED ON KTSP AT TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PAHANDUT OF PALANGKA RAYA.

Pada prinsipnya dapat kami ijjinkan pada **SMA 2 PAHANDUT PALANGKA RAYA** dengan memperhatikan hal-hal sebagai berikut :

1. Pelaksanaan diatur dengan Kepala Sekolah yang bersangkutan agar tidak mengganggu pelaksanaan kegiatan kursus.
2. Apabila setelah selesai mengadakan Obsevasi/Penelitian agar membuat laporan tertulis kepada Kepala Dinas Pendidikan, Pemuda dan Olah Raga Kota Palangka Raya dengan tembusan Kepala Sekolah yang bersangkutan.
3. Surat ijin Observasi/Penelitian ini berlaku sejak tanggal 14 September s/d 14 November 2009 (selama 2 bulan ).
4. Surat ijin Observasi/Penelitian ini tidak dapat dipergunakan untuk kegiatan lain, sebagaimana perihal diatas.

Demikian Surat Ijin Observasi/Penelitian ini diberikan, atas perhatian dan kerja sama yang baik diucapkan terima kasih.

An KEPALA DINAS PENDIDIKAN  
PEMUDA DAN OLAH RAGA  
KOTA PALANGKA RAYA  
SEKRETARIS  
  
Drs DARMANTO  
PEMBINA Tk. I  
NIP. 19600820 198603 1 001

Tembusan kepada Yth :

1. Walikota Palangka Raya di Palangka Raya.
2. Kepala SMA 2 PAHANDUT di Palangka Raya
3. Sdri. APRI YUGO di Palangka Raya
4. Arsip.



PEMERINTAH KOTA PALANGKA RAYA  
DINAS PENDIDIKAN PEMUDA DAN OLAHRAGA  
**SMA NEGERI 2 PALANGKA RAYA**

Alamat : Jl. KS. Tubun No. 2 Telp. 3222466 Palangka Raya 73111

**SURAT KETERANGAN**

Nomor : 39/ /I25.60/SMAN-2/PL/2009

Berdasar Surat Kepala Dinas Pendidikan Pemuda Dan Olahraga Kota Palangka Raya No.420/8602/870.Um-Peg/VIII/2009, Tanggal 12 Agustus 2009 perihal ijin mengadakan Observasi/penelitian,, dengan ini Kepala Sekolah SMA Negeri 2 Palangka Raya menerangkan dengan sebenarnya bahwa :

Nama : APRI YUGO  
NIM : 0301110083  
Jurusan : Tarbiyah / TBI  
Jenjang : Strata 1 (S-1)

Telah melaksanakan observasi/penelitian dan pengumpulan data di Sekolah Menengah Atas Negeri 2 Palangka Raya dengan judul **"THE ENGLISH TEACHER STRATEGY IN TEACHING ENGLISH BASED ON KTSP AT TENTH GRADE STUDENTS OF SENIOR HIGH SCHOOL 2 PAHANDUT PALANGKA RAYA"**.

Demikian surat keterangan ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.



Palangka Raya, 4 Desember 2009  
Kepala Sekolah,

*[Signature]*  
Dra. BADAH SARI  
NIP.19600412 198403 2010

**Tembusan Yth.**

- 1 Walikota Palangka Raya di Palangka Raya
- 2 Kepala Dinas Pendidikan Pemuda dan Olahraga
- 3 Rektor UNPAR di Palangka Raya
- 4 Arsip

BERITA ACARA DAN CATATAN HASIL UJIAN SKRIPSI MAHASISWA  
 JURUSAN TARBIYAH STAIN PALANGKA RAYA  
 SEMESTER .....TAHUN AKADEMIK .....

Pada Hari ini Rabu Tanggal 16 Bulan Desember Tahun 2019 telah

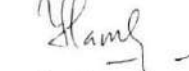


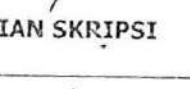
dilaksanakan ujian skripsi dengan judul :

The English Teachers' strategy in Teaching English  
based on KTSP at the tenth grade school a state  
Senior High School 2 Pahlawan 9 Palangka Raya

Nama : Apriyugo  
 Tempat/Tanggal Lahir : .....  
 N I M : 0301120003  
 Jurusan/Prodi : Tarbiyah/PAI

Tim Penguji :

Tanda Tangan

- |  |   |   |
|--|---|---|
| 1. <u>Dra. Halimah, m. Pd</u> (        |    | ) |
| 2. <u>Siminto, m. Hum</u> (            |    | ) |
| 3. <u>Drs. H. Abdul Qadir, m. Pd</u> ( |   | ) |
| 4. <u>Saboron, m. Pd</u> (             |  | ) |

CATATAN HASIL UJIAN SKRIPSI

Judul di ubah : English Teachers' strategies  
The tenth grade


was research problem → data → How are the English  
teachers' strategy.

Teacher's problems

hal 45 - attached. Screenshot.

Write all ungrammatical sentences in all pages. ?

Palangka Raya,  
 Sekretaris

  
 (.....)  
 NIP.