

**ENGLISH TEACHING LEARNING PROCESS BASED ON KTSP
(EDUCATIONAL UNIT LEVEL CURRICULUM) AT THE SECOND YEAR
STUDENTS OF MTsN-2 PALANGKA RAYA**

THESIS

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



By :

SUMIATI
SRN. 040 112 0136

**THE STATE ISLAMIC COLLEGE OF PALANGKA RAYA
THE DEPARTMENT OF EDUCATION
THE STUDY PROGRAM OF THE ENGLISH EDUCATION
1430 H/2009**

OFFICIAL NOTE

Case : Examination of
Sumiati's Thesis

Palangka Raya, September 15th 2009

To Director of the State Islamic College
of Palangka Raya
in

Palangka Raya

Peace be unto you 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:

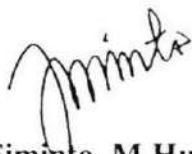
Name : Sumiati
Student Registration Number : 0401120136
Title of the Thesis : ENGLISH TEACHING LEARNING PROCESS
BASED ON KTSP (EDUCATIONAL UNIT
LEVEL CURRICULUM) AT THE SECOND YEAR
STUDENTS OF MTsN-2 PALANGKA RAYA

can be examined in partial fulfillment of the degree of Sarjana Pendidikan
Islam in English Education of the Department of Education STAIN Palangka Raya.

Thank you for your attention.

Peace be with you and God's blessing.

Advisor I.



Simiyo, M.Hum.

ORN. 19750707 200212 1 004

Advisor II.



Ristati, M.Hum.

ORN. 19710101 199512 2 001

APPROVAL OF THE THESIS ADVISORY COMMITTEE

Title of the Thesis : ENGLISH TEACHING LEARNING PROCESS BASED
ON KTSP (EDUCATIONAL UNIT LEVEL
CURRICULUM) AT THE SECOND YEAR
STUDENTS OF MTsN-2 PALANGKA RAYA

Name : Sumiati
SRN : 0401120136
Department : Education
Study Program : English Education
Level : (S-1)

Palangka Raya, September 15th 2009

Approved by:

Advisor I,



Simiati, M.Hum.

ORN. 19750707 200212 1 004

Advisor II,



Ristati, M.Hum.

ORN. 1971010 1199512 2 001

Legalized by :

Vice Director in Academic
Affairs,



Drs. H. Abubakar, HM, M.Ag.

ORN. 19551231 198303 1 026

The Chair of Department of
Education.



Hj. Hamidah, M.A.

ORN. 19700425 199703 2 003

LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

This thesis entitles ENGLISH TEACHING LEARNING PROCESS BASED ON KTSP (EDUCATIONAL UNIT LEVEL CURRICULUM) AT THE SECOND YEAR STUDENTS OF MTsN-2 PALANGKA RAYA. In the name of Sumiati and her Student Registration Number is 0401120136. It has been examined by Team of Examiners of the State Islamic College of Palangka Raya on :

Day : Monday

Date : Syawal 30, 1430 H/October 19, 2009


Palangka Raya, October 19, 2009

Team of Examiners

1. **Dra. Halimah, M.Pd.**
Chairman/Examiner

(..........)

2. **Sabarun, M.Pd.**
Member

(..........)

3. **Siminto, M.Hum.**
Member

(..........)

4. **Ristati, M.Hum.**
Secretary/Member

(..........)

The State Islamic College of
Palangka Raya
Director,



Dr. H. Khairil Anwar, M.Ag.
NIP.19630118 199103 1 002

English Teaching Learning Process Based on KTSP (Educational Unit Level Curriculum) at the Second Year Students of MTsN-2 Palangka Raya

ABSTRACT

The principle purpose of the study is to describe the English teaching learning process based on Educational Unit Level Curriculum at the second year students of MTsN-2 Palangka Raya. Because of that, the purpose of this study is to know how the English teacher teach and assessment in listening, speaking, reading, and writing based on Educational Unit Level Curriculum.

In this study, the writer used qualitative approach. To collecting the data used observation, interview, and documentation. To analyze the data used data collection, data reduction, data display, and conclusion drawing/verification. The subject of the study was the English teacher in the second year students of MTsN-2 Palangka Raya and the object of the study was English teaching learning process at MTsN-2 Palangka Raya in academic year 2008/2009.

The main research finding were:

1. In English teaching learning process the teacher have learning scenario, the learning scenario consist of pre-activities, whilst-activities, and post-activities. In teaching learning of listening when pre-activities the teacher gave information about the new material that would be taught. When whilst-activities the teacher ordered her students to listen to the cassette, gave the students a text but it was not complete yet, then ordered them to complete the text by listening the cassette. When post-activities the teacher explained about the material that has been taught. In teaching learning of speaking, when pre-activities the teacher gave information about the new material. When whilst-activities the teacher ordered the students to retell the story. When post-activities the teacher gave motivation to the students. In teaching learning of reading, when pre-activities the teacher asked the students related to the material that would be taught. When whilst activities the teacher read loudly the text, gave meaning of some difficult vocabulary, found the topic of the text, and ordered the students answered the question. When post-activities the teacher gave motivation to the students. In teaching learning of writing, when pre-activities the teacher gave information about the new material. When whilst-activities the teacher ordered the students to write an essay. When post-activities the teacher gave suggestion and motivation to the students.
2. The teacher assessed teaching learning listening by listening the cassette and ordered the students to complete the text. The teacher assessed teaching learning speaking in intonation, articulation, and the structure of the sentences that told by the students. The teacher assessed teaching learning reading in students' comprehension of the text, and answer the question according the text. The teacher assessed teaching learning writing in the students' accuracy of structure, accuracy of content, and accuracy in diction of writing.

Proses Pembelajaran Bahasa Inggris Berdasarkan KTSP (Kurikulum Tingkat Satuan Pendidikan) Pada Kelas Dua MTsN-2 Palangka Raya

ABSTRAK

Penelitian ini bertujuan untuk memberikan gambaran bagaimana proses pembelajaran Bahasa Inggris berdasarkan Kurikulum Tingkat Satuan Pendidikan pada kelas dua MTsN-2 Palangka Raya. Oleh sebab itu, tujuan utama penelitian ini adalah untuk mengetahui bagaimana guru Bahasa Inggris mengajar dan menilai pembelajaran mendengarkan, berbicara, membaca, dan menulis berdasarkan Kurikulum Tingkat Satuan Pendidikan pada kelas dua MTsN-2 Palangka Raya.

Pada penelitian ini, penulis menggunakan penelitian kualitatif. Untuk mengumpulkan data penulis menggunakan observasi, interview, dan dokumentasi. Untuk menganalisa data penulis menggunakan pengumpulan data, penyeleksian data, pemaparan data, dan penarikan kesimpulan/verifikasi. Subjek pada penelitian ini adalah guru Bahasa Inggris kelas dua MTsN-2 Palangka Raya dan objek pada penelitian ini adalah proses pembelajaran Bahasa Inggris kelas dua MTsN-2 Palangka Raya tahun ajaran 2008/2009.

Temuan penelitian ini adalah :

1. Dalam proses pembelajaran Bahasa Inggris guru mempunyai rencana pembelajaran yang terdiri dari kegiatan pendahuluan, kegiatan inti, dan kegiatan penutup. Pada pembelajaran mendengar ketika kegiatan pendahuluan guru memberikan materi yang akan diajarkan kepada siswa. Ketika kegiatan inti guru menyuruh siswa untuk mendengarkan kaset, memberikan teks yang belum lengkap, dan menyuruh siswa untuk melengkapi teks dengan mendengarkan kaset. Ketika kegiatan penutup guru menjelaskan materi yang telah diajarkan. Pada pembelajaran berbicara ketika kegiatan pendahuluan guru memberikan materi yang baru. Ketika kegiatan inti guru menyuruh siswa untuk menceritakan kembali sebuah cerita. Ketika kegiatan penutup guru memberikan motivasi kepada siswa. Pada pembelajaran membaca ketika kegiatan pendahuluan guru memberikan pertanyaan kepada siswa tentang materi yang akan diajarkan. Ketika kegiatan inti guru membacakan teks dengan nyaring, menterjemahkan arti kata yang sulit, menemukan ide pokok teks, dan menyuruh siswa menjawab pertanyaan. Ketika kegiatan penutup guru memberikan motivasi kepada siswa. Pada pembelajaran menulis ketika kegiatan pendahuluan guru memberikan materi yang baru. Ketika kegiatan inti guru menyuruh siswa untuk menulis sebuah esai. Ketika kegiatan penutup guru memberikan saran dan motivasi kepada siswa.
2. Guru menilai pembelajaran mendengarkan dengan menyuruh siswa mendengarkan kaset dan melengkapi teks. Guru menilai pembelajaran berbicara pada intonasi, artikulasi, dan susunan kalimat yang diucapkan siswa. Guru menilai pembelajaran membaca pada kemampuan siswa dalam memahami teks, dan menjawab pertanyaan sesuai dengan teks. Guru menilai pembelajaran menulis pada ketepatan struktur, ketepatan isi, dan ketepatan pilihan kata dalam menulis sebuah esai.

ACKNOWLEDGEMENTS

Alhamdulillah and praise belong to Allah the Almighty, because His Blessing and Mercy, finally the writer finished this thesis entitled : **English Teaching Learning Process Based on KTSP (Educational Unit Level Curriculum) at the Second Year Students of MTsN-2 Palangka Raya**. First of all, in this right chance the writer would like to give her the greatest thanks to :

1. Dr. H. Khairil Anwar, M.Ag., as Director of State Islamic College of Palangka Raya;
2. Hj. Hamidah, M.A., as the chair of Department of Education;
3. Drs. H. Abdul Qodir, M.Pd., as the coordinator of the English Education Study Program;
4. Siminto, M.Hum., as the first advisor for his guidance and advice during the completion of the thesis;
5. Hj. Ristati, M.Hum., as the second advisor for her valuable criticism, patience, and suggestions;
6. Achmad Farichin, M.Pd., as the Head of MTsN-2 Palangka Raya;
7. Siti Rusdiana, S.Pd., as the English teacher of class VIII, who allowed me to observe her teaching learning and provided useful data during the completion of thesis;
8. All of my friends and my family for patience and affection during the completion of thesis;

Finally, the writer realized that this thesis could not be perfect; there were many mistakes and errors. Therefore, the writer would like to ask the reader to criticize or to enlighten on this mistakes and errors. The writer would greatly appreciate any constructive criticisms of this thesis from the readers.

The writer hopes this thesis will be useful for the readers in generally and for the writer herself specially. May Allah bless us every time.

Palangka Raya, September, 29th 2009

SUMIATI
NIM 0401120136

DECLARATION OF AUTHENTICATION

In the name of God,

I myself make declaration that this thesis entitles **ENGLISH TEACHING LEARNING PROCESS BASED ON KTSP (EDUCATIONAL UNIT LEVEL CURRICULUM) AT SECOND YEAR STUDENTS OF MTsN-2 PALANGKA RAYA** is truly my own writing. If it is not my own writing so, it was given a citation and shown in the list references.

If my own declaration is not right in this thesis so, I am ready to be given academic sanction namely, the cancellation of the degree of this thesis.

Palangka Raya, September, 29th 2009
My Own Declaration,


SUMIATI
: 0401120136

DEDICATION

This thesis dedicated to:

My beloved father and mother who have given me love, affection, and always
pray for me

My best friends Yuli, Ulfah, Erni, Nia, and Leha, who always support and
motivate me

The coordinator of the Study Program of the English Education Drs. H. Abdul
Qodir, M.Pd., Siminto, M.Hum., as my first advisor, and Ristati, M.hum., as my
second advisor who have guided and advised me during the thesis done

My lovely brothers and sister who always support my study
All of my friends in same academic year you are the best

May Allah always be with us till the end of the world

MOTTO

طَلَبُ الْعِلْمِ فَرِيضَةٌ عَلَىٰ كُلِّ مُسْلِمٍ (رواه بخارى ومسلم)

"Pursue the knowledge is obligation for every muslim".
(H. R. Bukhari and Muslim)

TABLE OF CONTENTS

	Page
PAGE TITLE	i
APPROVAL OF THE THESIS	ii
OFFICIAL NOTE	iii
LEGALIZATION	iv
ABSTRACT	v
ACKNOWLEDGMENTS	vii
DECLARATION OF AUTHENTICATION.....	ix
DEDICATION... ..	x
MOTTO	xi
TABLE OF CONTENTS	xii
LIST OF ABBREVIATIONS	xiv
LIST OF APPENDIXES	xv
CHAPTER I INTRODUCTION	
A. Background of the Study	1
B. Problem of the Study.....	6
C. Objective of the Study	7
D. Significance of the Study	7
E. Scope and Limitation.....	7
F. Definition of Key Terms.....	8
G. Framework of Discussion.....	8
H. Method of the Study.....	9
1. Time and Place of the Study	9
2. Approach of the Study.....	9
3. Subject and Object of the Study	10
4. Data Collecting Procedures	11
5. The Endorsement of the Data	13
6. Data Analysis Procedure.....	16
CHAPTER II REVIEW OF RELATED TO LITERATURE	
A. previous Study.....	19
B. Theoretical Description.....	21
1. Teaching	21
2. Learning.....	22
3. Curriculum.....	28
4. Evaluation.. ..	38
C. Frame of Thinking	40

CHAPTER III RESULT OF THE STUDY

- A. The English Teacher Did in Teaching Listening, Speaking, Reading, and Writing at the Second Year Students of MTsN-2 Palangka Raya Based on KTSP..... 43
 - 1. Teaching Listening..... 43
 - 2. Teaching Speaking..... 44
 - 3. Teaching Reading..... 46
 - 4. Teaching Writing..... 48

- B. The English Teacher Did Assessment in Teaching Listening, Speaking, Reading, and Writing at the Second Year Students of MTsN-2 Palangka Raya..... 48
 - 1. Assessment of Teaching Listening.....49
 - 2. Assessment of Teaching Speaking.....49
 - 3. Assessment of Teaching Reading.....50
 - 4. Assessment of Teaching Writing.....50

- C. The English Teaching Learning Process at the Second Year Students of MTsN-2 Palangka Raya.....51

CHAPTER IV CLOSING

- A. Conclusion57
- B. Suggestions60

REFERENCE
APPENDICES

LIST OF ABBREVIATION AND SYMBOLS

KTSP	: Kurikulum Tingkat Satuan Pendidikan
KBK	: Kurikulum Berbasis Kompetensi
BSNP	: Badan Standard Nasional Pendidikan
SD	: Sekolah Dasar
MI	: Madrasah Ibtidayah
SDLB	: Sekolah Dasar Luar Biasa
SMP	: Sekolah Menengah Pertama
MTs	: Madrasah Tsanawiyah
SMPLB	: Sekolah Menengah Pertama Luar Biasa
SMA	: Sekolah Menengah Atas
MA	: Madrasah Aliyah
SMALB	: Sekolah Menengah Atas Luar Biasa
SMK	: Sekolah Menengah Kejuruan
MAK	: Madrasah Aliyah Kejuruan

LIST OF APPENDICES

Appendix 1	:	Interview Guide
Appendix 2	:	Observation Guide
Appendix 3	:	Lesson Plan
Appendix 4	:	Syllabus

CHAPTER I

INTRODUCTION

A. Background of the Study

English is considered as the first international foreign language which is formally taught from elementary school, junior high school up to university level. Learning English is one obligation for the students because English has important functions in Indonesia. Beside that, it is to be used as an international communication and to get science, technology, job position, promotion, scholarship to abroad. Therefore, we must master English language.

In Indonesia, English is a foreign language. English teaching in Indonesia is implemented from junior high school till the university level as a compulsory subject. Moreover, English nowadays is also taught in some elementary school as the subject of local content. Based on the Decree of Minister of Education and Culture No 060/U/1993 states that English may be given to elementary students as a local content.¹ Thus, English is one of important subjects that must be learnt by the students since elementary level.

According to Murdibjono "*tujuan pengajaran bahasa Inggris di sekolah lanjutan tingkat pertama adalah untuk mengembangkan kemampuan siswa dalam*

¹ Fauziati Endang, *Teaching of English as a Foreign Language*. Surakarta: Muhammadiyah University Press, 2002, p.169

membaca, menyimak, berbicara, dan menulis bahasa Inggris”.² (the aim of teaching in junior high school is to develop the students’ abilities in reading, listening, speaking, and writing English).

*Tujuan pengajaran Bahasa Inggris di Perguruan Tinggi Agama Islam (PTAI) khususnya Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya adalah untuk menghasilkan lulusan sarjana pendidikan yang siap menjadi guru Bahasa Inggris yang professional dan mampu mengelola administrasi pendidikan pada jenjang Sekolah Lanjutan Pertama dan Menengah.*³ (The purpose of English teaching in Islamic universities especially in the Islamic State College of Palangka Raya is to produce the graduate of scholar education that is ready to be a professional English teacher and be able to manage of education administration in junior high school and senior high school.

Next, according to Robert Sumardi the goal of English teaching in junior high school has been determined by Department of National Education based on the competence standard for junior high school, namely English is learnt in order that the students can communicate in oral and written form by using many varieties of language appropriately, fluently, and accurately in an interactional discourse and or monolog which is narrative, descriptive and recount simply form”.⁴

The big problem of English teaching in Indonesia are the output or result of the study is not maximal. The method used by the English teachers do not

² Murdibjono, *English for the Junior High School*, Malang: IKIP Malang.

³ Departemen Agama RI Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, *Pedoman Pelaksanaan Kurikulum Berbasis Kompetensi dan Tata Tertib Pergaulan Mahasiswa STAIN Palangka Raya*, Palangka Raya, 2004, p. 42.

⁴ <http://robertsumardi.tujuan-belajar-bahasa-inggris>. Word Press. Com. Online on September 4th 2008.

stimulate the students to be active in teaching-learning process. The teacher in his/her teaching is as a transmitter (giving knowledge) and the students just as a receiver. So, the students are not only active in learning but also just passive learning.⁵ At school, there are some problems in English teaching. There are: the teacher seldom spoke English in the class, and the students did not have habitual to hearing the other people speak English. The material of English lesson emphasized in tenses, but not in conversation. The vocabulary that have been taught not too useful in their daily conversation. The material of English lesson in SMP/SMU is not continuous, often happened repeating of the material like in tenses that have been taught in SMP/SMU but the function and the application in daily life is not optimal.⁶

Based on the above problems, English subject has different characteristic with the other subject. The difference is in the language function as tool of communication. This case indicated that studying English subject was to learn about vocabulary, tenses, and try to use and apply that knowledge in communication activity. In studying language, there are receptive skill and productive skill. Receptive skills include listening and reading skill, while productive skills include speaking and writing skill. The both of them need to be included in teaching-learning process of English.

The goal of teaching-learning process of English is the ability of the students to master the four language skills. The learners are always expected to use the language by active or passive communication. It will be achieved based on the

⁵ *ibid*

⁶ <http://kursusinglish: English-course>. Word Press. Com. Online on September 4th 2008.

teaching-learning process itself, and the teaching-learning process depends on the teacher, the learner, the material, the method, and the facility.

According to Douglas, method is generalized set of classroom specifications for accomplishing linguistic and subject-matter objective, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of context.⁷ So, in teaching-learning of English, the teacher should be able to make good learning situation in classroom. The teacher has to have the various techniques and methods of teaching, and he/she must have a good in teaching material too. If a teacher can make a good situation in classroom and has good of a teaching, he/she will be able to give motivation to the students.

In determining and using the method, it means sometimes has to be related to the class condition when the teaching-learning was happens. The number of the students can influence the usage of method in teaching. The instructional objective is the absolute guideline in choosing method. The formulation of the objective, teacher needs to formulate it clearly. By this way, she/he will be easy to determine the method used in teaching-learning process.

Beside that, the teacher should make good situation, good method and good strategy in his/her teaching-learning process. Our government has a competence based curriculum program as a guide to improve the implementation of education. A competence-based curriculum starts by identifying of the learners' competence. It is expected to master, states clearly the criteria and conditions by which

⁷ Brown. H. Douglas, *Teaching By Principle An Interactive Approach To Language Pedagogy*, San Francisco: State University, 2001, second edition, p. 16.

performance will be assessed, and defines the learning activities that will lead to the learner to mastery of the targeted competency.⁸

Then, Puskur says KBK *merupakan seperangkat rencana dan pengaturan tentang kompetensi dan hasil belajar, serta pemberdayaan sumber daya pendidikan.* While *“Kurikulum Tingkat Satuan Pendidikan (KTSP) yang merupakan penyempurnaan dari kurikulum 2004 (KBK), KTSP adalah kurikulum operasional yang disusun dan dilaksanakan oleh masing-masing satuan pendidikan atau sekolah. Terkait dengan penyusunan KTSP ini, BSNP telah membuat panduan penyusunan KTSP. Panduan ini diharapkan menjadi acuan bagi satuan pendidikan SD/MI/SDLB, SMP/MTS/SMPLB, SMA/MA/SMALB, dan SMK/MAK dalam penyusunan dan pengembangan kurikulum yang akan dilaksanakan pada tingkat satuan pendidikan yang bersangkutan. Departemen Pendidikan Nasional mengharapkan paling lambat tahun 2009/2010, semua sekolah telah melaksanakan KTSP.”*⁹

Based on the definition above, the writer conclude that our government has good attention to improve our education, from applying KTSP our government hope education in every school better than before.

MTsN-2 has used KTSP in teaching learning process. In this case, the writer wants to know how the process of teaching learning English based on KTSP that was applied by the teacher at the second year students of MTsN-2 Palangka Raya. The writer has done observation at MTsN-2 Palangka Raya since April 16th, 2009. MTsN-2 is a good school, because it has some good teachers, staffs and good facilities. To improve the English lesson at school uses library, language, and computer laboratory.

In teaching-learning process, the teacher must pay attention some cases: the teacher's readiness in doing teaching-learning program, the students' readiness, the students' interest or attention, and the students' difficulties.

⁸ Masnur Muslich quoted from @ MATEC 2001, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta, PT. Bumi Aksara, 2008, p.17.

⁹ *Ibid*, p.17.

The writer researched the English teaching-learning process at the second years students of MTsN-2 Palangka Raya in academic year 2008-2009. It researched the English teaching-learning process in the class. Attended the English teaching-learning process at class, enter the class and follow with their activities in the class, and attended the teacher, how the teacher taught, about her material, media, and her evaluation in teaching English.

The writer took the title about English teaching-learning process, because, the writer wants to know how the English teacher taught her material based on KTSP. Therefore, the title of this study is "English Teaching –Learning Process Based on KTSP (Educational Unit Level Curriculum) at the Second Years Students of MTSN –2 Palangka Raya".

B. Problem of the Study

The problems of this study are :

1. How does the English teacher do in teaching listening, speaking, reading, and writing at the second year students of MTsN-2 Palangka Raya based on KTSP (Educational Unit Level Curriculum)?
2. How does the English teacher do assessment in teaching listening, speaking, reading, and writing at the second year students of MTsN-2 Palangka Raya based on KTSP (Educational Unit Level Curriculum)?

C. Objective of the Study

The objectives of the study are :

1. To describe the English teacher teaches listening, speaking, reading, and writing at the second year students of MTsN-2 Palangka Raya based on KTSP (Educational Unit Level Curriculum).
2. To describe the English teacher does assessment in teaching listening, speaking, reading, and writing at the second year students of MTsN-2 Palangka Raya based on KTSP (Educational Unit Level Curriculum).

D. Significance of the Study

The study has theoretical and practical significance. Theoretically the teacher know about KTSP (Educational Unit Level Curriculum) in English teaching learning process. Practically for the teacher, the teacher can improve her teaching-learning process with some techniques, strategies and media to motivate the students in learning. For the researcher to give some information about English teaching-learning process based on KTSP.

E. Scope and Limitation

The study belongs to descriptive study. The study focuses on English teaching learning process based on KTSP (Educational Unit Level Curriculum) and the study is limited at the second year students of MTsN-2 Palangka Raya. The number of students are 20 and the number of teacher is 1.

F. Definition of Key Terms

The key terms that related to this study are :

- KTSP : operational curriculum that arranged and applied by each school.¹⁰
- Teaching : guiding and facilitating of learning, enabling the learner to learn, and setting condition for learning.¹¹
- Learning : acquiring or getting knowledge of a subject or a skill by study, experience or instruction.¹²

G. Framework of the Discussion

The framework of the discussion of this study as follows:

- Chapter I : Introduction, this chapter consists of the background of the study, the problem of the study, the objective of the study, the significance of the study, the framework of the discussion, and research methodology.
- Chapter II : Review of related to literature, this chapter consists of previous studies, theoretical description about teaching, learning, curriculum, evaluation, and frame of thinking.
- Chapter III : Result of the study, this chapter consists of the English teacher do in teaching listening, speaking, reading, and writing at the second year

¹⁰ Mansur Muslich, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta : PT. Bumi Aksara, 2008. P. 17.

¹¹ Brown H. Douglas, *Principle of Language Learning and Teaching*. New York : Longman, 2000, fourth edition, p. 7.

¹² Hornby A.S, *Oxford Advanced Learner's Dictionary*, New York : Oxford University Press, 1995.

students of MTsN-2 Palangka Raya based on KTSP, the English teacher do evaluation in teaching listening, speaking, reading, and writing at the second year students of MTsN-2 Palangka Raya, and the English teaching learning process at the second year students of MTsN-2 Palangka Raya.

Chapter IV : Closing, this chapter consists of the conclusions and the suggestions.

H. Method of the Study

1. Time and Place of the Study

In this study, the writer decided to collect the data in two months. It was enough to get the specific data related to English teaching learning process at the second year students of MTsN-2 Palangka Raya based on KTSP (Educational Unit Level Curriculum). So, it can be reasonable and acceptable. The place of the study is at MTsN-2 Palangka Raya in Jl. Cilik Riwut km. 7. The writer chose this school for the place of the study because it school has been using or applying the KTSP.

2. Approach of the Study

This research was in qualitative approach. This approach was concerned primarily with the process. According to Meriam in Creswell state that qualitative research involves the field work. The researcher physically goes to the people, setting, site, or institution to observe or record behavior in it is natural setting and

according to Bogdan and Taylor in Moleong state that *metode kualitatif adalah sebagai prosedur penelitian yang menghasilkan data deskriptif berupa kata-kata tertulis atau lisan dari orang-orang dan pelaku yang diamati*.¹³ (Qualitative method is either as research procedure that can be observed in which the descriptive result of data is in the form of words from people, orally or in written form and their attitude).

In this way, qualitative approach means to find out and describe the phenomena through the process observed in detail and clearly as reality that was found in English teaching learning process based on KTSP at the second year students of MTsN-2 Palangka Raya.

3. Subject and Object of the Study

The subject of the study was the English teacher who taught English at the second year students of MTsN-2 Palangka Raya. The writer chose the second year students because the students in the second class have usual study English, they have memorized many vocabulary and this class was medium class so the ability of the students to follow the English teaching learning more effective than the first class. The writer did not choose the third class because this class will take the National Examination. In this case, the writer did investigation by looking for participants of the study as many as to get some data which were needed in this research. So, the data were taken in the field can be the source of data. The technique that was use to get the data in this research was purposive sampling.

¹³ lexy J. Moleong, *Metodolgi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004, p.3

The Purposive sampling was the technique of getting the source of data sample with the definite consideration.¹⁴ The data was gotten from the teacher that taught English and the writer was sure the teacher gave many information about English teaching learning based on KTSP (Educational Unit Level Curriculum). And the object of the study was English teaching-learning process at MTsN-2 Palangka Raya.

4. Data collecting procedure

In this research the writer used data collecting technique was according to Rahardjo, namely : a) observation, b) interview, c) documentation.¹⁵

a. Observation

According to Marshall “through observation the researcher learnt about behavior and the meaning attached to those behavior”.¹⁶ (*melalui observasi, peneliti belajar tentang perilaku dan makna dari perilaku tersebut*). The writer used participant observation. According to Susan Stainbacck “in participant observation, the researcher observed what people did, listened to what they said, and participated in their activities”.¹⁷ (*dalam observasi partisipatif, peneliti mengamati apa yang dikerjakan orang, mendengarkan apa yang mereka ucapkan, dan berpartisipasi dalam aktivitas mereka*). The writer used participant

¹⁴ Sugiyono, *Metode Penelitian pendidikan Pendekatan Kuantitatif, Kualitatif, dan R&D*, Bandung: Alfabeta, 2006, p. 300.

¹⁵ Mudjia Raharjo, *Pengantar Penelitian Bahasa*, Malang: Cendekia Paramulya, 2002, p. 56.

¹⁶ Sugiyono, *Metode Penelitian Pendidikan: Pendekatan kuantitatif, kualitatif dan R&D*, Bandung: Alfabeta, 2006, p. 310.

¹⁷ *Ibid*, p. 311.

observation it means that the writer as the observer of the activities in English teaching learning process based on KTSP that was done by the subject of the study. So, the writer in this study came to the subject of the study directly to get the data about English teaching-learning process at MTsN-2 Palangka Raya. The writer observed the data were as follows :

1. The syllabus of the second year students of MTsN-2 Palangka Raya.
2. The lesson plan in English teaching learning process.
3. The English teaching learning process in the class.

b. Interview

The writer used interview to collect the data based on question-answer that was done face to face to the subject. Related to the interview, the writer conducted the guideline of interview freely but still focused on the problem of the study. The writer did interview about the English teaching-learning process.

c. Documentation

Documentation was written material or film.¹⁸ The writer used documentation in this research was to support the data that was gotten in the field so the data was admitted by the data validity. Documentation used was the photo that contained about the real condition of English teaching learning process in the class. The documentation was done to make sure that the process of taking the data were really done. It meant the data would be accurate data.

¹⁸ Lexy J. Moleong, *Metodologi Penelitian*, p. 161.

5. Endorsement of Data

There were four techniques to determine the endorsement of data, namely credibility, transfebility, dependability and confirmability.¹⁹

a. Credibility

In qualitative research, in order to the data could be believed and fulfilled terms of credibility, it admitted and received the truth by information source form informant of the study. So, in order that the truth of the study could be believed, it was supported by some ways, as follow :

1) The existence of participation

In the first step, the writer went to the field and looked to the real condition in the field. The writer knew the condition of place where the study was done, made a good relationship with the subjects of the study, recognized culture of environment of the place and checked the truth information that was gotten.

2) Observation.

It was done observation accurately and continually. By this way, the validity of the data could be recorded well and systematically. Moreover, the writer could give description of data accurately about what to observe.

3) Triangulation

The triangulation used in this research was the technique triangulation. It was done to examine the data credibility. It could be done by interview, observation, and documentation. Wiliam Wiersma in Sugiyono states that "triangulation is

¹⁹ Sugiyono, *Metode Penelitian*, p.366.

qualitative cross-validation. It assessed the sufficiency of the data according to the convergence of multiple data sources or multiple data collection procedures”.²⁰

4) Member check

Member check was process of recheck the data that was gotten by the researcher to the informant. The objective of member check was to make information that was gotten and used in writing the report of the study to be suitable with means by the subject of the study as respondent or informant.

b. Transferability

Transferability related to the questions, how far the result of the study could be applied by the other people in other context. So, it made a report that explained clearly about the content of research in order to the readers could be easy to understand the result of study. Furthermore, this research would gave description clearly about the result of study. According to Sanafiah Faisal in Sugiono state *bila pembaca laporan penelitian memperoleh gambaran yang demikian jelasnya, “semacam apa” suatu hasil penelitian dapat diperlakukan (transferability), maka laporan tersebut memenuhi standar transferabilitas.*²¹ (if the readers get description of study clearly about the kinds of the result of study, so it has reached transferability standard).

c. Dependability

Dependability examining was done by auditing of the research process to prove the data were reliable. So, the writer focused on the problems, went to

²⁰ *Ibid*, p. 372.

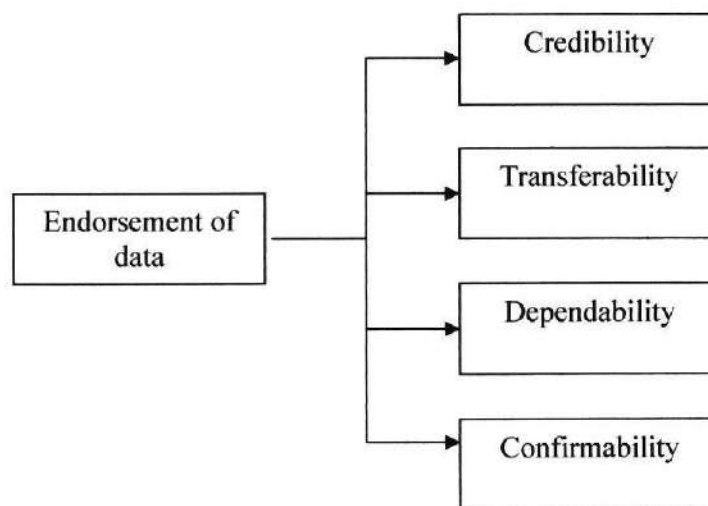
²¹ *Ibid*, p. 377.

field, determine the source of data, did data analysis, examined the endorsement of data and made conclusion of data.

d. Confirmability

To examine the confirmability in this research, it was done by examining the result of the study that was correlated by the process that was done.

Based on the explaining above, it could be made a sketch of endorsement of data :



Based on the diagram above, in qualitative research, the data could be believed and fulfilled terms of the credibility, so it was supported the existence of participation, observation, triangulation, and member check. Then, the data gotten in the field could answer the research questions. Moreover, to prove the dependability data and reliable data it has been done by auditing of the research process. Furthermore, to examine the confirmability data could be done by examining the result of the study.

6. Data Analysis Procedures

According to Bogdan in Sugiono states “data analysis is the process of systematically searching and arranging the interview transcript, field notes, and other materials that you accumulate to increase your own understanding of them and to enable you to present what you have discovered to others”.²² Miles and Huberman suggest that activities in data analysis qualitative done with interactive and continually. The activities in data analysis are data reduction, data display, and conclusion drawing/verification.²³

a. Data collection

All of the data that had been collected and gotten in the field were and understood. Furthermore, it was soon molded in writing form in order to be easy to understand and analyze. Furthermore, the data which were collected related to the English teaching learning process at the second year students of MTsN-2 Palangka Raya.

b. Data Reduction

The writer got the real data in the field, chose the data that was relevant to the study, focused on the data that could solve problems or to answer a research. Furthermore, simplify of the data and arranged questions that were related to the problems of the study.

c. Data Display

Data display, the result of the data reduction made in report systematically which could be understood and displayed the data which were gotten in the field.

²² *Ibid*, p. 334.

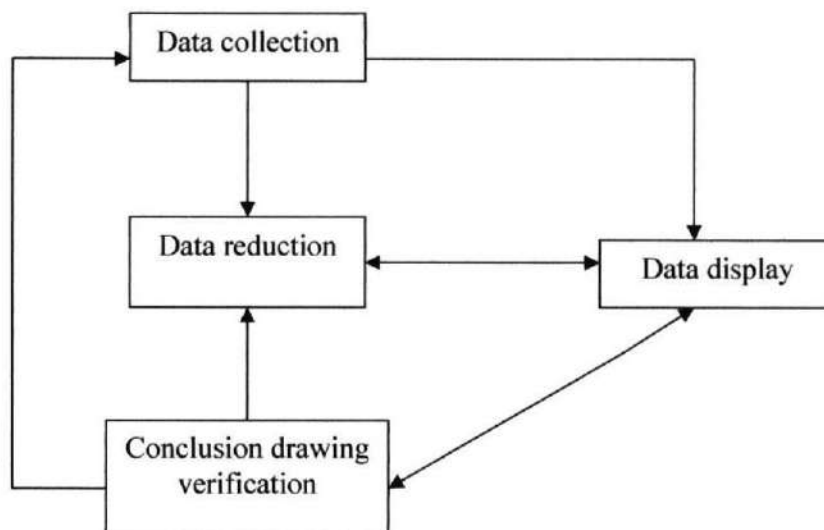
²³ *Ibid*, p. 337.

Data display in this research by using simple explanation. Miles and Huberman stated “ the most frequent form of display data for qualitative research in the past has been narrative text”.²⁴

d. Conclusion drawing/ Verifying

The conclusion verified by looking back of the data reduction, data display before and after collecting the data. So, conclusion that was taken did not deviate from the problems of the study. Furthermore, to get the credible data should support the validity prove.²⁵ Conclusion drawing was done to know description about the result of study that was done in the field.

Based on the explaining above, it made a sketch of data analysis procedure:



²⁴ *ibid*, p. 341.

²⁵ *ibid*, p. 345.

Based on the diagram above, all of the data that had been collected and gotten in the field were learned, and chose the data that were relevant of the study. Furthermore, to make the data in simple explanation. The last, make a conclusion by seeing back of the data reduction, data display and then, to get the credible data was supported by the validity prove.

CHAPTER II

REVIEW OF RELATED TO LITERATURE

A. Previous Studies

The writer took some previous studies that related to English teaching, the first by Rugayah with the title, “ English Teaching Strategies Applied By English Teacher In Creating Students’ Active Learning at MAN Model Palangka Raya”. Based on the result of the research :

1. English teaching strategies that applied by English teacher are : receptive strategy (task and speech) and communicative strategy (role-plays in-group, discussion and real object). Strategy that enough supported English teachers got the satisfied result was communicative strategy. Kind of teaching strategies that can engage the students in learning was role-plays in-group.
2. Students’ active in teaching learning process of English could be seen from their physic and mental, such as senses active, mind active, remembering active and emotional active. They were seen active when the teaching learning process of English went on.
3. Some obstacles faced by English teacher in creating students’ active learning in XI (eleven) grade of 1 and 2 language classes. According to A the obstacles

was from the students. Whereas according to B the obstacles was in looking for media or appropriateness in learning material form.²³

The second by Utin Nely Ariati with the title, “ English Teaching Methods in Madrasah Ibtidayah Negeri (MIN) Model Pahandut Palangka Raya “. Based on the result of research about the English teaching methods at MIN Model Palangka Raya in academic year 2006/2007, there were :

1. The types of English teaching methods used by the teacher (M. Anshari) in MIN model Pahandut Palangka Raya were : drill method, demonstration method, games method, and assignment method. The types of English teaching method used by the teacher (Sumiatun Hartini) at MIN model pahandut Palangka Raya were : games method, demonstration method, drill method, drawing method, assignment method, and memorizing method.
2. In applying these methods, the teacher (M.Anshari) confirmed among the methods to be used with the skill and the material to be taught, in listening skill were used drill method. Then, to apply writing skill, used assignment methods, drill method, and games method. The last, in applying reading skill was used drill method only. Whereas, the teacher (Sumiatun Hartini) taught her students by using several methods in teaching learning process. Before teaching she confirmed among the methods to be used with the skill and the material to be taught. In applying listening skill were used games method, demonstration method, drill method, and memorizing method, where as to convey reading

²³ Rugayah, *English Teaching Strategies Applied By English Teacher In Creating Students' Active Learning at MAN Model Palangka Raya*, Thesis Stratum One, Palangka Raya : STAIN Palangka Raya, 2008. p. 65.

skill were used drill method, and demonstration method. To apply writing skill, were used assignment and drawing method.²⁴

The writer differences study with the previous study above is in the subject and object of the study. The subject of this study is the English teacher who taught English at the second year students of MTsN-2 Palangka Raya, and the object of this study is English teaching-learning process at MTsN-2 Palangka Raya. Then, the purpose of this study is to know how the English teacher teach and assessment in listening, speaking, reading, and writing based on KTSP (Educational Unit Level Curriculum).

B. Theoretical Description

1. Teaching

In Oxford Advanced Learner's Dictionary, teaching is the work of a teacher. "Teaching is guiding and facilitating of learning, enabling the learner to learn, setting the condition for learning".²⁵ From the opinions the writer can conclude that teaching constitute to give knowledge to the students, helping the students to understand about something, give motivation to the students to study and make the students interest in following teaching-learning process.

²⁴ Utin Nely Ariati, *English Teaching Methods in Madrasah Ibtidayah Negeri (MIN) Model Pahandut Palangka Raya*, Thesis Stratum One, Palangka Raya : STAIN Palangka Raya, 2007, p. 74.

²⁵ Brown H. Douglas, *Principles of Language Learning and Teaching*. New york: Longman, 2000, fourth edition, p. 7.

2. Learning

In contemporary dictionaries, learning is acquiring or getting knowledge of a subject or a skill by study, experience or instruction. According to Cronbach “learning is shown by a change in behavior as a result of experience”.²⁶ According to Spears “learning is to observe, to read, to emitted, to try something themselves, to listen, to follow direction”.²⁷ The students can get experience by the five senses. According to Lester D. Crow and Alice Crow “learning is the acquisition of habits, knowledge and attitudes”.²⁸ According to Robert M. Gagne “learning is a change in human disposition or capacity, which persist over a period time, and which is not simply ascribable to process of growth”.²⁹

From the definition above can conclude learning is a combination activities or the aware activity that do by someone and get change in his self like increasing of knowledge, skill based on the five senses and the experience. If the students did not change experience of knowledge or positive attitude so that can say the learning is perfect yet.

In English teaching learning process there are four skills that must teach by the teacher, here the writer will give definition about four skills of English.

²⁶ Mansur Muslich, *KTSP pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta : PT. Bumi Aksara, 2008. p. 195.

²⁷ *Ibid.*, p. 196.

²⁸ *Ibid.*

²⁹ *Ibid.*

a. Listening

According to Tarjana, in his book, psycholinguistic, states that listening refer to the communication process or a general model where a speaker has an idea, encodes it into linguistically structured messages and “sends” the message though airwaves. At the part of the hearer, there is a process of decoding so that a highly similar idea can be perceived.³³

Listening is a try to hear somebody or something, to pay attention.³⁴ While in Indonesian version, *Kegiatan menyimak tujuan utamanya adalah pemahaman penggunaan bahasa lisan, mengandalkan pada kemampuan yang bersifat pasif-reseptif.*³⁵ (the listening activity is aim to the understanding on oral language, believing to the passive-receptive ability).

Listening is the primarily skill, for it as a listener that the baby is first aware of speech. Through imitation of the sounds heard he or she learn to form word and through listening continues into adult life learning new ways with pronunciation, inflection, sentence pattern and the many complexities of adult speech.³⁶

Listening competence is universally “larger” than speaking competence.³⁷ In this case the writer will explain why is the listening skill is important to the students as a beginner learner in foreign language.

³³ Tarjana, M. sri samiati, *Buku Pengajaran Kuliah Fakultas Sastra Inggris, Psycholinguistic*, Surakarta: Universitas Sebelas Maret, 1995. P.21.

³⁴ Hornby, A, S, *Oxford Advanced Learner's Dictionary (Fifth Edition)*. London: University Press, 1995. P. 687.

³⁵ Djiwandono, M. Soenardi, *Tes Bahasa Dalam Pengajaran*, Bandung: 1996. p. 55.

³⁶ Iris M. Tiedt and Sidney W. Tiedt, *Contemporary English in the Elementary School*, London : Prentice-Hall, 1975, p. 236.

³⁷ Brown H. Douglas, *Teaching by Principles An Interactive approach to Language Pedagogy*, California : San Francisco State University, 2001, p. 247.

According to Asher in Fauziati, sees three different processes as central in natural process:

1. Children develop listening competence before they develop the ability to speak at the early stage of first language acquisition. They can understand complex utterances that they cannot spontaneously procedure or imitate.
2. Children ability in listening comprehension is acquired because children are required to respond physically to spoken language in the form of parental commands.
3. Once of foundation in listening comprehension has been established, speech evolves naturally and effortlessly out of it.³⁸

From the statement above why listening skill is important to give to the beginner, because the first step of listening comprehension is the psychomotor process of receiving sound waves through the ear and transmitting nerve impulses to the brain. But that is just the beginning of what is clearly an interactive process, as the brain acts on the impulses, bringing to ear a number of different cognitive and affective mechanisms.³⁹

To be concluded, listening is a process of translating information before the object conclude it by his/her opinion. This activity can be said as the encoding mental process that is the process of registering information in memory.

³⁸ Endang Fauziati, *Teaching*, p. 61-62.

³⁹ Brown H. Douglas, *Teaching*, p. 249.

b. Speaking

In article entitled Teaching Speaking Chaney states that speaking is the process of building and sharing meaning through the use of verbal and nonverbal symbols, in a variety of context.⁴⁰

In other word, speaking was a communicative competence in language teaching learning that the students bring in their interaction. Actually, the learner focused on how to practice the language as well as they can do. They spoke to transfer the messages, emotions, or their imaginations using the language. It mean time, students must be exposed to three key items such as form focused instruction that means attention to details of pronunciation, grammar, and vocabulary, meaning-focused instruction means opportunities to produce meaningful spoken messages with real communicative purposes and opportunities to improve fluency.⁴¹

c. Reading

According to Nurhadi and Roekhan “*membaca adalah suatu proses yang dilakukan untuk memperoleh pesan, informasi, ataupun masalah dari bacaan*”.⁴² (reading is a process done to achieve the message, information, or case in the text).

Reading is a process of decoding written symbols, working from smaller units (individual letters) to larges ones (words, clauses, and sentences).⁴³ Reading is an

⁴⁰ [http:// iteslj.org/article/kayi-Teaching Speaking.html](http://iteslj.org/article/kayi-Teaching%20Speaking.html) (online on November 11,th 2006)

⁴¹ <http://www.jalt-publications.org/tlt/files/97/jan/speaking.html> (online on January 13th 1997.

⁴² Nurhadi, Roekhan, *Dimensi-Dimensi Pengajaran dalam Bahasa Kedua*, Bandung: Sinar Baru, 1990, p. 191.

⁴³ David Nunan, *Language Teaching Methodology*, New York: Printice Hall, 1989. p. 17.

interactive and interpretative process.⁴⁴ The readers processes their background knowledge and interpretative printed using text, using specific skills and strategies to form expectations or predictions about the text, selecting, and using the most productive cues to confirm or reject those predictions.

In conclusion, reading is an active process of words identification involving the writer and the reader. Reading is not only process of receiving information, but also process of making and saving the data in the readers' brain. As the result of reading, it can be seen that the readers need feedback. Thus, understand what they read.

Whereas, comprehension is a language process and should be developed as a part of the total language arts-listening, speaking, reading and writing, it is a process by which the reader constructs meaning interaction with the text.⁴⁵ Anderson and pearson defines that comprehension is the complex cognitive process involving the international interaction between the reader and the text to extract the meaning.⁴⁶ While, Fauziati defines comprehension as comprehending a text, that is an interactive process between the reader's background knowledge and a text.⁴⁷ Thus, requires the ability to relate the textual material to one's own knowledge.

⁴⁴ Endang Fauziati, *Teaching of English as a Foreign Language*, Surakarta: Muhammadiyah Press.

⁴⁵ David J. Cooper, *Improving Reading Comprehension*, Boston: Houghton Mifflin Company, 1986. P. 17.

⁴⁶ <http://reading.varegon.edu/comp.what.php/> accessed on April 10th 2008.

⁴⁷ Endang Fauziati, *Teaching of*, P.138.

In conclusion, comprehension is as the goal of reading instruction, that is understanding of what meanings, ability to find the meaning from group of words or the text, and ability to draw inferences.

d. Writing

According to Oxford Advanced Learner's dictionary that writing is the activity or occupation of writing e.g. book, stories or articles.⁴⁸ Writing is the representation of language in a textual medium through the use of sign of symbols. Writing began as a consequence of the burgeoning needs of accounting. Writing more particularly, refers to things, writing as a noun, the thing is written, and writing as a verb which designates the activity of writing. It refers to inscription of characters on a medium, thereby forming, word, and longer units of language, known as texts. It also refers to the creation of meaning and information thereby generated.⁴⁹

Dullay states that writing is only mode in which both linguistics manipulation task and communication task have been given.⁵⁰ According to Fauziati also gives statement that writing as a process is oriented to wards work in progress and the development of new skills, rather than merely evaluative task, the classroom practices, therefore, will vary from each other.⁵¹ In the other words, Nunan also states that writing activity as commonly conceived, is a highly sophisticated skill

⁴⁸ <http://www.writing/robinson>(online on September 5th 2003)

⁴⁹ Jonathan Crowther, *Oxford learner's Dictionary of Current English*, New York: Oxford University Press, 1995, p. 1385.

⁵⁰ Heidi Dullay, et al. *Language Two*. New York: Oxford University Press. 1982. P. 226.

⁵¹ Endang Fauziati, *Teaching*, p. 151.

combining a number of diverse elements, only of which are strictly linguistic.⁵² Lennerberg in Brown states that writing is culturally specific, learned, behavior. We learn to write if we are members of a literate society and if only some one teacher us.⁵³

Based on the statements, it can be concluded that writing is an active. Productive more clearly, writing is an act or process to produce some information in their mind that should be expressed into writing form. Writing will be the best if the students guide on rules defined. It usually refers to contents, style, grammatical structure, mastery on vocabulary an so on.

3. Curriculum

According to Webster Dictionary Curriculum as “a course, especially a specified fixed course of study, as in a school or collage, as one leading to a degree”.⁵⁴ According to Edward A. krug “ a curriculum consist of the means used to achieve or carry out given purposes of schooling”.⁵⁵ According to J.G. Taylor and William H. Alexander “the curriculum is the sum total of school’s efforts to playground or out of school”.⁵⁶ Curriculum as a racecourse of subject matters to be mastered.⁵⁷

⁵² David Nunan, *Language Teaching Methodology. A text Book for Teachers*, Sidney: Practice Hall International, 1988. P. 77.

⁵³ Byrne Donn. *Teaching Writing Skill*, England: Long Man, 1979. p. 334.

⁵⁴ H. Syafaruddin Nurdin and Basyiruddin Usman, *Guru Professional dan Implementasi Curriculum*, Jakarta: Ciputat Press, 2002, p. 33

⁵⁵ *Ibid*, p. 34

⁵⁶ *Ibid*, p. 34

⁵⁷ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum Teori dan Praktek*, 1999, p. 4.

Curriculum is designed for carrying out a particular language programme. Features includes a primary concern with the specification of linguistic and subject-matter objectives, sequencing, and materials to meet the needs of a designed group of learners in a defined context.⁵⁸ According to Stratemeyer “the curriculum is the currently defined in three ways: the courses and class activities in which children and youth engage, the total range of in class and out of the class experienced sponsored by the school, and the total life of experiences of the learner.⁵⁹

Based on the definition above the writer concluded that curriculum is a sets of equipment arrangement about the purpose, the content, the material of the study and the method that used as a guide for teaching-learning activities to achieve of definite educational purpose.

Now, the writer talk about KTSP (Educational Unit Level Curriculum) According to Muslich “*Kurikulum Tingkat Satuan Pendidikan (KTSP) yang merupakan penyempurnaan dari kurikulum 2004 (KBK), KTSP adalah kurikulum operasional yang disusun dan dilaksanakan oleh masing-masing satuan pendidikan atau sekolah. Terkait dengan penyusunan KTSP ini, BSNP telah membuat panduan penyusunan KTSP. Panduan ini diharapkan menjadi acuan bagi satuan pendidikan SD/MI/SDLB, SMP/MTS/SMPLB, SMA/MA/SMALB, dan SMK/MAK dalam penyusunan dan pengembangan kurikulum yang akan dilaksanakan pada tingkat satuan pendidikan yang bersangkutan. Departemen*

⁵⁸ Brown H. Douglas, *Teaching By Principle An Interactive Approach To Language Pedagogy*, San Francisco: State University, 2001, second edition, p. 16.

⁵⁹ Syafaruddin Sabda, *Model Kurikulum Terpadu*, Ciputat: Quantum Teaching, 2006, p. 24.

*Pendidikan Nasional mengharapkan paling lambat tahun 2009/2010, semua sekolah telah melaksanakan KTSP.*⁶⁰

Educational Unit Level Curriculum (KTSP) emphasize on the ability that must achieve and owned by graduated a educational level.⁶¹ As a concept and a program Educational Unit Level Curriculum have some characteristics like:

1. *KTSP menekankan pada ketercapaian kompetensi siswa baik secara KTSP individual maupun klasikal. Dalam KTSP peserta didik dibentuk untuk mengembangkan pengetahuan, pemahaman, kemampuan, nilai, sikap dan minat yang pada akhirnya akan membentuk pribadi yang terampil dan mandiri.*
2. *KTSP berorientasi pada hasil belajar dan keberagaman..*
3. *Penyampaian dalam pembelajaran menggunakan pendekatan dan metode yang bervariasi.*
4. *Sumber belajar bukan hanya guru, tetapi sumber lainnya yang memenuhi unsur edukatif.*
5. *Penilaian menekankan pada proses dan hasil belajar dalam upaya penguasaan atau pencapaian suatu kompetensi.*⁶²

a. Standard Competence and Base Competence

Standard Competence is ability qualification of the student that described of knowledge mastery, attitude and the skill that hoped reach in definite subject. Standard Competence taken from Standard Contents (Standard Competence and

⁶⁰ Masnur Muslich, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: PT. Bumi Aksara, 2008. P. 17.

⁶¹ Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan(KTSP) dan Sukses Dalam Sertifikasi Guru*, Jakarta: PT. Raja Grafindo Persada, 2007. P. 137.

⁶² *Ibid*, p.138.

Base Competence) subject.⁶³ While Base Competence constitute to the amount minimal ability that ought to propertied by the students in mastering the definite Standard Competence subject. Base Competence chosen from Standard Contents.

b. Material Development

Teaching learning material is the material that used to achieve the purpose of teaching learning. Teaching learning material refer to developed main material that have in syllabus and the other material that support the basic competence achievement. Before the teacher develop his/her material he must to identify the material.⁶⁴

1. The relevance of the material with the Standard Competence and Base Competence;
2. The physical development degree, intellectual, emosional, social, and the students spiritual;
3. The usefulness for the students;
4. The scientific structure;
5. The depth and extent of the material;
6. The relevance with the necessity of the students and demand of environment;
7. The time allocation
8. The validity, have a test about the truth and the validity of the test;
9. The significance, the material that thought necessary for the students;
10. Utility, the material give base knowledge and skill in next level;

⁶³ Departemen Pendidikan Nasional, *Pedoman Pengembangan Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama*, Jakarta: 2004. P. 582.

⁶⁴ *Ibid*, p. 583.

11. Learnability, the material suitable to learn from difficulty aspect although usefulness aspect as thought material and the area condition;
12. The interest, the material make the students interest and have motivation to learn more advanced.

c. Teaching Activity

Learning process is done for giving the students experience in they study. Teaching learning process depend on implemented of the curriculum that used. The aim of teaching learning process based on competence is to achievement of the competence that self. Because that, approach, method and technique of teaching depend on the who to manage the teaching appropriate with the capacity and the source with the requirement of competence that have determined can be achieved. The way to measure is to look into do all of the indicator that have determined visible proven.⁶⁵

Teaching learning process can done by using soft ware and hard ware. Teaching by using soft ware like programmed instruction and modular instruction. While teaching by using hard ware like teaching machine and computer assisted instruction.

d. Teaching Model Based on KTSP

There are any models of teaching-learning, here the writer will explain about Thematic Teaching-Learning Model, portfolio Teaching Model, and Simulation Teammates Method.

⁶⁵ *Ibid*, p. 584.

a. Thematic Teaching-Learning Model

Thematic teaching-learning model is teaching learning used the topic to connected some subject, so can give meaningful experience to the students. The topic is main idea or main thinking become of topic conversation.⁶⁶ Thematic teaching-learning more emphasized in students involvement to active learning in teaching-learning process. So the students can get direct experience and try to find any knowledge that have study by they self. Thematic teaching-learning model more emphasized too in concept application learning by doing, so the teacher needed to design learning experience that can influence meaning learning of the students.⁶⁷

Thematic teaching-learning has some characteristic like : students centered, direct experiences, the subject separation not too clear, provided concept from any subject, flexible, output of teaching-learning appropriate with the interest and the students needed and used the principle learning by doing and pleasure.⁶⁸

From the explanation above the writer can conclude the thematic teaching-learning model is a part of teaching model that used the topic to connected a subject with the other subject to make the students more interest to study and give the students direct experience.

b. Portfolio Teaching-Learning Model

According to ERIC Digest quoted from Muslich “ portfolios are used in various professions together typical, are students assemble a portfolio for an art

⁶⁶ Mansur Muslich, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: PT. Bumi Aksara, 2008. p. 164.

⁶⁷ *Ibid*, p. 165.

⁶⁸ *Ibid*, P.166.

class.⁶⁹ According to Stiggins portfolio is output of students collection as output of they learning. Portfolio, useful in given information about the ability and comprehension of the students, it also given the illustration about the attitude and students attention to the subject that has given, also can indicated the achievement or increase that have get by the students from teaching-learning process.⁷⁰

From portfolio teaching-learning model hoped can raise the students interest to active study, creative and also can develop ability of comprehension value of active participation and responsible attitude.

c. Simulation Teammates Method

Simulation Teammates Method can make the class atmosphere life and happiness also there are better increasing of English ability in comprehend to the defined theme or in speaking and writing ability.⁷¹

The weakness of simulation teammates method are first, make the class situation crowded so sometime difficult to difference is it give a teaching-learning process or not. Second, cannot used repeatedly. Third, needed more supervision than usual teaching-learning process. The advantages of this method are flexible, can used for all of theme and can begin from the students that have ability of degree in base communication and can motivate the students automatic to speak English.⁷²

⁶⁹ *Ibid*, p. 210.

⁷⁰ *Ibid*.

⁷¹ *Ibid*, p. 149.

⁷² *Ibid*, p. 150.

e. Method

According to Anthony “method was described as an overall plan for systematic presentation of language based upon a selected approach”.⁷³ According to Richards and Rodgers in Brown “method was an umbrella term for the specification and interrelation of theory and practice”.⁷⁴ Method is generalized set of classroom specifications for accomplishing linguistic objectives. Method tend to be concerned primarily with teacher and students roles and behaviors and secondarily with such features as linguistic and subject-matter objectives, sequencing, and materials. They are almost always thought of as being broadly applicable to a variety of audiences in a variety of context.⁷⁵

From the definition above it can conclude that the method is one of way to teach students, to help the teacher easier to give the material to the students and the students will easier to understand too.

f. Media

According to Sadiman “*kata media berasal dari bahasa latin dan merupakan jamak dari kata medium yang secara harfiah berarti perantara atau pengantar. Media adalah perantara atau pengantar pesan dari pengirim ke penerima pesan*”. (the word of media is come from latin language and plural form of medium word that in a literal manner is intercession or escort. Media is intercession or escort message from a sender to recerver).⁷⁶

⁷³ Endang, Fauziati, *Teaching*, p. 5.

⁷⁴ Brown, H, Douglas, *Teaching By Principle*, P. 16.

⁷⁵ *Ibid*, p. 20.

⁷⁶ Arief S. Sadiman, R. Rahardjo, dkk, *Media Pendidikan*, Jakarta : PT. Raja Grafindo Persada, 1996, p. 6.

According to NEA (Education Association) in Asnawir and Usman "*media yaitu sebagai benda yang dapat dimanipulasi, dilihat, didengar, dibaca, atau dibicarakan beserta instrument yang dipergunakan dengan baik dalam kegiatan belajar mengajar, dapat mempengaruhi efectivitas program instruksional*". (media is as a thing that can be manipulation, look, listen, read, or talk together the instrument that will be used well in teaching learning can influence the effect of instructional program).⁷⁷

According to Gerlanch and Ely (1971) in Arsyad "*media apabila dipahami secara garis besar adalah manusia, materi, atau kejadian yang membangun kondisi yang membuat siswa mampu memperoleh pengetahuan, keterampilan, atau sikap. Dalam pengertian ini guru, buku, dan lingkungan sekolah merupakan media*". (in a broad outline manner media is people, material, or event that built the condition of the students until make the students get knowledge, skill, or attitude. In this meaning, the teacher, book, and school environment forms of media).⁷⁸

From the definition above that meaning of media form something that has a characteristic to giving the message and can excite the mind, filling and wish of students until can push happens study process to themselves. Using the media in a creative manner will enable the students to study well and can increase they performance appropriate with the purpose that want to reach.

⁷⁷ Asnawir and Basyirudin Usman, *Media Pembelajaran*, Jakarta : Delia Citra Utama, 2002, p. 11.

⁷⁸ Azhar Arsyad, *Media Pengajaran*, Jakarta : Rineka Grafindo Persada, 2002, p. 3.

g. Strategy

Generally, strategy has meaning accurate planning about activity to reach specific scope, term “strategy and technique” often used by turns, they are synonym.⁷⁹ Suwarna Pringgawidagda also stated that strategy generally meant a way, technique, tactic that done by someone or a group people to reach the objective that has been determined.⁸⁰ According to Mahan in Simon and Schuster strategy is planning where and how to fight.⁸¹ Strategy is the art of planning and directing military activity in a battle or war.⁸² In teaching context, strategy is meant as teacher’s ability in creating a circle system that enable its happen teaching process, in order that the learning objective that has been formulated be able to be reached and effective.⁸³ From some definition above, that is intended with strategy is accurate planning or tactic about effort of the teacher in creating the condition that enable its happen teaching learning process, which purpose to reach the learning objective that has been formulated.

Sudjana in Sabri stated that teaching strategy is teacher’s acting in using some variables such us, objective, material, method, and instrument and also evaluation in order to be able to influence students to reach the objective that has been formulated.⁸⁴ According Sudjana teaching strategy presence on implementation, as actual act or teacher’s acting when he teaches based on rules in units of

⁷⁹ Henry Guntur Tarigan, *Strategi Pengajaran dan Pembelajaran Bahasa*, Bandung : Angkasa, 1993, p. 2.

⁸⁰ Suwarna Pringgawidagda, *Strategi Penguasaan Berbahasa*, Yogyakarta : Adicita Karya Nusa, 2002, p. 88.

⁸¹ Simon and Schuster Malmillian, *International Encyclopedia of the Social Sciences*, New York : Prentice Hall, 1968, p. 281.

⁸² A.S. Hornby, *Oxford Advanced learner 's*, p. 179.

⁸³ H. Ahmad Sabri, *Strategi Belajar Mengajar*, Jakarta : Quantum Teaching, 2005, p. 1.

⁸⁴ *Ibid*, p. 2

instruction. By the other word, he considers teaching strategy as realization teaching design.⁸⁵

In teaching learning process, a teacher must have known the habitual before teaching. Such as make teaching planning that pour in a unit of lesson actually is planning namely project about what the teacher must be done in learning process. Then, as a teacher who has realized what he must do for creating the teaching learning condition that can deliver the students to their objective. Teacher's job here of course efforts to create the comfortable learning condition for all of students.

According to Waldemar Marton a language teaching strategy is defined as a globally conceived set of pedagogical procedures imposing a definite learning strategy on the learner directly leading to the development of competence in the target language.⁸⁶

4. Evaluation

According to Gronlund evaluation may be defined as a systematic process of determining the extent to which instructional objectives are achieved by pupils. There are two important aspects of this definition. First, note that evaluation implies a systematic process, which omits casual, uncontrolled observation of pupils. Second, evaluation assumes that instructional objectives have been

⁸⁵ *Ibid*, p. 34.

⁸⁶ Waldemar Marton, *Methods in English Language Teaching*, New York : Practice Hall, 1988, p. 1.

previously identified. Without previously determined objectives, it is difficult to judge clearly the nature and extent of pupil learning.⁸⁷

Nurkencana and Sunartana state "*evaluasi dapat diartikan sebagai suatu tindakan atau suatu proses untuk menentukan nilai segala sesuatu dalam dunia pendidikan atau segala sesuatu yang ada hubungannya dengan dunia pendidikan*".⁸⁸ (evaluation can be definite as the action or process to determine the value of anything in education world or anything related to the education world).

So, the evaluation aims to obtain data as the prove of teaching-learning process result and show up the ability and the students success in reaching curricular objective. Beside that, evaluation is also used by the teacher and education supervisor to measure or to assess how far the affectivity of teaching experience, learning process, the method used in teaching and it done to support the effort in improving the quality of learning activity.

In evaluation of English there is test. The test should also enable the teacher to ascertain which parts of the language program have been found difficult by the class. In this way, the teacher can evaluate the effectiveness of the syllabus as well as the methods and materials he is using. A test which sets out to measure a student's performance as fairly as possible without in any way setting traps for him can be effectively used to motivate the students.⁸⁹

⁸⁷ David Nunan, *The Learner-Centred Curriculum*, Cambridge : University Press, 1990, p. 119.

⁸⁸ Wawan Nurkanca and Sunartana. *Evaluasi pendidikan*, Bandung: Usaha Nasional.1986. P.1.

⁸⁹ J.B. Heaton, *Evaluation of Language Teaching*, London: Longman, 1974, p. 2.

Ways of assessing performance in the four major skills may take the form of test of :

- a. Listening (auditory) comprehension, in which single utterances, dialogues, talks and lecturer are given to the taste.
- b. Speaking ability, usually in the form of an interview, a picture description, and reading aloud.
- c. Reading comprehension, in which question are set to test the student's understanding of a written text.
- d. Writing ability, usually in the form of essay, letters and reports.⁹⁰

In conclusion, the evaluation done in teaching learning process to know the result of the teaching that have done by the teacher, to know the students ability and to motivate the student to study.

C. Frame of Thinking

Frame of thinking of this study is the writer wants to know the English teaching-learning process at second year students of MTsN-2 Palangka Raya based on KTSP (Educational Unit Level Curriculum). It will be gotten through some operational concept. Such us teacher's mastery of English material, knowing of English curriculum, method or strategy of teaching-learning process and the evaluation of teaching-learning process. All of them have influenced to the teaching-learning process when the teacher will be teaching. He/she has to apply the method or strategy that suitable with the material given. Such as time of

⁹⁰ *Ibid*, p. 4.

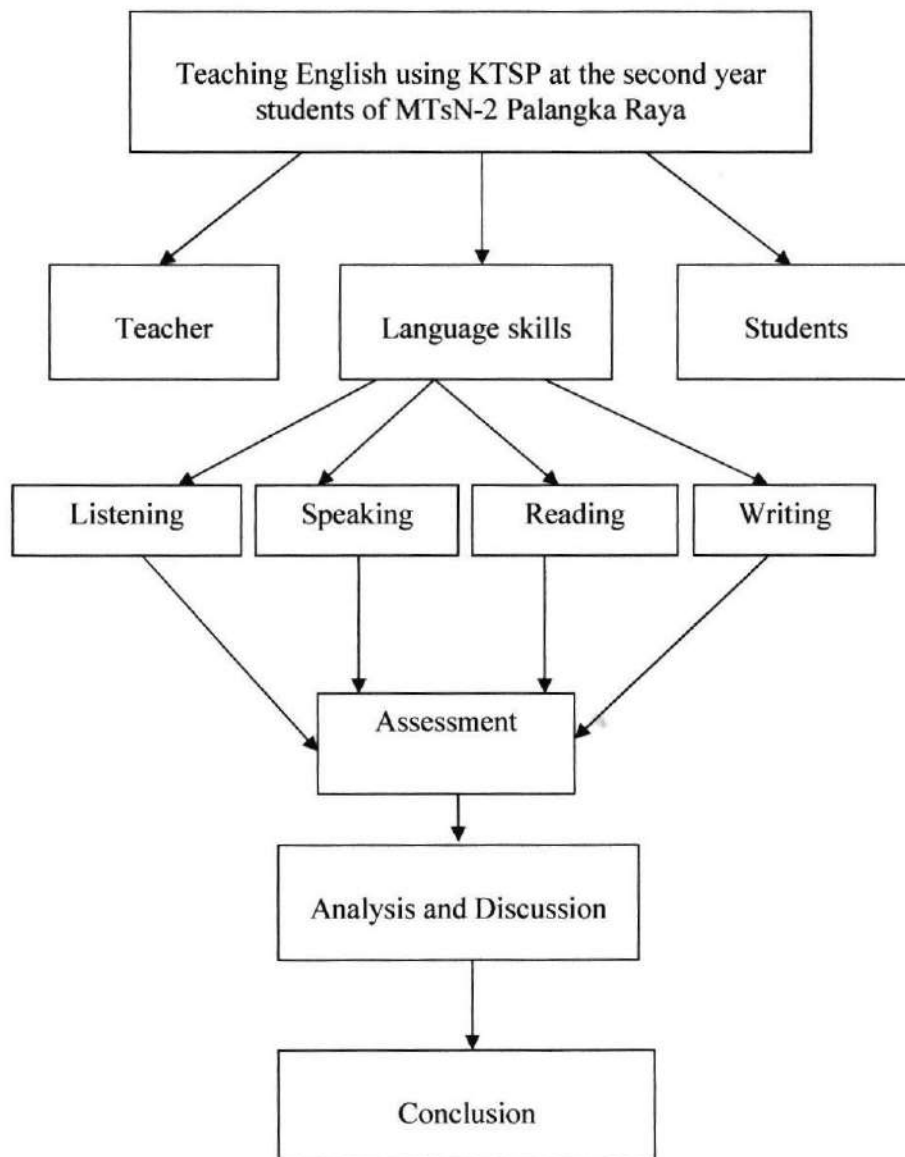
lesson, situation, condition, and facilities which can give motivation and support for the students.

KTSP that constitute to complete the curriculum 2004 (CBC) it was an operational curriculum that arranged and done by each educational unit or school. English teaching learning process at second year students of MTsN-2 Palangka Raya has used KTSP, by using KTSP the teacher taught English in every skill by using it. The teacher guided the students to learn English according to standard competence, basic competence, and the indicator of language skills.

In applying of teaching learning process the teacher guided the students to more active in learning English, like memorizing vocabularies, comprehend the text, retell something, etc.

The writer wanted to know how the English teaching learning process at MTsN-2 Palangka Raya based on KTSP, how the teacher taught the language skills, the teacher mastery of the material and the students activities in teaching learning process of English.

From frame of thinking that have been explained, they can be made in sketch as follows :



CHAPTER III

RESULT OF THE STUDY

A. The English Teacher Did in Teaching Listening, Speaking, Reading, and Writing at the Second Year Students of MTs-N 2 Palangka Raya Based on KTSP

Teaching is a process to show or help someone to learn how to do something, provide knowledge. Teaching is guiding and facilitating learning, enabling the learner to learn, setting the conditions for learning.

In teaching learning based on KTSP the teacher did not free to choose the material to be taught to the students, she had guidance in her teaching. In teaching learning process she used English to communicate with her students. Before teaching learning process she greeted the students, checked the present list, asked the students news, asked the last material and introduced the new material.

In teaching learning activities at MTsN-2 Palangka Raya, she used some kinds of media of teaching like: computer, television, VCD player, laboratory and library.

1. Teaching Listening

Listening was a tray to hear somebody or something, to pay attention. Listening was a process of translating information before the object conclude it by

his/her own opinion. This activity can be said as the encoding mental process that was the process of registering information in memory.

In teaching listening the teacher used reading text too, here the teacher hoped the students were able to listen and write the words without looking it. In teaching listening the teacher used two ways. First, the students opened the text and listened the teacher read the text two times after that the teacher ordered the students to close the text then ordered the students to write the text without looking the text but just listening from the teacher. Secondly, the teacher gave the students a text but it was not complete yet. The teacher explained the text first after that she ordered the students to complete the text by listening the cassette.

The writer analyzed the teacher. She had good enough in her teaching listening process because first she prepared the text as a material in his teaching learning process, she invited the students to pay attention in listening the words of English that was said by the teacher or from the cassette. For the first way, the writer analyzed it was not good enough because the students had a complete text first than after the teacher read it two times she ordered the students to close the text, the writer analyzed there were some students could see the complete sentence. For the second way the writer analyzed that it was a good way in teaching listening to complete the text.

2. Teaching Speaking

Speaking was the process of building and sharing meaning through the used of verbal and non verbal symbol, in variety of context. Speaking was a

communicative competence in language teaching learning that the students bring in their interaction. Actually, the learner focused on how to practice the language as well as they can do. They spoke to transfer the message, emotions, or their imaginations using the language. It mean, the students must expose to three key items such as form focused instruction that meant attention to details of pronunciation, grammar, and vocabulary, meaning focused instruction meant opportunities to produce meaningful spoken messages with real communicative purposes and opportunities to improve fluency.

In teaching speaking the teacher ordered the students to retell the story or the other writing in front of the class one by one. Usually in teaching speaking there was connected with the teaching writing. The teacher taught writing first then taught speaking. In teaching writing the teacher ordered the students to write after the teacher corrected it she ordered her students to retell it in next meeting. In teaching speaking the teacher called her students one by one to retell they writing in front of the class, after retelling it, the teacher ordered the students to ask if there was no students to ask she will ask.

The writer analyzed the teacher had good way in her teaching speaking, here she made her students to confidence to speak English loudly in front of the class, when a student told the story in front of the class the other students attend it because they will get turn to retell thier material too in front of the class, it was good way to practice their bravery to speak English. The teacher ordered the students to retell the story to make the students could understand about the story that would be told than to make the students more mastered the story so they

could confidence to retell the story and made they were able to speak English, but there were some students could not prepare their material, so they could not master and retell it clearly. The writer analyzed the students that did not mastery the story, because they did not prepare well at home, they prepare in the class, the writer saw it before the teacher came and when the teaching learning process had been begun, there were some students still prepared the material.

3. Teaching Reading

Reading was a process done to achieve the message, information, or case in the text. Reading was not only process of receiving information, but also process of making and saving the data in the readers' brain. As the result of reading, it can be seen that the readers need feedback. Thus, understand what they read.

In teaching reading at second year student of MTsN-2 Palangka Raya the teacher used text like descriptive text, narrative text, and recount text. Before teaching learning process the teacher had prepared the lesson plan to guide the teaching learning process. In teaching reading she prepared the text and all of the students had the text too. First, she read the text loudly and after that she explained some difficult vocabularies, before she continued her lesson she ordered her students to read the text loudly one by one. Then, she invited her students to discussed about the text, translated the text sentence by sentence until the students understood about it. Then, she ordered the students to ask her if they did not understand it, because from the question of the students she knew the students got difficulties in her teaching learning process. After that, she invited her student to

summary the text, then she ordered the students to answer the question about the text.

In teaching reading the teacher taught reading comprehension to her students, so she explained every sentences clearly and made her students more understand.

The writer analyzed the teaching learning process of reading. It was good because all of the students could understand about the text, the teacher helped them to explain about some difficult vocabulary and when the teacher asked them they could answer it clearly. The teacher read loudly the text first and gave the students information about how to read every words in the text. The teacher explained about some difficult vocabulary to help the students guessed the topic of the text and content of the text. Then, the teacher ordered the students to read loudly and practice they mouth to read English because to practice English we must say it. Then, the teacher invited the students to discuss about the text. Here, the teacher and the students did together to translate the text so the students were not passive they were taught about the meaning of every word in the text. The teacher ordered the students to ask her to know the students' understanding about the text. Then, the teacher ordered the students to make summary of the text to know the students' mastery of the text, and then, the teacher ordered the students to answer the questions in the book to take the score of the students.

4. Teaching Writing

In teaching writing the teacher ordered the students to write an essay, before that the teacher discussed with the students about the step to write of writing essay. The teacher ordered the students to decide the content and purpose of writing that was suitable with the topic that has been given by the teacher. The teacher ordered the students make draft of writing. In teaching writing the teacher ordered her students to write the essay suitable with the step that has been studied and attention of variety writing language, content, purpose and the main idea that has been given by the teacher.

The writer analyzed in her teaching writing the teacher have good enough categorized because from ordered the students to made essay the students can more memorized many vocabularies and can add some new vocabularies too, not only that the teacher taught the students to attend the variety of writing language, the content, the purpose and the main idea in made a writing essay.

B. The English Teacher Did Assessment in Teaching Listening, Speaking, Listening, and Writing at the Second Year Students of MTsN-2 Palangka Raya Based on KTSP.

Assessment as we saw it, was the systematic collection of evidence to determine whether in fact certain changes are taking place in the learners as well as to determine the amount or degree of change in individual students. Assessment was the process of delineating, obtaining, and providing useful

information for judging decision alternative. assessment of English based on KTSP not only based on score of every skill but also with score of SKBM, so score of every skill collected by score of SKBM.

1. Assessment in Teaching Listening

In assessment of teaching listening the teacher used reading text too, she explained about the text first than after that she gave the students the text but it was not complete, she blanked some words to order the students to fill the blank words.

The writer analyzed, the teacher did assessment in teaching listening, she evaluated the students ability in writing the word correctly and completing the text. She ordered the students to complete the text in her assessment of teaching listening.

2. Assessment in Teaching Speaking

In teaching speaking the teacher hoped the students were able to speak, to tell storytelling, and to communicate with the other people. In teaching learning process, the teacher used English to communicate with the students, it was to motivate the students to speak English.

In teaching speaking the teacher ordered the students to retell the story in front of the class. The teacher did assessment of teaching speaking to know the students ability in speaking English. The teacher evaluated her students in intonation, articulation, and the structure of the sentence.

The writer analyzed the teacher assessment of teaching speaking to know the ability of the students in speaking English, to motivate the students, to give self confidence to the students to speak and listen English in their life.

3. Assessment in Teaching Reading

The teacher did assessment in every teaching learning process. In teaching reading the teacher explained the material until the students understood, to know the students had understand or not the teacher gave question to her students, it also as assessment of her teaching reading. In assessment of reading the teacher evaluated in reading comprehension, usually in teaching reading she used text and evaluated the students' comprehension by using text. She gave the question according to the text that has been taught.

The writer analyzed the teacher did assessment of teaching reading, she evaluated it in reading comprehension, if the students understood and mastered about the text they can answered the questions that have been given by the teacher.

4. assessment in Teaching Writing

In teaching writing, the teacher hoped the students were able to write correctly in make sentence, paragraph, or text. In teaching writing the teacher gave the students the topic, then ordered the students to decide the content and the purpose of the writing according the topic that have been given by the teacher.

She evaluated the students in the accuracy of structure, accuracy of content and accuracy of diction.

In her assessment, she did assessment of teaching writing to know the students understanding in sentence, choosing the word and developing the content of the topic. By writing the the students can remember the vocabulary that they have known.

C. The English Teaching Learning Process at the Second Year Students of MTsN-2 Palangka Raya.

1. The First Observation.

The observation has done on May, 2nd 2009. Based on observation, the condition of VIII-A class before the teacher came to the class the students made noise and some students outside the class. When the teacher came to the class, the situation was change calm down. Then, before the teacher explained the materials, the teacher gave some suggestions to the students to did not make noise when the lesson started.

The teacher used English to communicate with her students, in pre-activities the teacher opened the class by greeting the students, checked the present list, and asked the students readiness to retell they material in front of the class. In whilst-activities the teacher ordered the students to retell the story. The teacher called one of students to retell it, when she retell it there were some students laugh then the teacher ordered them to not laugh. There were some students memorized

their material on they chair. After the student retell the story the teacher gave opportunity to ask, if from the students did not have question so the teacher asked the students, and there were some students could not mastery the story so they could not told it clearly in front of the class. Then the teacher ordered the students back to the chair to prepare it first, then she called the other students to retell the story that has prepared. The teacher evaluate the students in they intonation, articulation, and the structure of the sentence.

In post-activities, the teacher gave some suggestions to the students to speak loudly when retell, invited the students to do not shy to speak English. Before she closed the class activities she asked to three students who could not retell clearly to prepare they material in next meeting. The teacher ordered them in next meeting could retell better, then the teacher closed the class activities by greeting the students.

2. The Second Observation

The observation has done on May, 4th 2009. In pre-activities the teacher opened the class by greeting the students, checked the present list and asked the students about the material last week. In whilst-activities the teacher ordered the students to discuss about the material that have been given by the teacher in last meeting. The material about discussing of the legend story.

The students devided into five group, every group had a story that would be retell by the representative group. After all of the students had in they group the teacher ordered the first group to retell they legend story. The first group retell

about the legend story by the title was “ roro jongrang “ after the first group had retell the legend story the teacher ordered the other group to ask the first group. The first group could not answered directly so the teacher ordered the second group to retell they legend story, the second group retell the legend story by the title “ toba lake” after the second group finished retell it the teacher ordered the other group to ask the second group too, then the second group answered it directly then after that continued to the thrid group to retell they legend story, the thrid group retell the legend story by the title was “Princes Cinderela” like the first and the second group after the thrid group retell it the teacher ordered the other group to ask, the thrid group could not answered all of the questions so the teacher ordered the fourth group retell they legend story, by the title was “ Malin Kundang” after the fourth group retell they legend the teacher ordered the other group to ask the fourth group. The fourth group could answered directly all of the questions from the other group, then the teacher ordered the last group to retell they legend story. Like the other group, after the five group retell they legend the teacher ordered the other group to ask the last group, then the last group answered it directly. Before the teacher closed the class activities she ordered the first and the thrid group to answer the questions that could not answered, after all of the questions have answered she ordered the students to back in they chair. In post-activities the teacher motivate the students to study and more active to speak English. Then the teacher closed the class activities by greeting the students.

3. The Third Observation

The observation has done on May, 7th 2009. Based on the observation, the condition of VIII-A class before the teacher came to the class the students made noise and some students outside the class. When the teacher came to the class, the situation was change calm down. Then, before the teacher explained the material she suggested her student to do not made noise.

In pre-activities, the teacher opened the class activities by greeting the students, checked the present list, asked the students about the material in last meeting and gave information about the new material. In whilst-activities the teacher ordered the students to open their book on page 48. Today she taught reading to her students. On page 48 there was a text by the title “ The Hellish Experience of Drug Abuser ”. Before she read the text she ordered the students to pay attention to her reading.

The teacher read all of the paragraph of the text loudly and the students attend it. After she read the text she explained about some difficult vocabularies, then she ordered her students to read loudly paragraph by paragraph. After that she invited her students to discuss about the text, she explained every sentences of the text until the students understand about it, before she continued her lesson she gave oppurtunity to her students to ask. After she explained she asked to the students about the summary of the text, what kind of the text and what are the lesson that could we get from the text.

The teacher ordered the students to answer the question in the book, after the students finished answered the questions and collected it. In post-activities, the teacher closed the class by greeting the students.

4. The Fourth Observation

The observation has done on May, 14th 2009. Based on observation, the condition of the VIII-A class before the teacher came the students made noise. Only a few students studied in the class. When the teacher came to the class, the students sit silently in their chair. Like usual in pre-activities, the teacher opened the class by greeting the students, the students have been ready to study, then the teacher checked the present list, and asked the students about the last material. Before she explained the material, the teacher gave suggestions to the students in order that they did not make noise when the teacher explained about the material.

In whilst-activities, the teacher explained about comparative adjective. The method used by the teacher was communicative approach. She combine between English and Indonesian language. The teacher explained about the material then gave some examples of the adjective (comparative degrees). The teacher explained about the characteristic of the adjective (comparative degrees), then she ordered the students to write it. After the teacher explained about the material she gave the task to the students, then after the students have answered the task she invited her students to discuss about the task together. Before she closed the class activities she gave conclusion about the material and suggested the students to study English, then she closed the class activities by greeting the students.

The writer analyzed when the observation has done the teacher used English to communicate with her students like to check the present list, talk with the students before giving the material, and in ordered the students. She used Indonesian language when explained the material, but sometime in explain the material she combine between English and Indonesian language.

According interview with Mrs. Rusdiana, S.pdi, the problems that she found in teaching English are depend on the students interest, ability, desire to study English, less of students ability in speak and grammatical stucture are the problems too in teaching learning English.

CHAPTER IV

CLOSING

A. Conclusion

Based on the result of research that have been done, it can be gotten the conclusion such as:

1. The English teacher did in teaching listening, speaking, reading, and writing at the second year students of MTsN-2 Palangka Raya based on KTSP (Educational Unit Level Curriculum) used by the school

In English teaching learning process the teacher had learning scenario, the learning scenario consist of pre-activities, whilst-activities, and post-activities. In teaching learning of listening when pre-activities the teacher communicated with her students used English like checked the present list, asked the students about the last material, and gave information about the new material that would be taught. When whilst activities the teacher ordered her students to listen the cassette one time, then she gave the students a text but it was not complete yet, before continued to listening the cassette the teacher ordered the students to complete the text by listening the cassette that would be turned on. When post-activities the teacher explained about the material that has taught about the meaning, the pronounce, and the form of the word that has used in the text.

In teaching learning of speaking when pre-activities the teacher greeting the students, checked the present list, asked the students about the last material,

and gave information about the new material. When whilst-activities the teacher ordered the students to retell the story. When post-activities the teacher gave suggestions how to speak English in front of people, and motivate the students not to be shy to speak English.

In teaching learning of reading when pre-activities the teacher greeting the students, checked the present list, and asked the students orally about the material that would be taught. When whilst-activities the teacher read loudly the text and the students listen it. Then, the teacher gave meaning of difficult vocabulary, found the topic of the text, and after that the teacher ordered the students to read the text loudly one by one, found the detail information in the text, and answered the questions. When post-activities the teacher gave explanation about the text, and motivate the students to practice read English text loudly and comprehend it.

In teaching learning of writing when pre-activities the teacher greeting the students, checked the present list, asked about the last material, and gave information about the new material. When whilst-activities the teacher ordered the students to write an essay, before the teacher discussed with the students about the step to write of writing essay. The teacher ordered the students to decide the content, and the purpose of writing that will suitable with the topic that has been given by the teacher. When post-activities the teacher gave suggestions and motivates the students.

The writer conclude when pre-activities the teacher appropriated with the characteristic of KTSP in developing the students knowledge, comprehension,

and interest to be skilled individual. When whilst-activities the teacher appropriated with the characteristic of KTSP in KTSP oriented in result of the study and variety. When post-activities the teacher motivates the students that appropriated with the characteristic of KTSP in developing the students knowledge.

In teaching learning process, the teacher used variety of approach or method. For example, in teaching listening the teacher used communicative approach and discussing method but in teaching speaking the teacher used memorizing method. The teacher developed the method in teaching learning process based on the condition of the class and the material that would be taught to the students. In learning source not only teacher but also book and the other media like : television, radio, and internet.

2. The English teacher did assessment of listening, speaking, reading, and writing at the second year students of MTsN-2 Palangka Raya based on KTSP (Educational Unit Level Curriculum) used by the school

In listening assessment the teacher used reading text, she explained about the text first then after that she gave the students a text but it was not complete, she blanked some words to order the students to fill the blank words. In speaking assessment the teacher evaluated her students in intonation, articulation, and the structure of the sentence. To know the students ability in speaking she ordered her students to retell the story. In reading assessment the teacher evaluated the students' comprehension by

using the text, she gave questions according the text that has been taught. In writing assessment the teacher evaluated her students in the accuracy of structure, accuracy of content, and accuracy in diction. She ordered her students to write in teaching writing, she gave the topic then ordered the students to decide the content and the purpose of the writing according the topic that have been given by the teacher.

The writer conclude the teacher did the assessment appropriated with the KTSP in assessment emphasize in process and learning outcomes in competence achievement.

B. Suggestion

1. In teaching learning process the English teacher can use the various of methods and media to make the teaching learning more useful for the students and it would help the teacher to teach the material and to know the result of the students in receiving the material.
2. Using various method and media can motivate the students to learn English. It can help them in memorizing, receiving and comprehending the material more effective.

REFERENCES

- Asnawir dan Usman, Basyiruddin, *Media Pembelajaran*, Jakarta : Delia Citra Utama, 2002.
- Arsyad, Azhar, *Media Pengajaran*, Jakarta : Rineka Grafindo Persada, 2002.
- Brown, H.D, *Principles of Language Learning and Teaching (4th ed)*. New York: Longman, 2000.
- , *Teaching By Principles (2nd ed)*. San Francisco: State University, 2001.
- Cooper, J. David, *Improving Reading Comprehension*, Boston : Houghton Mifflin Company, 1986.
- Crowther, Jonathan, *Oxford Learner's Dictionary of Current English*, New York : Oxford University Press, 1995.
- Donn, Byrne, *Teaching Writing Skill*, England : Long Man, 1979.
- Dullay, Heidi, et al, *Language Two*. New York : Oxford University Press. 1982.
- Departemen Pendidikan Nasional, *Pedoman Pengembangan Silabus Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama (SMP)*, Jakarta, 2004.
- Departement Agama RI Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, *Pedoman Pelaksanaan Kurikulum Berbasis Kompetensi dan Tata Tertib Pergaulan Mahasiswa STAIN Palangka Raya*, Palangka Raya, 2004.
- Fauziati, Endang, *Teaching of English as a Foreign Language (TEFL)*, Surakarta: Muhammadiyah University Press, 2002.
- Heaton, J. B. *Evaluation of Language Teaching*, London: Longman, 1974.
- Hornby, A. S, *Oxford Advanced Learner's Dictionary*, New York: Oxford University Press, 1995.
- Kunandar, *Guru Profesional Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses Dalam Sertifikasi Guru*, Jakarta : PT. Raja Grafindo Persada, 2007.

- Magpura, Jam'an, *Teaching of English Participle and gerund of the second year students of the Junior high school students of Nahdatul Ulama Palangka Raya*, Thesis Stratum One, Palangka Raya : STAIN Palangka Raya, 2007.
- Moleong, J. Lexy, *Metodologi Penelitian Kualitatif*, Bandung: Remaja Rosdakarya, 2004.
- Murdibjono, *English for the Junior High School*, Malang: IKIP Malang, 1996.
- Muslich, Masnur, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, Jakarta: PT. Bumi Aksara, 2008.
- , *KTSP Dasar Pemahaman dan Pengembangan*, Jakarta: PT. Bumi Aksara, 2008.
- Marton, Waldemar, *Methods in English Language Teaching*, New York : Practice Hall, 1988.
- Nurdin, H. Syafaruddin dan M. Basyiruddin Usman, *Guru Professional & Implementasi Kurikulum*, Jakarta: Ciputat Press, 2002.
- Nunan, David, *Language Teaching Methodology*, New York : Printice Hall, 1989.
- , *The Learner-Centred Curriculum*, Cambridge : University Press, 1990.
- Pringgawidagda, Suwarna, *Strategi Penguasaan Berbahasa*, Yogyakarta : Adicita Karya Nusa, 2002.
- Rahardjo, Mudjia, *Pengantar Penelitian Bahasa*, Malang: Cendikia Para Mulya, 2000.
- Roekhan, Nurhadi, *Dimensi-Dimensi Pengajaran dalam Bahasa Kedua*, Bandung: Sinar Baru, 1990.
- Rugayah, *English Teaching Strategies Applied By English Teacher In Creating Students' Active Learning at MAN Model Palangka Raya*, Thesis Stratum One, Palangka Raya : STAIN Palangka Raya, 2008.
- Sabda, Syaifuddin, *Model Kurikulum Terpadu Iptek & Imtaq*, Ciputat : Quantum Teaching, 2006.
- Sabri, H. Ahmad, *Strategi Belajar Mengajar*, Jakarta : Quantum Teaching, 2005.
- Sadiman, S. Arief, Rahardjo, R. Dkk, *Media Pendidikan*, Jakarta : PT. Raja Grafindo Persada, 1996.

- Simon and Schuster Malmillian, *International Encyclopedia of the Social Sciences*, New York : Prentice Hall, 1968.
- Soenardi, M. Djiwandono, *Tes Bahasa Dalam Pengajaran*, Bandung : 1996.
- Sunartana, dan Wawan Tarjana, *Buku Pengajaran Kuliah Nurkencana, Evaluasi Pendidikan*, Bandung : Usaha Nasional, 1974.
- Sugiono, *Metode Penelitian Pendidikan : Pendekatan Kuantitatif, kualitatif, dan R&D*. Bandung : Alfabeta, 2006.
- Sukmadinata, Syaodih, Nana, *Pengembangan Kurikulum Teori dan Praktek*, 1999.
- Suprihati, *The Teaching Method of Reading at the First Class of SMPN-1 Pandih Batu Pulang Pisau Regency*, Thesis Stratum One, Palangka Raya : STAIN Palangka Raya, 2007.
- Tim Penyusun, *Pedoman Penulisan Skripsi STAIN Palangka Raya*, Palangka Raya : STAIN Palangka Raya Press, 2007.
- Tarigan, Guntur, Henry, *Strategi Pengajaran dan Pembelajaran Bahasa*, Bandung : Angkasa, 1993.
- Tika, Yulia, *English Teaching Media Used By English Teacher at MAN Model Palangka Raya*, Thesis Stratum One, Palangka Raya : STAIN Palangka Raya, 2008.
- Utin Nely Ariati, *English Teaching Methods in Madrasah Ibtidayah Negeri (MIN) Model Pahandut Palangka Raya*, Thesis Stratum One, Palangka Raya : STAIN Palangka Raya, 2007.

Other References

<http://reading.varegon.edu/comp.what.php>/accessed on April 10th 2008.

[http://iteslj.org/article/kayi-Teaching Speaking.html](http://iteslj.org/article/kayi-Teaching%20Speaking.html) (online on November 11th 2006).

[http://kursusinggris: English course. Word Press.com.](http://kursusinggris.wordpress.com) (online on September 4th 2008).

[http://robertsumardi.tujuan-belajar-bahasa-inggris. Word Press.com.](http://robertsumardi.tujuan-belajar-bahasa-inggris.wordpress.com)(online on September 4th 2008).

<http://www.jalt-publications.org/tlt/files/97/jan/speaking.html>. (online on January 13th 1997).

<http://www.Writing/robinson> (online on September 5th 2003).

INTERVIEW GUIDE

- 1. Do you prepare lesson plan before teaching learning process?**
Yes, I prepare lesson plan before teaching learning process but in teaching learning process sometime I cannot achieve all of the indicator it caused the limited time in teaching learning process, so sometime I used one lesson plan for two or three times meeting.
- 2. What are the method you used in your teaching?**
Usually I used communicative approach, Total Physical Respon, discussed, question-answer, etc. I used the method according to the material and the situation.
- 3. What are the media you used in your teaching?**
I used media in my teaching learning process like book, picture, and cassette.
- 4. How do you teach reading?**
In taught reading I used reading text, like descriptive text, narrative text, and recount text. For example, I taught the text by the title "face on the jungle", first I read the text loudly and after that I explained about some difficult vocabularies, then I invited the students to discuss about the text, translated the text paragraph by paragraph until the students understood about it. Then I ordered the students to ask if they still not understood. Because from the question of the students I know the students' difficulties in my teaching. Usually after that I ordered the students to make a summary of the text and answer the questions on the book.
- 5. How do you teach listening?**
In taught listening I used reading text, first the students open the text and listen the teacher read the text two times after that the students closed the text then I ordered the students to write the text without saw the text but just listen from my voice. Secondly, the students I gave text but the text not complete, then I explained about the text first after that I ordered the students to complete the text by listen the text.
- 6. How do you teach speaking?**
In taught speaking I ordered the students to retell in front of the class one by one. Sometime in teaching speaking there was connected with the teaching writing. I taught writing first and for the next meeting I taught speaking. So, the students retell they writing in last meeting.
- 7. How do you teach writing?**
In taught writing I ordered the students to write, before they made writing paragraph I gave an example first. For example about descriptive text, I gave explanation about it, then after that I ordered the students to make a descriptive paragraph.
- 8. How do you do in reading evaluation?**
In reading evaluation I evaluate from reading comprehension. Students comprehend the text first then I gave question for them.
- 9. How do you do in listening evaluation?**

I ordered the students to fill in the blank words in the text or the students completion the text.

10. How do you do in speaking evaluation?

I ordered the students to retell something in front of the class, I evaluated the students ability in students intonation, articulation, sentence, and grammatical structure of they speaking.

11. How do you do in writing evaluation?

I ordered the students to wrote, I evaluated the students writing from the structure, content, and diction of the sentence, paragraph or text.

12. How do you motivate the students to study English?

I motivate the students by remembered the students to spoke English when teaching learning process of English with the teacher or they friends, if they cannot done it they will pay Rp. 1000 fine for one word.

13. What do you hope for the students after following the teaching learning process of English?

I hope the students have wish to study English, from they wish to study English the students will able to develop they ability and they able to use English in formal or nonformal situation.

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTsN-2 Palangka Raya
Mata Pelajaran	: Bahasa Inggris
Kelas / Smt	: VIII/2
Alokasi Waktu	: 2 x 40 menit

I. Standar Kompetensi :

Mendengar: Memahami makna dalam percakapan transaksional dan interpersonal lisan serta teks lisan fungsional dan monolog pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

Merespon makna dalam teks lisan fungsional atau monolog pendek sederhana secara akurat, lancar dan berterima.

III. Indikator :

Memahami makna / isi teks lisan pendek berupa narrative

IV. Materi Pokok :

Narrative text

V. Metode Pembelajaran :

Tanya jawab, diskusi, penugasan.

VI. Tujuan Pembelajaran :

Siswa dapat memahami makna dalam teks narrative pendek sederhana serta cara membaca atau menyampaikannya.

VII. Langkah-langkah Pembelajaran :

1. Pendahuluan
 - a. Guru dan siswa saling memberi salam
 - b. Guru memberikan pertanyaan tentang materi yang akan dipelajari
 - c. Guru memberikan informasi tentang materi yang baru
2. Kegiatan Inti
 - a. Siswa menyimak teks dari kaset / dibacakan guru dan mencatat isi dan ciri-ciri teks
 - a. Bertanya jawab tentang teks
 - b. Berdiskusi tentang ciri-ciri narrative dan pola kalimat yang digunakan
 - c. Guru membagikan teks yang telah dikosongkan beberapa bagian teksnya
 - d. Siswa melengkapi teks sambil mendengar kaset / dibacakan guru
3. Penutup
 - a. Guru memberikan tugas mendengarkan acara berita bahasa Inggris dan mencatat hal-hal penting yang dapat dilaporkan

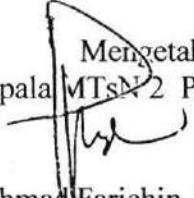
b. Guru memberi salam dan motivasi

VIII. Alat dan Sumber Belajar :

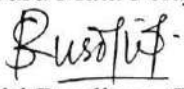
Narrative text

IX. Penilaian :

1. Teknik: Portofolio dan tes lisan
2. Instrument:
Listen and complete the text, then perform in front of the class!

Mengetahui;
Kepala MTsN 2 Palangka Raya,

Achmad Farichin, M.pd,
NIP 197112251998021001

Palangka Raya, 2 Mei 2009

Guru Mata Pelajaran

Siti Rusdiana, S. Pd
NIP 150 291 338

APPENDIX

The Princess Who Love to Sing

Princess Isabel loved to sing very much. She sang anytime and anywhere. When she was singing, everyone must be quiet. If not, she would punish them.

One day an old beggar asked her some money while she was singing. Princess Isabel was very angry, but the beggar was angry too. The old beggar was actually a witch. She cursed Isabel, "from now on, you cannot sing!"

Fortunately, there was a fairy. She was a good one. She said, "you can sing again after you do a good thing to someone else".

From then on, Isabel was always good to everybody. She wanted her voice back. However, it never came back. So, she traveled from one city to another to do good things.

One day, when she took in a forest after her long journey, she saw a thin little boy. The boy was hungry. Without thinking of her self, Isabel gave her only sandwich. suddenly, she sang. The beautiful voice was back.

EXERCISE

1. Listen and complete this text!

The Princess Who Love to Sing

Princess Isabel loved very much. She sang and
When she, everyone must be quiet. If not, she would

One day an asked her somewhile she was singing.
Princess Isabel was, but the beggar was angry too. The old beggar was
..... a witch. She cursed Isabel, "from now on, yousing!"

Fortunately, there was She was a good one. She said, "you
again after you do thing to else".

From then on, Isabel was to everybody. She wanted her
.....back. However, it came back. So, she traveled from one city to
.....to do things.

One day, when she in a forest after her journey, she saw a
thin little boy. The boy Without of her self, Isabel gave her
only sandwich., she sang. The voice was back.

Keys Answer

1. to sing
2. anytime
3. anywhere
4. was singing
5. punish them
6. old beggar
7. money
8. very angry
9. actually
10. cannot
11. a fairy
12. can sing
13. a good
14. someone
15. always good
16. voice
17. never
18. another
19. good
20. took a rest
21. long
22. was hungry
23. thinking
24. suddenly
25. beautiful

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5x5
3. Nilai maksimal = 10
4. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}}$

B. Pedoman Skor

No	FAKTOR	PENILAIAN	SKOR	SKALA
1.	Kompleksitas	Tinggi	1	50-64
		Sedang	2	65-80
		Rendah	3	81-100
2.	Daya dukung sekolah	Tinggi	1	81-100
		Sedang	2	65-80
		Rendah	3	50-64
3.	Siswa	Tinggi	1	81-100
		Sedang	2	65-80
		Rendah	3	50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM
Mendengar	Memahami makna / isi teks lisan pendek berupa narrative				

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah : MTsN-2 Palangka Raya
Mata Pelajaran : Bahasa Inggris
Kelas / Smt : VIII/2
Alokasi Waktu : 2 x 40 menit

I. Standar Kompetensi :

Berbicara: Mengungkapkan makna dalam bentuk teks lisan fungsional dan monolog pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

Merespon makna dalam teks lisan fungsional atau monolog pendek sederhana secara akurat, lancar dan berterima.

III. Indikator :

1. menceritakan kembali (story telling) folktales yang pernah didengar atau dibaca secara lisan
2. Mampu memberikan laporan singkat tentang suatu kegiatan atau kejadian secara lisan

IV. Materi Pokok :

Narrative text
Recount text

V. Metode Pembelajaran :

Tanya jawab, diskusi, penugasan.

VI. Tujuan Pembelajaran :

Siswa dapat menjelaskan cara / langkah-langkah atau prosedur penggunaan atau pembuatan sesuatu serta dapat melaporkan suatu kegiatan / kejadian secara lisan

VII. Langkah-langkah Pembelajaran :

1. Pendahuluan
 - a. Guru dan siswa saling memberi salam
 - b. Guru memberikan pertanyaan tentang materi yang akan dipelajari
 - c. Guru memberikan informasi tentang materi yang baru
2. Kegiatan Inti
 - a. Guru menyuruh siswa mencari cerita / legenda
 - b. Siswa menuliskan kembali cerita / legenda
 - c. Siswa menceritakan kembali secara lisan

d. Guru mendengarkan siswa bercerita didepan kelas dan memberikan pertanyaan

3. Penutup

- a. Guru memberikan saran cara berbicara didepan umum
- b. Guru memberi salam dan motivasi

VIII. Alat dan Sumber Belajar :

Narrative text
Recount text

IX. Penilaian :

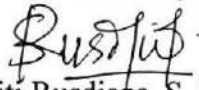
1. Teknik: Tes lisan
2. Instrument:

Look for the story and made it in your own word then retell it in front of the class!

Mengetahui;
Kepala MTsN 2 Palangka Raya,

Achmad Farichin, M.pd,
NIP 197112251998021001

Palangka Raya, 7 Mei 2009

Guru Mata Pelajaran

Siti Rusdiana, S. Pd
NIP 150 291 338

APPENDIX

Bandung Bondowoso and Roro Jonggrang (the Legend of Prambanan Temple)

once, there was a beautiful Javanese Princess whose name was Roro Jonggrang. Roro Jonggrang whose beauty was very famous in the land was the daughter of Prabu Baka, an evil king.

One day, a handsome young man with super natural power, named Bandung Bondowoso, defeated and killed Prabu Baka. On seeing Princess Roro Jonggrang's beauty, Bandung Bondowoso fell in love and wanted to marry her.

Meanwhile, Princess Roro Jonggrang felt sad due to the death of her father. She did not want to marry Bandung because he had killed her father. But she was also afraid of Bandung. So to refuse politely, she made a condition. "I will marry you but you have to build one thousand temples in one night as a wedding gift." Requested Roro Jonggrang, Bandung agreed with his condition.

Helped by the spirits of demons, Bandung Bondowoso started building the temples. Approaching midnight, the work was nearly done. Roro Jonggrang knew and thought, "What shall I do? Bandung is smarter than me. I will lost against Bandung."

Suddenly, she got an idea. She woke up all the women in the place and ordered them to make the noisy sounds of grinding rice so that the roosters would think it had already dawn.

Bandung Bondowoso got frustrated because he failed to complete the thousandth temple. "The Princess has deceived me!" following his anger, he cursed Roro Jonggrang, "you have cheated me. Now, the thousandth temples is you!"

At once, the Princess turned into a statue. Knowing this, Bandung Bondowoso regretted this and he went away into a far land. From then, people called the temple Prambanan Temple and the princess statue, Roro Jonggrang statue.

EXERCISE

Note

1. Not the important thing from the text!
2. Rearing your notes into paragraph, then perform in front of the class!
3. Look for the story and made it in your own word, then tell it in front of the class!

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM
Berbicara	Menceritakan kembali (story telling) folktale yang pernah didengar. Mampu memberikan laporan singkat tentang suatu kegiatan atau kejadian secara lisan.				

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5x5
3. Nilai maksimal = 10
4. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}}$

B. Pedoman Skor

No	FAKTOR	PENILAIAN	SKOR	SKALA
1.	Kompleksitas	Tinggi	1	50-64
		Sedang	2	65-80
		Rendah	3	81-100
2.	Daya dukung sekolah	Tinggi	1	81-100
		Sedang	2	65-80
		Rendah	3	50-64
3.	Siswa	Tinggi	1	81-100
		Sedang	2	65-80
		Rendah	3	50-64

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTsN-2 Palangka Raya
Mata Pelajaran	: Bahasa Inggris
Kelas / Smt	: VIII/2
Alokasi Waktu	: 2 x 40 menit

I. Standar Kompetensi :

Membaca: Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan narrative untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

Merespon makna dalam teks tulis fungsional pendek sederhana

III. Indikator :

1. Mampu menemukan ide pokok dan informasi rinci dalam teks
2. Memahami pola kalimat yang digunakan dalam teks

IV. Materi Pokok :

Descriptive text

V. Metode Pembelajaran :

Tanya jawab, diskusi, penugasan.

VI. Tujuan Pembelajaran :

Siswa dapat menemukan ide pokok dalam informasi rinci dalam teks dan memahami pola kalimat yang digunakan dalam teks

VII. Langkah-langkah Pembelajaran :

1. Pendahuluan

- a. Guru dan siswa saling memberi salam
- b. Guru memberikan pertanyaan secara lisan terkait tentang materi yang akan diajarkan

2. Kegiatan Inti

- a. Guru membaca nyaring teks bacaan
- b. Siswa mendengarkan dengan seksama
- c. Guru memberikan arti beberapa kata sulit
- d. Guru dan siswa menemukan ide pokok teks dan ide pokok tiap paragraph
- e. Siswa membaca nyaring teks secara bergantian
- e. Siswa menemukan informasi rinci dalam teks
- f. Siswa menjawab pertanyaan terkait dengan teks

3. Penutup

- a. Guru memberikan penjelasan tentang ciri ide pokok dalam paragraph
- b. Guru memberi salam dan motivasi

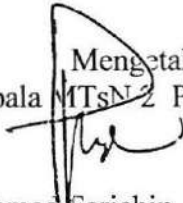
VIII. Alat dan Sumber Belajar :

Descriptive text

IX. Penilaian :

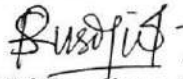
1. Teknik: Tes tertulis
2. Instrument:
Answer the question

Mengetahui;
Kepala MTsN 2 Palangka Raya,


Achmad Farichin, M.pd,
NIP 197112251998021001

Palangka Raya, 9 Mei 2009

Guru Mata Pelajaran


Siti Rusdiana, S. Pd
NIP 150 291 338

APPENDIX

The Borobudur Temple



Borobudur is a Hindu-Buddhist temple built in the 9th century under the Syailendra dynasty of Java. It is located near Magelang, on the island of Java, Indonesia.

Abandoned in the 11th century and partially excavated by archaeologists in the early 20th century, Borobudur temple is well-known all over the world.

Influenced by the Gupta architecture of India, the temple is constructed on a hill 46 m (150 ft) high and consists of eight-step like stone terraces, one on top of the other.

The first five terraces are square and surrounded by walls adorned with Buddhist sculpture in bas-relief; the upper three are circular, each with a circle of bell-shaped stupas (Buddhist shrines).

The entire edifice is crowned by a large stupa at the center of the top circle. The way to the summit extends through some 4.8 km of passages and stairways.

The design of Borobudur, a temple-mountain symbolizing the structure of the universe, is similar to the temples built at Angkor, Cambodia.

The Borobudur Temple, rededicated as an Indonesian national monument in 1983, is a valuable treasure for Indonesian people.

EXERCISE

Answer the questions!

1. What is the text talking about?
2. Where the located of Borobudur temple?
3. When was Borobudur temple built?
4. What makes Borobudur temple so well-known?
5. Does the text used adjective? Mention some of them!

Key Answer

1. The text talking about the Borobudur Temple.
2. The located of the borobudur temple is near Magelang, on the Island of Java.
3. The Borobudur Temple built in the 9th century. Under the Syailendra dynasty of Java.
4. Because Borobudur Temple was abandoned in the 11th century and partially excavated by archacologists in the early 20th century.
5. Some of adjective are: near, early, well known, high, square, upper, large, similar, and valuable.

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5x5
3. Nilai maksimal = 10
4. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}}$

B. Pedoman Skor

No	FAKTOR	PENILAIAN	SKOR	SKALA
1.	Kompleksitas	Tinggi	1	50-64
		Sedang	2	65-80
		Rendah	3	81-100
2.	Daya dukung sekolah	Tinggi	1	81-100
		Sedang	2	65-80
		Rendah	3	50-64
3.	Siswa	Tinggi	1	81-100
		Sedang	2	65-80
		Rendah	3	50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM
Membaca	Merespon makna dalam teks tulis fungsional pendek sederhana				

RENCANA PELAKSANAAN PEMBELAJARAN (RPP)

Nama Sekolah	: MTsN-2 Palangka Raya
Mata Pelajaran	: Bahasa Inggris
Kelas / Smt	: VIII/2
Alokasi Waktu	: 2 x 40 menit

I. Standar Kompetensi :

Menulis: Mengungkapkan makna teks tulis fungsional dan esei pendek sederhana berbentuk descriptive dan narrative untuk berinteraksi dalam konteks kehidupan sehari-hari.

II. Kompetensi Dasar :

Mengungkapkan makna dan langkah retorika dalam esei pendek sederhana

III. Indikator :

Memahami ragam bahasa tulis yang digunakan untuk membuat descriptive dan narasi

IV. Materi Pokok :

Descriptive text

V. Metode Pembelajaran :

Tanya jawab, diskusi, penugasan.

VI. Tujuan Pembelajaran :

Siswa dapat menulis descriptive text sesuai tujuan dan langkah retorika yang dipahami

VII. Langkah-langkah Pembelajaran :

1. Pendahuluan

- Guru dan siswa saling memberi salam
- Guru memberikan pertanyaan secara lisan terkait tentang materi yang akan diajarkan

2. Kegiatan Inti

- Guru dan siswa mendiskusikan langkah retorika penulisan descriptive text
- Guru memberikan sebuah contoh descriptive text
- Guru menjelaskan isi dan cara menulis descriptive teks
- Guru menyuruh siswa menyusun tiga paragraph menjadi sebuah descriptive text
- Guru menyuruh siswa menulis sebuah descriptive text

3. Penutup

- Guru memberikan saran cara menulis descriptive text yang baik dan benar

b. Guru memberi salam dan motivasi

VIII. Alat dan Sumber Belajar :

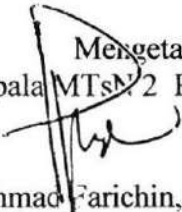
Descriptive text

IX. Penilaian :

1. Teknik: Tes tertulis

2. Instrument:

Write a descriptive text

Mengetahui;
Kepala MTsN 2 Palangka Raya,

Achmad Farichin, M.pd,
NIP 197112251998021001

Palangka Raya, 14 Mei 2009

Guru Mata Pelajaran

Siti Rusdiana, S. Pd
NIP 150 291 338

APPANDIX

Study the model of this text!

Gilimanuk Harbour is located in the north of Bali. It is like other harbours, Gilimanuk Harbour is always busy, and it is especially busy before and after Lebaran Day. Porters and passengers look in a hurry. They walk and run.

The porters carry trunks and suitcases. Usually they push the trunks in their trolleys. Some passengers buy their tickets and then show them to the tickets collecture. They hurry to find their seats.

Some passengers are in a hurry when their ship arrives. Other buy a magazine or newspaper to read on the ship.

EXERCISE

1. Combine these three groups of paragraph into a descriptive text.

The passengers buy their tickets and then show them to tickets collector. They hurry to get in a train and find their seats.

Gambir Station is located in Jakarta. It's easy to reach. People can get there by public transport or by private vehicle.

Gambir Station is like other stations. It's always busy every day and it's especially busy before and after holidays. On every platform porters and passengers are walking and running. Some passengers are in a hurry to catch a train.

2. Write a descriptive text, that describe about the place!

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5x5
3. Nilai maksimal = 10
4. Nilai siswa = $\frac{\text{skor perolehan}}{\text{skor maksimal}}$

B. Pedoman Skor

No	FAKTOR	PENILAIAN	SKOR	SKALA
1.	Kompleksitas	Tinggi	1	50-64
		Sedang	2	65-80
		Rendah	3	81-100
2.	Daya dukung sekolah	Tinggi	1	81-100
		Sedang	2	65-80
		Rendah	3	50-64
3.	Siswa	Tinggi	1	81-100
		Sedang	2	65-80
		Rendah	3	50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM
Menulis	Memahami ragam bahasa tulis yang digunakan untuk membuat descriptive dan narasi				

PENGEMBANGAN SILABUS KTSP

Sekolah
Mata Pelajaran

: MTsN 2 Palangkaraya
: Bahasa Inggris

Kelas / Semester
Tahun Pelajaran

: VIII / 2
: 2008/2009

Standar Kompetensi I. Mendengarkan

No	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI	INDIKATOR	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER PEMBELAJARAN
	1	2	3	4	5	6	7	8
1	Memahami makna dalam percakapan transaksional dan interpersonal lisan, serta teks lisan fungsional dan monolog pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.	<p>1. Merespon makna yang terdapat dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima untuk berinteraksi dalam kehidupan sehari-hari.</p> <p>2. Merespon makna dalam teks lisan fungsional atau monolog pendek sederhana secara akurat, lancar dan berterima.</p>	<p>1. Responding a Request</p> <p>2. Responding to an opinion</p> <p>3. Responding to an agreement</p> <p>4. Responding to an attention</p>	<p>1. Merespon sebuah permintaan</p> <p>2. Merespon sebuah pendapat</p> <p>3. Merespon sebuah kesepakatan</p> <p>4. Merespon sebuah perhatian</p>	<p>1. mendengarkan dialog singkat tentang permintaan.</p> <p>2. memahami cara merespon pendapat.</p> <p>3. memahami cara merespon kesepakatan.</p> <p>4. memahami cara merespon perhatian.</p>	Tes lisan Dictation	4 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.
			<p>1. narrative</p> <p>2. recount</p>	<p>1. Memahami makna / isi teks lisan pendek berupa <i>narrative</i>.</p> <p>2. memahami monolog sederhana berupa <i>recount</i></p>	<p>1. mendengarkan teks <i>narrative</i> dan report lisan pendek dan sederhana.</p> <p>2. memahami makna yang terkandung dalam <i>narrative</i> dan <i>recount</i> lisan.</p> <p>3. memahami langkah-langkah penyusunannya</p>	Tes lisan Tes tertulis	4 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.

Standar kompetensi 2. Berbicara

No	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI	INDIKATOR	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER PEMBELAJARAN
	1	2	3	4	5	6	7	8
2	Mengungkapkan makna dalam percakapan transaksional dan interpersonal lisan, serta teks lisan fungsional dan monolog pendek sederhana untuk berinteraksi dalam konteks kehidupan sehari-hari.	<p>1. Mengungkapkan makna dalam percakapan transaksional (<i>to get things done</i>) dan interpersonal (bersosialisasi) pendek sederhana secara akurat, lancar dan berterima.</p> <p>2. Merespon makna dalam bentuk teks lisan fungsional atau monolog pendek sederhana secara akurat, lancar dan berterima.</p>	<p>1. Making a Request</p> <p>2. expressing an opinion</p> <p>3. Expressing and Responding to a statement</p> <p>4. Expressing attention</p> <p>5. Colling someone on a telephone</p>	Melakukan percakapan: <ol style="list-style-type: none"> 1. Meminta sesuatu 2. tentang suatu pendapat 3. tentang sesuatu dan meresponnya 4. tentang suatu perhatian dengan seseorang di telepon 5. 	<p>1. memahami cara berdialog dg sopan.</p> <p>2. membuat dialog singkat (inpairs).</p> <p>3. melakukan dialog lisan berpasangan.</p>	Tes lisan - individu - berpasangan	4 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.
			<p>1. narrative</p> <p>2. recount</p>	<p>1. menceritakan kembali (storytelling) folktales yang pernah di dengar atau dibaca secara lisan.</p> <p>2. memberikan laporan singkat tentang suatu kejadian</p>	<p>1. memahami cara bercerita dan memberi laporan.</p> <p>2. bercerita di depan kelas.</p> <p>3. membuat laporan dan menyampai kannya secara lisan.</p>	Tes lisan (individu)	4 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.

Standar Kompetensi 3. Membaca

No	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI	INDIKATOR	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER PEMBELAJARAN
	1	2	3	4	5	6	7	8
3	Memahami makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>Narasi</i> untuk berinteraksi dalam konteks kehidupan sehari-hari.	<ol style="list-style-type: none"> membaca nyaring bermakna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>Narasi</i> dengan ucapan, tekanan dan intonasi yang berterima. merespon makna dalam teks tulis fungsional pendek sederhana (surat pribadi, iklan / brosur). merespon makna dan langkah retorika dalam esei pendek sederhana. 	<ol style="list-style-type: none"> narrative <i>descriptive</i> 	<ol style="list-style-type: none"> membaca nyaring dengan ucapan dan intonasi yang tepat. memahami makna kata dan kalimat dalam teks tulis. memahami isi teks. mampu menemukan ide pokok dan informasi rinci dalam teks. memahami langkah-langkah penyusunan teks. 	<ol style="list-style-type: none"> membaca teks tulis dengan nyaring dan ucapan serta intonasi yang tepat. menemukan kata benda, kerja, sifat dari teks. menemukan arti kata-kata sulit. menemukan ide pokok dan informasi rinci. menjawab pertanyaan mengidentifikasi ciri teks dan memahami langkah-langkah penyusunannya. 	<p>Tes tertulis</p> <p>Open book test</p>	14 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.

Standar Kompetensi 4. Menulis

No	STANDAR KOMPETENSI	KOMPETENSI DASAR	MATERI	INDIKATOR	KEGIATAN PEMBELAJARAN	PENILAIAN	ALOKASI WAKTU	SUMBER PEMBELAJARAN
	1	2	3	4	5	6	7	8
4	Mengungkapkan makna teks tulis fungsional dan esei pendek sederhana berbentuk <i>descriptive</i> dan <i>Narasi</i> untuk berinteraksi dalam konteks kehidupan sehari-hari.	<ol style="list-style-type: none"> mengungkapkan makna dalam teks tulis fungsional pendek sederhana menggunakan ragam bahasa tulis secara akurat, lancar dan berterima. mengungkapkan makna dan langkah retorika dalam esei pendek sederhana. 	<ol style="list-style-type: none"> narrative <i>descriptive</i> 	<ol style="list-style-type: none"> memahami ragam bahasa tulis yang digunakan untuk membuat <i>descriptive</i> dan <i>Narasi</i>. mengetahui tujuan menulis <i>descriptive</i> dan <i>Narasi</i>. menulis esei pendek sesuai langkah retorika dan ragam bahasa tulis yang tepat.. 	<ol style="list-style-type: none"> mendiskusikan ragam bahasa tulis yang digunakan dalam penulisan <i>descriptive</i> dan <i>Narasi</i> menentukan ide pokok dan tujuan penulisan. menyusun <i>descriptive</i> dan <i>Narasi</i> sesuai langkah-langkah retorikanya. 	<p>Tes tertulis</p> <p>Portofolio</p> <p>- individu</p> <p>- kelompok</p>	10 x 40 menit	Buku Pelajaran Bhs Inggris, LKS, Kamus.

Documentation of Observation and Interview







**DEPARTEMEN AGAMA RI
SEKOLAH TINGGI AGAMA ISLAM NEGERI (STAIN)
PALANGKA RAYA**

Alamat Jl. G. Obos Kompleks Islamic Centre Palangka Raya, Kalimantan Tengah 73111
Telp. (0536) 39447, 26356, 21438 Fax. 22105 Email: stain_pry@yahoo.com

Nomor : Sti.15/5/PP.00.09/104/2008

Palangka Raya, 29 Januari 2008

Hal : **Persetujuan Judul dan
Penetapan Pembimbing**

Kepada
Yth. Sdr. **Sumiati**
NIM. 0401120136

Assalamu'alaikum Wr, Wb.

Setelah membaca, menalaah 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:

“English Teaching-Learning Process at MTsN Al-Azhar Anjir Serapat Kapuas Regency”

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Siminto, M.Hum sebagai Pembimbing I
2. Ristati, M.Hum 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
NIP. 150246249

Tembusan:

1. Yth. Ketua STAIN Palangka Raya Up. Pembantu Ketua I
2. Yth. Siminto, M.Hum sebagai Pembimbing I
3. Yth. Ristati, M.Hum sebagai Pembimbing II



**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: 42/PAN-SPSM/SG/III/2009

Panitia Seminar Proposal Skripsi Mahasiswa Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya, menerangkan bahwa :

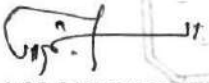
N a m a : SUMIATI
NIM : 040 112 0136
Jurusan / Prodi : TARBIYAH/ TBI
Judul Proposal : ENGLISH TEACHING LEARNING PROCESS AT SECOND YEAR STUDENTS OF MTs ISLAMIAH PALANGKA RAYA BASED ON KTSP (Educational Unit Level Curriculum)

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 14 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggung Utama : **Drs.H.ABDUL QODIR,M.Pd**
Moderator : **SITI SHOLEHA** dan dinyatakan **lulus** dapat diterima sebagai syarat penyelesaian skripsi.


Palangka Raya, 20 Maret 2009

PANITIA

Ketua,


ASMAWATI,M.Pd
NIP. 150 311 460

Sekretaris,


HARLES ANWAR,M.Si
NIP.150 292 523

**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, 14 April 2009

Nomor : Sti.15.8/TL.00/093 /2009.
Lampiran : 1 (Satu) Proposal.
Perihal : **Mohon Ijin Observasi /Penelitian.**

Kepada

Yth. Kepala Kantor Departemen Agama
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 : SUMIATI
NIM : 04011120136
Jurusan/Prodi : Tarbiyah / T B I
Jenjang : Strata 1 (S.1)
Lokasi Penelitian : MTsN-2 Palangka raya
Judul Skripsi : "ENGLISH TEACHING LEARNING PROCESS
BASED ON EDUCATIONAL UNIT LEVEL
CURRICULUM AT MTsN – 2 PALANGKA RAYA."
Metode : Observasi, Wawancara dan Dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 15 April 2009
s/d 15 Juni 2009.

Sebagai bahan pertimbangan terlampir Proposal Penelitian, demikian atas perhatian dan pertimbangan Bapak disampaikan terima kasih.

An. Ketua
Pembantu Ketua I

Drs. H. ABUBAKAR HM, M.Ag.
NIP. 150 265 103.

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. Yth. Kepala MTSN-2 Palangka Raya
3. Arsip.



DEPARTEMEN AGAMA
KANTOR KOTA PALANGKARAYA
Jalan AIS Nasution PO Box 40 ☎ (0536) 3221968 Palangka Raya 73111

REKOMENDASI

Nomor : Kd.15.06 /4/ PP.00.9/1206 / 2009

Berdasarkan surat Ketua Sekolah Tinggi Agama Islam Negeri (STAIN) Palangka Raya nomor : Sti.15.8/TL.00/893/2009 tanggal 14 April 2009 perihal mohon ijin observasi / penelitian, dengan ini Kepala Kantor Departemen Agama Kota Palangka Raya memberikan rekomendasi kepada :

N a m a : **Sumiati**
NIM : 04011120136
Jurusan / Prodi : Tarbiyah / **TBI**
Jenjang : Strata - 1 (S-1)
Lokasi Penelitian : MTsN 2 Palangka Raya
Judul Skripsi : *English Teaching Learning Process Based on Educational Unit Level Curriculum at MTsN-2 Palangka Raya*
Metode : Observasi, wawancara, dokumentasi
Waktu Pelaksanaan : 2 (dua) bulan, terhitung sejak tanggal 20 April s.d. 20 Juni 2009

Untuk mengadakan Penelitian dengan ketentuan :

1. Segera melaporkan diri kepada Kepala Madrasah yang bersangkutan
2. Selama melaksanakan Penelitian tidak mengganggu Proses Belajar Mengajar (PBM)
3. Setelah selesai melaksanakan Penelitian agar melaporkan hasilnya secara tertulis ke Kantor Departemen Agama Kota Palangka Raya Cq. Kasi Mapendais.

Demikian rekomendasi ini diberikan kepada yang bersangkutan untuk dipergunakan sebagaimana mestinya.

Dikeluarkan di: Palangka Raya

Pada Tanggal : 20 April 2009



Kepala

Drs. H. Masrani Arsyad

NIP. 150 225 552

Tembusan :

1. Kakanwil Depag Prop. Kalteng Up. Kabid Mapendais di Palangka Raya;
2. Ketua STAIN Palangka Raya di Palangka Raya;
3. Kepala MTsN 2 Palangka Raya di Palangka Raya.



DEPARTEMEN AGAMA MADRASAH TSANAWIYAH NEGERI 2

Jalan Tjilik Riwut Km. 7 Telpn (0536) 3231075
PALANGKA RAYA 73112

SURAT KETERANGAN

Nomor : Mts.15.06.02/TL.00/397/2009

Palangka Raya, 23 Juni 2009

Yang bertanda tangan di bawah ini Kepala Madrasah Tsanawiyah Negeri 2 Palangka Raya dengan ini menerangkan bahwa :

Nama ↗ Sumiati
NIM : 04011120136
Jurusan / Prodi : Tarbiyah / TBI
Jenjang : Strata – 1 (S-1)

Bahwa yang bersangkutan telah melaksanakan penelitian dalam rangka pembuatan Skripsi dengan judul "*English Teaching Learning Process Based on Educational Unit Level Curriculum at MTsN 2 Palangka Raya*" dari tanggal 20 April s/d 20 Juni 2009.

Demikian Surat Keterangan ini dibuat dengan sesungguhnya untuk dapat digunakan sebagaimana mestinya.



Kepala,
Achmad Farichin, M. Pd
NIP. 19711225 199802 1 001

Tembusan :

1. Kandepag Kota Palangka Raya di Palangka Raya;
2. Ketua STAIN Palangka Raya di Palangka Raya.