THE ENGLISH TEACHERS' PREPARATION IN IMPLEMENTATION OF KTSP AT SMAN 1 DUSUN UTARA

THESIS

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

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

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Thank you for your attention.

Peace be with you and God's blessing.

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LEGALIZATION OF THE THESIS EXAMINING COMMITTEE

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The English Teachers' Preparation in Implementation of KTSP at SMAN 1 Dusun Utara Barito Selatan

ABSTRACT

The formulation of the problems are (1) How are the English teachers' preparation in implementation of KTSP? (2) What problems do the English teachers in implementation of KTSP? (3) How do the English Teachers to solve the problems in English teaching? The Purpose of Research are: (1) To make description about the English teachers' preparation in implementation of KTSP (2) To describe the problems faced by English teachers in implementation of KTSP (3) To describe about the teachers' creativity to solve the problems in English teaching.

In this study the writer used qualitative method in which the writer tried to produce descriptive data in oral and written from the subject or person who was investigated. In collecting the data used some techniques namely, (1) Observation, (2) interview, and (3) Documentation. In analyzing the data, the writer used some techniques namely, (1) Data Reduction, (2) Data Display and (3) Conclusion Drawing/Verification. The subjects of this study are two English Teachers at SMAN 1 Dusun Utara Barito Selatan.

The results of the study indicated that:

1. The English teachers had 3 preparation steps to implement KTSP namely: (1) Using of media and refer to school grades for English (listening) of students, (2) The teachers made lesson plan (RPP) based on syllabus, (3) It can be seen from the way of teacher teach English.
2. The problems in implementation of KTSP are: (1) There was not instrument for teaching listening in example there was not language laboratory, (2) There was not electricity, (3) There was not generator set, and also, (4) Using tape recorder disturb the other class because did not available of special room.
3. The English teacher solved the problems in English teaching : The English teachers need the other alternative, such as listening follow the other schools and not only use audio but also audio visual.

Persiapan Guru Bahasa Inggris dalam penerapan KTSP pada SMAN 1 Dusun Utara Barito Selatan

ABSTRAKSI

Rumusan masalah dalam penelitian ini adalah: (1) Bagaimana Persiapan Guru Bahasa Inggris dalam menerapkan KTSP? (2) Apa masalah yang dihadapi oleh Guru Bahasa Inggris dalam menerapkan KTSP? (3) Bagaimana Guru Bahasa Inggris mengatasi masalah dalam mengajar Bahasa Inggris? Tujuan pada penelitian ini adalah: (1) Untuk membuat deskripsi tentang Persiapan Guru Bahasa Inggris dalam menerapkan KTSP (2) Untuk mendeskripsikan masalah yang dihadapi Guru Bahasa Inggris dalam menerapkan KTSP (3) Untuk mendeskripsikan kreativitas Guru dalam mengatasi masalah dalam pengajaran Bahasa Inggris.

Dalam penelitian ini penulis menggunakan metode kualitatif yang mana penulis mencoba menghasilkan deskriptif data secara lisan dan tertulis dari subjek atau orang yang telah diteliti. Dalam pengumpulan data menggunakan beberapa teknik yaitu, (1) Observasi (2) Wawancara, dan (3) Dokumentasi. Dalam menganalisa, penulis menggunakan beberapa teknik yaitu, (1) Penyeleksian Data, (2) Pemaparan Data, dan (3) penarikan Kesimpulan atau Verifikasi. Subjek pada penelitian ini ada dua orang Guru Bahasa Inggris SMAN 1 Dusun Utara Barito Selatan.

Hasil pada penelitian ini menunjukkan bahwa:

1. Guru Bahasa Inggris mempunyai 3 langkah persiapan dalam menerapkan KTSP yaitu: (1) Penggunaan media dan dilihat dari nilai Bahasa Inggris (Listening) siswa, (2) Guru membuat Rencana Pelaksanaan Pembelajaran (RPP) berdasarkan silabus, (3) Dilihat dari cara guru mengajar Bahasa Inggris.
2. Guru Bahasa Inggris dalam menerapkan KTSP menghadapi masalah berupa (1) Tidak adanya perangkat pembelajaran listening seperti tidak adanya alat laboratorium bahasa, (2) Tidak adanya listrik PLN, (3) Tidak adanya generator set dan juga (4) Apabila menggunakan tape mengganggu kelas di sampingnya karena belum tersedianya ruang tersendiri.
3. Guru Bahasa Inggris mengatasi masalah dalam pengajaran Bahasa Inggris dengan cara : guru bahasa Inggris memerlukan alternatif lain misalnya untuk listening mengikuti sekolah lain dan tidak hanya menggunakan audio tetapi juga audio visual.

ACKNOWLEDGEMENT

Alhamdulillah and praise belong to Allah the Almight, because His Blessing and Mercy, finally the writer finished this thesis entitled: The English Teachers' Preparation in Implementation of KTSP at SMAN 1 Dusun Utara Barito Selatan.

This thesis is written to fulfill on of the requirements to get title of Sarjana Pendidikan Islam (S.Pd.I) in the English Education, the Department of Education, The Islamic State College of Palangka Raya.

Therefore, the writer would like to give the greatest thanks to:

1. Dr. H. Khairil Anwar, M.Ag., the Director of The Islamic State College of Palangka Raya for this direction and encouragements.
2. Hj. Hamidah, M.A., The Chair of Education Department for her permission so the writer can complete the requirements for writing this thesis.
3. Drs. H. Abdul Qodir, M.Pd., as the first thesis advisor who has given motivation, suggestion to improve this thesis.
4. Dra. Halimah, M.Pd., as the second thesis advisor who has given motivation, suggestion to make better of this thesis.

Furthermore, thanks very much to all of the teachers at SMAN 1 Dusun Utara Barito Selatan who had given suggestions to complete of this thesis. Thanks also to the two informants who had given the data. The last, thanks to all my friends who have supported me in finishing of this thesis.

Palangka Raya, Desember 15th,2009

PURNIA

DECLARATION OF AUTHENTICATION

In the name of Allah,

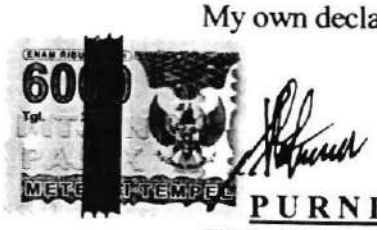
I myself make declaration that this thesis entitles **THE ENGLISH TEACHERS' PREPARATION IN IMPLEMENTATION OF KTSP AT SMAN 1 DUSUN UTARA** is truly my own writing.

If it is not my own writing so, it is given a citation and shown in the list of references.

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

Palangka Raya, Desember 15th, 2009

My own declaration,



PURNIA

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MOTTO

ٱلَّذِى عَلَّمَ بِٱلْقَلَمِ ۝

"Teaching (Human) with qalam." (Al-Alaq:4)

DEDICATION

Sincerely, this thesis is dedicated to :

My beloved Father and Mother, my brothers and sister (Mursalin, Murleni, Masniah, Murjani and Rusnayuce) for their prayer, love and affection, advices, and sacrifices, their support and motivation

My advisors Drs. H. Abdul Qodir, M.Pd., and Dra Halimah, M.Pd., all of the lecturers of STAIN especially in English program for their advices, motivation and helps up till now.

My friends: Lukman Sanjani, Yuli, Ulfah, Sumy, Sholeha, Dely, Erny, Masisa, Dina, Lily, Ifah, Nita and all of boys of TBI 2004. Without you all, I will become no one.

Hopefully all of us get blessing of Allah SWT.... Amin....

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LIST OF ABBREVIATION AND SYMBOLS

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

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CHAPTER I
STAIN

CHAPTER I
INTRODUCTION

A. Background of Research

Many languages are used in the world, especially oral language. For example English as International language. English as International language which is needed to communicate among people from the other countries, and also English is one of the foreign languages which has been taught in the schools, since elementary school till university level.

Almost at every School, English is a part of curriculum, But as a foreign language, English is not easy to learn because there are four language skills that must be mastered by the students. They are reading, speaking, listening and writing. Beside those four skills, the students also have to learn language component such as : grammar, spelling, vocabulary and pronunciation that are taught to support the development of the four language skills in English teaching – learning process.

In English teaching-learning process, media can advance students learning process. teaching is hoped to improve the result of study. The first reason in connection with useful of media in students learning process, such as : Teaching would interested students' attention so it can make learning motivation; The meaning of teaching material will be clear; so it can be understood by the students. and enable the students to dominate the purpose of teaching better; Teaching method will have variation, not only verbal communication from the teacher, so students won't be bored and the teachers don't run out of energy,

especially if the teachers teach every time. The students will do more learning activity, because they do not only listen the teachers' explanation, but also the other activities like observating, doing, demonstrating and etc.[1]

So media have important meaning because in activity above the difficulties of material will become easy with media, students feel bore and tired if they don't understand what the teacher explains so media in teaching learning process is useful to reach out for purpose already decided.

The purpose of studying English can be reached, if there is interaction between teacher and students in teaching-learning process, where the interaction can happen one out of several with media. Media that can use such as books, dictionaries, CD-Roms, Cassettes and etc.

According Gangne and Briggs, said that media in teaching-learning include instrument physically use to convey content matery of teaching, such as book, tape recorder, cassette, video camera, video recorder, film, slide, photo, picture, graph, television and computer. In other word, media is source component of study or physical mode include instructional material around the students that can stimulate students to study.[2] In this case, the teacher explanation will be easily understood by the students by using media.

The teachers are hoped to be able to use media that is available by the School. So availability of media in the School have effect of teacher in teaching learning activity. However the teacher has ability using media but the

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[1] Nana Sudjana dan Ahmad Rivai, *Media Pengajaran*, Bandung : Sinar Baru Algensindo, 2002, P.2

[2] Azhar Arsyad, *Media Pengajaran*, Jakarta : PT. Raja Grafindo Persada, 2000, P.4

media isn't available, so it will impede teaching learning process. Not only availability media in the School but also availability media of students will give effect about the success of students, for example if the students will study (read a book) or review their subject if there isn't media (book), it is also will impede learning process.

As soon as availability of media, the students are hoped ready before following teaching learning process of English, because it will give effect of study. According to Hornby, ready (of a person) fally prepared for something or to do something.[3]

Before studying, the students need to prepare his/herself, because more or less of readiness will give effect of fluent his/her study. The complete readiness will be fluent his/her study. And on the contrary, if the readiness isn't complete, it will disturb of his/her study. There are 5 points that must be in readiness :

1. Condition (body and spiritual)
2. Place
3. Situation
4. Time
5. Instruments [4]

Students need to prepare complete instrument before studying if the instruments is complete, the study will be fluent, without interference. Whereas if the instruments isn't complete will disturb and impede of study.

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[3] As, Hornby, *Oxford Advanced Learner's Dictionary Of Current English*, Oxford : Oxford University Press, 1995, P. 968

[4] Abu Ahmadi, *Tehnik Belajar Yang Efektif*, Jakarta : PT. Rineka Cipta, 1991, P. 20

For example when they are studying, suddenly they need some instrument (books, etc). But it isn't. So they must borrow or looking for, it will spend a few time. In this case it will disturb concentration of study and maybe the other.

Not only the students' preparation but also the english teachers will give effect about the success of students in English teaching learning process. The teachers have job and difficult's role by the day, along with development of science and technology. The teachers as base component are demanded to able equal of exceed development of science and technology in society. By means of teachers are hoped able produce students who have high competence and ready to face future.

One of the factors determine quality of education are teachers, teachers have important role produce quality of human resources in teaching learning process in the classroom, the tachers face to face with students. From the teachers will be produced quality of students as academic, skill, emosional, moral and spiritual. Therefore, it is needed teachers who have good qualification, competence, and high dedication. In change curriculum that emphasize of competence, teacher have important role in implementation of KTSP (Educational Unit Level Curriculum)[5]

According to Muslich : "*Kurikulum Tingkat Satuan Pendidikan (KTSP) yang merupakan penyempurnaan dari kurikulum 2004 (KBK) adalah kurikulum operasional yang disusun dan dilaksanakan oleh masing-masing*

[5] Kunandar, *Guru Profesional Implementasi KTSP dan sukses dalam sertifikasi Guru*, Jakarta, PT. Raja Grafindo Persada, 2007, P. 40

satuan pendidikan atau sekolah." (Educational unit level curriculum that be completing from curriculum 2004 is operational curriculum that composed and carried out by each education unit or school).[6]

Implementation of Educational unit level curriculum in Indonesia education system not only change of curriculum, but also change of fundamental in education system, implementation of KTSP demand change of paradigm in English teaching learning process and school system, because implementation of KTSP not only cause of change concept, method, and teachers' strategy in teaching, but relate to thinking pattern, philosophical, teachers' commitment, school, and stakeholder in education.

In Education, KTSP have five component : 1) The Purpose of KTSP, 2) Structure and contents of KTSP, 3) Educational calender, 4) Syllabus, 5) Lesson accomplisment plan.[7] In KTSP, Teacher as facilitator and mediator of students in English teaching learning process.

Curriculum can be implemented efectively and improve quality of teaching learning process, if the teachers should mastery and understand base competence and prepare teaching learning process.[8] One of characteristic the English teachers preparation make syllabus and lesson accomplisment plan. In implementation KTSP, what problems do the English teachers find, and also how do the English teachers solve the problems.

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

[7] Kunandar, *Guru Profesional,* P. 145 - 151

[8] *Ibid,* P. 235

Based on the background mentioned above, the writer is interested in doing a research at SMAN-I Dusun Utara 2009 entitle : **"THE ENGLISH TEACHERS' PREPARATION IN IMPLEMENTATION OF KTSP AT SMAN-1 DUSUN UTARA BARITO SELATAN"**

B. Formulation of the Problem

From the background of the problems above, the writer will formulate the main problems, they are :

1. How are the English teachers' preparation in implementation of KTSP?
2. What problems do the English teachers in Implementation of KTSP?
3. How do the teacher English teachers to solve the problems in English teaching?

C. The Purpose of Research

The purpose of this research are :

1. To make description about the English teachers' preparation in implementation of KTSP.
2. To describe the problems faced by the English teachers in implementation of KTSP.
3. To make description about the teachers' creativity to solve the problems in English teaching.

D. The Significance of Research

The significance of this research are :

1. The result of this research can be useful for the school in development the English teachers' preparation in implementation of KTSP .

2. As source of information about the English teachers' preparation in implementation of KTSP.
3. It will be contribution to the English teachers in solving the problems in implementation of KTSP.
4. As input for the English teacher at SMAN 1 Dusun Utara Barito Selatan in English teaching learning process.

E. The Framework of the Discussion

The framework of the discussion of this study as follows:

Chapter I : Introduction, this chapter consists of the background of research, formulation of the problems, the purpose of research, the framework of the discussion, and the method of research.

Chapter II : Review of related literature, this chapter consists of previous studies, theoretical description about preparation, teaching, implementation, KTSP and frame of thinking.

Chapter III : Result of the study, this chapter consists of the English teachers' preparation in implementation of KTSP, the problems of English teachers in teaching English based on KTSP, the teachers' solving the problems in English teaching, the English teaching learning process at the first and second year students at SMAN 1 Dusun Utara Barito Selatan

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

F. The Method of Research

1. The Time and the Place of Research

In this study, the time which needed in collecting the data in the field two months, because the writer felt that it is enough to get the specific data and information related to the English teachers' preparation in implementation of KTSP, the problems and solving problems in implementation of KTSP at SMAN 1 Dusun Utara Barito Selatan. It is also for the efficiency of the time in order that the teaching learning process in the School is not disturbed.

Then, the writer choosed SMAN 1 Dusun Utara Barito Selatan as the place of research. The writer chooses it because it is the strategic school to do this research. Because the school uses KTSP in English teaching learning process.

2. Approach and Subject of Research

a. The Approach of Research

In this research, the writer used a qualitative approach; this approach was concerned primarily with the process. According to Bogdan and Taylor in Moleong define "Qualitative method" as research procedure that producedescriptive data in the form of written or oral from the people and attitude can observated.[9]

In this case, Qualitative is inclined to analyses the data, describe the things descriptively and meaning forms the most essential thing.

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[9] Lexy J. Moleong, *Metodologi Penelitian Kualitatif*, Bandung : PT. Remaja Rosdakarya, 2004. P. 3

Merriam state that qualitative research are concerned primarily with process, rather that outcomes or products, qualitative research involves fieldwork, the researcher physically goes to the people, setting, site, or institution to observe or record behavior in its natural setting.[10]

In this case process is primarily in qualitative research. Having the natural background as the direct data source, the researcher is the key instrument.

b. The Subject of Study

The subject of the study are the English teachers of SMAN-1 Dusun Utara Barito Selatan.

3. Technique of Collecting Data

The technique of collecting data used in this research was observation, interview and documentation. The data will be collected through those techniques are as follows:

a. Observation

Observation is the action of watching somebody/something carefully so as to notice things.[11] Marshall stated : through observation, the researcher learns about behavior and the meaning attached to those behaviors.[12] In this case, observation is a technique to get the data. The data is information of explanation with the study, related to the

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[10] John Creswell W, *Research Design Qualitative and Quantitative Approaches*, California : Sage Publication, Inc, 1994, P. 145

[11] AS. Hornby, *Advanced Learner's Dictionary*, Oxford : Oxford University Press, P. 798

[12] Sugiono, *Metode Penelitian (Pendekatan Kuantitatif, Kualitatif, R & D)*, Bandung : Alfabeta, 2007, P. 310

observation, the writer used participant observation. According to Susan, *dalam observasi partisipatif, peneliti mengamati apa yang dikerjakan orang, mendengarkan apa yang mereka ucapkan dan berpartisipasi dalam aktivitas mereka.*[13] (in participant observation, the researcher observes what people doing, listening what they say, and participate in their activities). It means that the writer as the observer English learning-teaching process and also curriculum, syllabus and lesson accomplisment plan In implementation of KTSP of the subject of research.

Participant observation used to complete and support the data that taken from the interview. It is also need evaluate the objectives of the data, the writer observed the data as follow:

1) Syllabus.
2) Lesson accomplisment plan.

b. Interview

Interview is a meeting at which somebody applying for a job, a place on a course.[14] and also asked questions to discover whether they are appropriate with the problems. Interview is tehnique to collecting the data based on question-answer that do with systematic and based on the purpose of research.[15] Cranton in her book Planning Instruction : for Adult Learner, says "Interview is face to face individual question

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[13] Ibid., P. 300
[14] AS. Hornby, *Oxford*, P. 625
[15] Marzuki, *Metodologi Riset*, Yogyakarta : BPIE, 2000, P. 62

and answer sessions. They may be preplanned and fairly structured or completely open-ended and flexible.[16]

The writer used interview to collect the data based on question-answer that have been done face to face to the subject and informant of this research, the writer choose interview freely but still focused to the problem of the study. When interview went on, the writer tried to run the respondent' answering to give result that is more specific and avoid the questions were out from the topic. The writer also tried to develop a comfortable condition in order that respondent did not feel be interviewed and could express their opinion naturally.[17]

The writer used to collect the data from interview as follow:

1) The background of English teachers.
2) The English teachers' experience in teaching.
3) The teachers' solving the problems in English teaching.
4) The teachers preparation before teach English subject.
5) The media used by the teacher in English teaching-learning process.
6) The facility that related to English teaching.
7) The method is used by the English teachers.
8) The problems that faced by students in English teaching learning process.
9) The teachers' difficulty in English teaching learning process.
10) The teachers' effort in order that students can understand.

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[16] Patricia, Cranton, *Planning Instruction for Adult Learners*, Canada : Webcom Limited, 1989, P. 186

[17] Suharsimi, Arikunto, *Prosedur Penelitian*, Jakarta : Rineka Cipta, 1993, P. 197

11) The English teaching learning process.

12) The factor can support in English teaching learning process.

13) The teachers' problems in implementation of KTSP.

c. Documentation

Documentation is the act of documenting or the state of being documented.[18] In this case, documentation is a technique of collecting data had been done by seeing the documentation needed to get the real information were as follow :

1) Curriculum of English subject
2) The background of English teachers at SMAN-1 Dusun Utara Barito Selatan.
3) Facilities of English teaching learning at SMAN-1 Dusun Utara Barito Selatan.
4) Syllabus.
5) The English teaching learning process.
6) Lesson accomplisment plan.

4. Endorsement of the Data

There were four techniques to determine the endorsement of the data, namely credibilty, transferability, dependability and confirmability.[19]

a. Credibility

In qualitative research, in order to the data could be believed and fulfilled terms of credibilty, it admitted and received the truth by

[18] *Ibid,* P. 342
[19] Sugiyono, *Metode Penelitian,* p. 366.

information source form informant of the study. So, in order 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 lokked 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 stdy, 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 exaine the data credibilty. It could be done by interview, observation, and documentation. Wiliam Wiersma in Sugiyono states thet "triangulation is qualitative cross-validition. It assessed the suffiency of the data according to the convergence of multiple data sources or multiple data collection procedures."[20]

[20] *Ibid*, p. 372.

4) Member check

Member check was process of recheck the data that was gotten by the researcher to the infomant. 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 relates to the questions, how far the result of the study can be applied by the other people in other context. So, it made a report that explained clearly about content of research in order to the readers can be easy to understand the result of the study. Furthermore, this research would gave description clearly about the result of the study. According to Sanafiah Faisal in Sugiyono 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]

c. Dependability

Dependability examining was done by auditing all of research process to prove the data is reliable. So, the writer focused on the problems, went to field determine the source of data, did data analysis, examine the endorsement of data and made conclusion of data.

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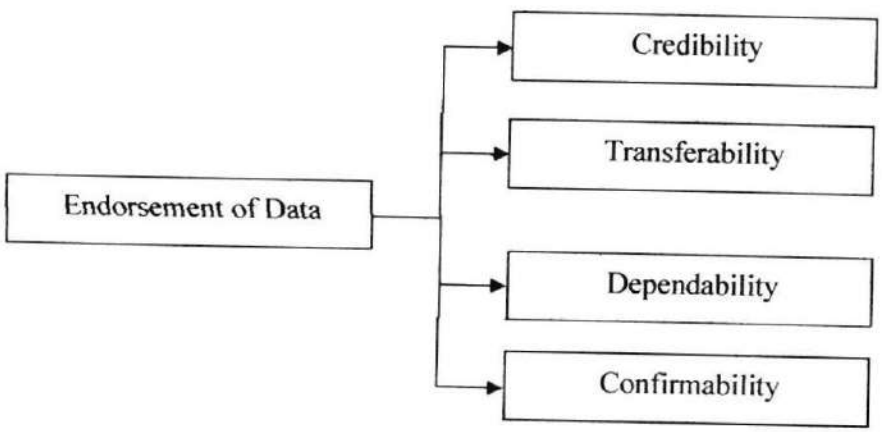
[21] *Ibid*, p. 377.

d. Confirmability

The 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 is has been done by auditing all of the research process. Furthermore, to examine the confirmability data could be done by examining the result of study.

5. Data Analysis Procedures

According to Bogdan in Sugiyono states "data analysis is the process of systematically searching and arranging the interview

transcripts, field note, and other materials that is accumulate to increase our 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 that were collected related to the English Teachers' Preparation in Implementation of KTSP, the problems and the solving the problems as SMAN 1 Dusun Utara Barito Selatan.

b. Data reduction

The writer got the real data in the field, chose the data 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 can be understood and displayed the data which were gotten in the field. Data display in the research by using simple

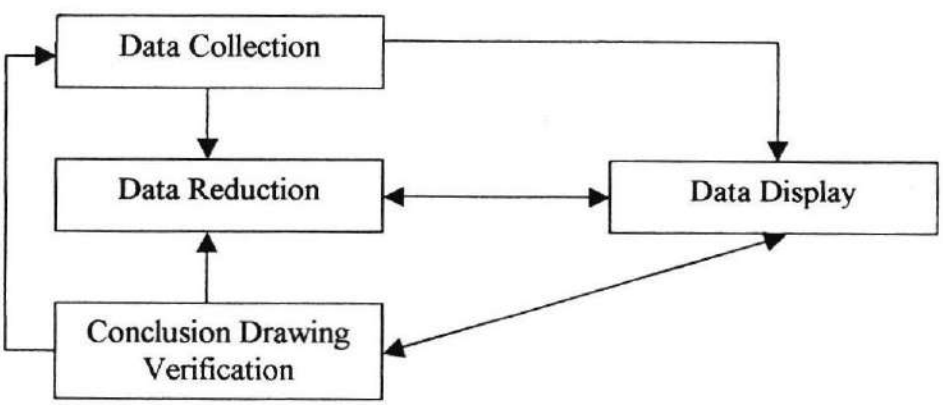
[22] *Ibid,* p. 334.
[23] *Ibid,* p. 337.

explanation. Miles and Huberman state that "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 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, the a sketch of data analysis procedure:



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 validty prove.

[24] *Ibid*, p. 341.
[25] *Ibid*, p. 345.

CHAPTER II
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CHAPTER II

REVIEW OF RELATED LITERATUR

A. Previous Studies

The writer took some previous studies that related to implementation and English teaching, the first by Gujali Rahman with the title "The Implementation of Reading Comprehension Test Based on Curriculum 2004 on the Second Year Students of Islamic Senior Hgh School Students of Hidayatul Insan Palangka Raya. Based on result of the research.

1. The implementation of English Reading Comprehension Test Based on Curriculum 2004 on the Second Year Students of Islamic Senior Hgh School Students of Hidayataul Insan Palangka Raya was not succses, it caused that still there were some invalid items found.
2. The problems faced on implement of English Reading Comprehension Test Based on Curriculum 2004 namely: The appropriate alternative answer was not arranged randomly, the in appropriate for the outcomes being measured and the item was in appropriate with the improfer arrangement of items, the using sentence was not based on the development level of the students, and the in appropriate level of difficulty degree of the test items.
3. The solving problems used on implementation of English Reading Comprehension Test Based on Curriculum 2004 namely: correcting the valid items by including the indicators of syllabus should be achieved,

correcting the index difficult, put the appropriate answering alternative randomly, producing the item which is appropiate for the outcomes being measured and arranging the test atem are typically in order of difficulty, with the easiest item first, and using sentence based on the development level of the students.[26]

The second 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 waqs communicative strategy. Kind of teaching strategies that acan 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 emotionl 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

[26] Gujali Rahman, *The Implementation of English reading Test Based on Curriculum 2004 on the Second Year of Islamic Senior High School Students of Hidayatul Insan Palangka Raya,* Thesis Stratum One, Palangka Raya; STAIN Palangka Raya, 2008, p. 65.

the obstacles was from the students. Whereas according to B the obstcales was in looking for media or appropriateness in learning material form.[27]

The third by Utin Nely Ariati with title, "English Teaching Methods in Madrasah Ibtidaiyah 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 o 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,

[27] 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.

where as to convey reading skill were used drill method, and demonstration method. To apply writing skill, were used assignment and drawing method.[28]

The fourth by Suprihati with the title, "The Teaching Method of Reading at the First Class of SMPN-1 Pandih Batu PulangPisau Regency." Based on the result of research about the teaching methods of reading at the first class of SMPN-1 Pandih Batu in academic year 2005/2006 were:

1. There are four method which have been used by the teacher for teaching reading at the first year at SMPN-1 Pandih Batu. They are lecturing method, demonstrating method, questioning and answering method, and drill method.
2. In determining the method for teaching reading in SMPN-1 Pandih Batu, the English Teacher must considered some some factors that may influence. They are: The objective of teaching, the material taught based on curriculum established, the situation and condition of teaching, thetime allocation, the students' condition and environment.
3. The English teacher always prepares the material before teaching learning process. In teaching, the allocated time for applying the teaching methods of reading were: Lecturing method (10-15 minutes), demonstration method (35-45 minutes), quesioning and answering method (5-10 minutes) and drill method (15-20 minutes).[29]

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[28] Utin Nely Ariati, *English Teaching Methods in Madrasah Ibtidaiyah Negeri (MIN) Model Pahandut Palangka Raya,* Thesis Stratum One, Palangka Raya: STAIN Palangka Raya, 2007, p. 74.
[29] Suprihati, *The Teaching Method of Reading at the First Class of SMPN-1 Pandih Batu PulangPisau Regency,* Thesis Stratum One, Palangka Raya: STAIN Palangka Raya, 2007, p. 68.

The writer differences study with the previous study above is in the subject and object ofthe study. The subject of this study is the English teacher who taught English at the first and second year students of SMAN-1 Dusun Utara, and the object of this study is English teachers' preparation in implementation of KTSP. Then, the purpose of this study is to know how the English teachers'preparation, the problems and the solving the problems in implementation of KTSP (Educational Unit Level Curriculum)

B. Teoritical Description

1. Preparation

Preparation can be defined as all condition of somebody that make he/she ready to give responses/answer in some way about a certain situation. Adaptation of condition in the next time will influence of inclination to give response.[30]

According Thorndike, preparation is condition to study continue.[31]

Based on the definition above, it can be said that preparation somebody in some way about a certain situation will influence of inclination to give response and study continue.

Preparation is capasity as soon as physical although mental to do something.[32] It can be said that condition of somebody like physical althought mental to do something like activity. preparation is the state or quality of being ready, preparation; promptness, attitude, willingness.[33]

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[30] Slameto, *Belajar dan Faktor-Faktor yang Mempengaruhinya,* Jakarta: Rineka Cipta, 2003, p. 113.
[31] *Ibid.,* h. 114.
[32] Muhammad Ali, *Guru Dalam Proses Belajar Mengajar,* Bandung : Sinar Baru Algesindo, 2002, P. 15
[33] http://thinkexist.com/dictionary/meaning/preparation/html (online on Desember 8 th, 2009)

Preparation are :

1. The condition of being ready
2. Ready movement; promptness; quickness
3. Ready action; ease; facility
4. Willingness; inclination; cheerful consent : a readiness to help others.
5. a developmental stage at which a child has the capasity to receive instruction at a given level of difficulty or to engage in a particular activity.[34]

Preparation is the state of preparedness of persons, systems, or organizations to meet a situation and carry out a planned sequence of actions, readiness is based on throughnessof the planning, adequacy and trainingC of personel and supply and reserve of support services or systems.[35]

2. Teaching

Teaching is guiding and facilitating of learning, enabling the learner to learn, setting the condition for learning.[36] " Teaching is showing or helping someone to learn how to do something, providing with knowledge, causing to know or understand".[37] Teaching is all of efforts in giving possibility in students learning process appropriate with the purpose that have been formulated.[38] Teaching is efforts in giving stimulation,

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[34] http://dictionary.infoplease.com/preparation/html (online on Desember 8 th, 2009)
[35] http://www.businessdictionary.com/definition/preparation/html (online on Desember 8 th, 2008)
[36] H. Douglas Brown, *Principle of Language Learning and Teaching*, New York : Longman, 2000, Fourt Edition, P. 7
[37] Ibid, P. 133
[38] H. Muhammad Ali, *Guru Dalam Proses Belajar Mengajar*, Bandung : Sinar Baru Algesindo, 2002, P. 12

guidance, direction and motivate students in other that English learning can be happended.[39] Based on the definition above, it can be said teaching process is students learn. Therefore, all of efforts can done. The efforts can done by the teacher with responsible to get the purpose. Matery of study as stimulate, althought teaching learning process is the purpose of teaching will be known by the students. Teaching is organize students' activities. It means that the teacher's role not only give information but also directing and fasilitating the learning in order that learning process can increased.[40] Viewing in International Encyclopedia of the Social Sciences, "The act of teaching is a simple process : it is to give or impart knowledge".[41] Teaching is conveying knowledge to the students. It means that the purpose of study from the students just only get or mastery of knowledge.[42]

3. Implementation

Implementation is application of idea, concept, wisdom, or inovation of practice action until give impact, such as change of knowledge, skill or value and attitude.[43] Implementation is realization and application. According to Majone and Widavsky, implementation as evaluation. According Browne and Widavsky, Implementation is the expansion of activity that there is adaptation. According to Mc laughlin,

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[39] *Ibid,* P. 13
[40] Syaiful Sagala, Konsep dan Makna Pembelajaran, Bandung : CV Alfabeta, 2003, P. 61
[41] L. David Sills, International Encyclopedia of the Social Science, New York : Macmillan and Library Press, 1972, P. 560
[42] Sardiman, Interaksi & Motivasi Belajar Mengajar, Jakarta : PT Raja Grafindo, 2000, P. 45
[43] M. Joko Susilo, KTSP, Yogyakarta: Pustaka Pelajar, 2007, P. 174

implementation is engine system.[44] Based on the definition above, it can be said that implementation is activity, there is action, reaction or mechanism of system. Mechanism is defined implementation not only activity, but also the activity that have planing and doing based on standard role to get the purpose of the activity. So, implementation isn't dependent, but implementation is influenced by curriculum.

According to Fullan, implementation is a process to do idea, program or new activity with the purpose that the other people can receive and do of change according to Saylor and Alexander, implementation is a learn process.[45] It means that teaching is desain of implementation curriculum, it include taching activity in the kind of interaction between teacher and students at the school.

4. KTSP

A competency based curriculum strats with identification of the competencies each learner is expected to master, states cearly the criteria and conditions by which performance will be assessed, and defines the learning activities that will lead to the learner to mastery of the targeted competency.

According to Muslich :

> "*Kurikulum Tingkat Satuan Pendidikan (KTSP) yang merupakan penyempurnaan dari kurikulum 2004 (KBK) 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*

[44] Syafruddin Nurdin and Basyiruddin Usman, *Guru Profesional & Implementasi Kurikulum*, Jakarta : Ciputat Pers, 2002, P. 70.
[45] *Ibid.*, P. 72.

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. "[46]

Based on definition above, there is not the essential differences between KBK (Competency-Based-Curriculum) and KTSP (Educational Unit Level Curriculum). Both of them are the unit of educational planning that oriented of competency and the result of study of students. The differences of the technical implementation.

KBK is arranged by the government (Depdiknas); KTSP is arranged by each education unit school. BSNP has made arrangement guide of KTSP.[47]

a. Based of Arrangement KTSP

KTSP composed in order to fulfil message that decanted in Number Republic of Indonesia Law 20 year 2003 about National Education System and Number Indonesia Republic Government Regulation 19 year 2005 about standard National Education.

In the arrangement, KTSP education stage base and intermediate should implement Permendiknas Number Minister of National Education Regulatin 22 year 2006 about Standard

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[46] Masnur Muslich, *KTSP Pembelajaran*, P. 17
[47] *Ibid*, p. 17-18.

contents and Number Minister of National Education Regulation 23 year 2006 about SKL late year 2009/2010. [48]

b. Characteristic of KTSP

According to Muslich "*KTSP memiliki beberapa karakteristik sebagai berikut:*

1. *Berbasis kompetensi dasar (curriculum based competencies), bukan materi pelajaran;*
2. *Bertumpu pada pembentukan kemampuan yang dibutuhakan oleh siswa (developmentally-appropriate practice), bukan penerusan materi pelajaran.*
3. *Berpendekatan atau berpusat pembelajaran (learner centered curriculum), bukan pengajaran.*
4. *Berpendekatan terpadu atau integratif (integrative curriculum atau learning across curriculum), bukan diskrit.*
5. *Bersifat diversifikatif, pluralistis, dna multicultural.*
6. *Bermuatan empat pilar pendidikan kesejagatan, yaitu belajar memahami (learnign to know), belajar berkarya (learning to do), belajar menjadi diri sendiri (learning to be oneself), dan belajar hidup bersama (learning to live together).*
7. *Berwawasan dan bermuatan manajemen berbasis sekolah".* [49]

c. Component of KTSP

In Education, *KTSP have five components, namely a). The purpose the educational unit level, b). Structure and the contents of KTSP, c). Educational calendar, d). Syllabus e). Lesson accomplishment plan.* [50]

a. The Purpose of the KTSP (Educational Unit Level Curriculum)

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[48] Guntur, Talajan, Pengembangan KTSP, Palangkaraya : Dinas Pendidikan Pemuda dan Olahraga, 2009, P. 3

[49] *Ibid*, P. 20

[50] Kunandar, *Guru Profesional*, P. 145 - 151

The purpose of the educational unit level refer to the general education, like :

1) The purpose of educational elementary, is to put the base intelligence, knowledge, personality, good attitude, and skill to live stand alone and to follow more advanced education.
2) The purpose of educational intermediate, is to increase the intelligence, knowledge, personality, good attitude, and skill to live stand alone and to follow more advanced education.
3) The purpose of educational intermediate vocational is to increase the intelligence, knowledge, personality, good attitude, and skill to live stand alone and to follow more advanced education appropriate with his vocational.

d. Structure and Contents of Educational Unit Level Curriculum

The structure of educational unit level curriculum base education level and intermediate that have in standard contents that developed from the group of subject, such as :The group of religion subject and attitude;

1) The group of citizenship and personality;
2) The group of knowledge and technology;
3) The group of esthetic;
4) The group of physical, sport and health.

e. Educational Calendar

Educational unit can arranging educational calendar appropriate with region necessity, the characteristic of the school, the society necessity of the students and society, with attention the educational calendar as included in standard contents.

f. Syllabus and Lesson Accomplishment Plan.

According P. Johnson, Syllabus : "A syllabus is essencially a job specification, and as such it should set out clearly and precisely what is to be done, and the standards or criteria to be met by those who do it".[51] Syllabus constitute to spelling out the standard competence and base competence in the main subject, teaching learning activities, and the indicator to achieving of the evaluation competence. *Rencana Pelaksanaan Pembelajaran (RPP) adalah rancangan pembelajaran mata pelajaran per unit yang akan diterapkan guru dalam pembelajaran di kelas. Berdasarkan RPP inilah seorang guru (baik yang menyusun RPP itu sendiri maupun yang bukan) diharapkan bisa menerapkan pembelajaran secara terprogram. Oleh karena itu, RPP harus mempunyai daya terap (applicable) yang tinggi. Pada sisi lain melalui RPP pun dapat diketahui kadar kemampuan guru dalam menjalankan profesinya* (Lesson Accomplishment Plan (RPP) is teaching learning process program of the lesson by the unit will

[51] Joy M. Reid. Teaching ESL Writing, New Jersey : Eanglewood Cliffs, 1993, P. 73

implemented by the teacher in the class. Based on RPP, teacher is hoped to apply teaching learning as program. Because of, RPP should has high aplicable. In the other word, based on RPP can known the ability of teacher todo his/her profession).[52] For less experienced teachers written lesson plants offer three advanceds : (a). They assist the teacher in preparing for class, (b). They focus the relationship between overall objective and class activities, and (c) They provide a record from which assessment of the plans and improvement on future plan are possible.[53] Based on the syllabus the teacher can develop the lesson accomplisment plan that will be applied in teaching learning activities for the students.

C. Frame of Thinking

Frame of thinking of this research is the writer want to know the English teachers preparation in implementation of KTSP (Educational unit level curriculum) at SMAN 1 Dusun Utara Barito Selatan, it will be gotten through some operational concept, such as teacher know educational unit level curriculum and implemented it in English teaching learning process.

KTSP can be implemented effectively and improve quality of English teaching learning process, if the teachers should mastery and understand base competence and prepare teaching learning process, one of characteristic the English teachers preparation make syllabus and lesson accomplishment plan,

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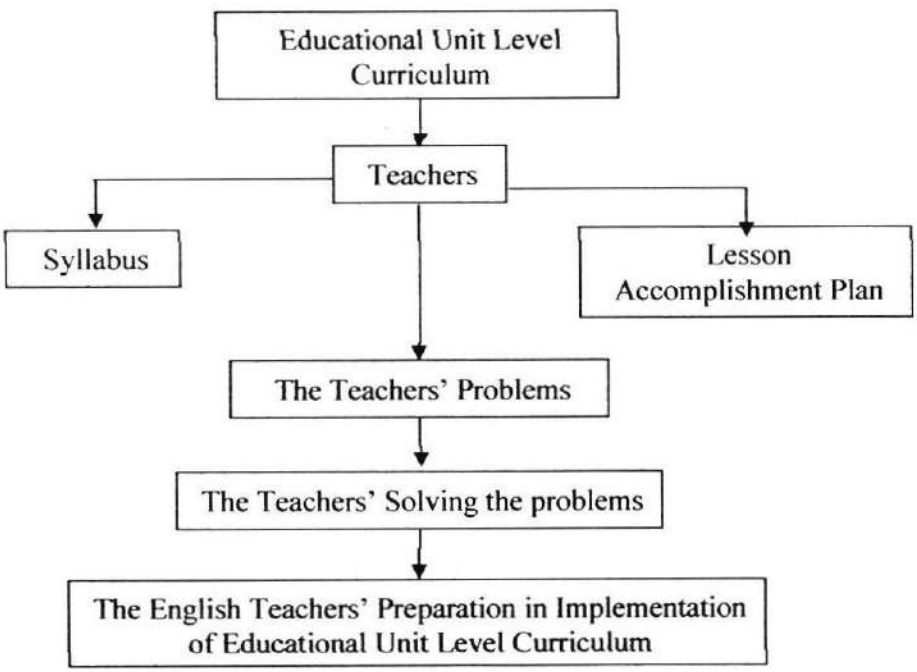
[52] Masnur, Muslich, KTSP Dasar Pemahaman dan Pengembangan, Jakarta : PT Bumi Aksara, 2008, P. 45

[53] Joy M. Reid, Teaching ESL, P. 121

syllabus constitute to spelling out the standard competence and base competence in the main subject, teaching learning activities, indicators, evaluation, time allocation and sources/matery of study. Based on the syllabus the teachers can develop the lesson accomplishment plan that will be applied in English teaching learning process for the students.

Beside the problems above, the writer wants to know the teachers problems in implementation of KTSP and also how do the English teachers solve the problems. From frame of thinking that have been explained, it can be seen from this scheme :



CHAPTER III
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CHAPTER III

RESULT OF THE STUDY

A. The English Teachers' Preparation in Implementation of KTSP at SMAN 1 Dusun Utara Barito Selatan

Preparation is all condition of somebody that make he/she ready to give responses/answer in someway about a certain situation. Readiness is the stated of preparedness of person system, or organization to meet a situation and carry out a planned sequence of actions, preparation is based on thoroughness of the planning adequacy and training of personal and supply and reserve of support services or systems.

The English teacher should be prepared the material in English teaching learning process based on KTSP. In implementation of KTSP the teacher were not free to choose the material to be taught to the students. She taught based on matery of syllabus. Before English teaching learning process the English made lesson accomplishment plan based on the material of syllabus.

In teaching learning activities at SMAN 1 Dusun Utara, the English teachers used some kinds of media in teaching like: computer, VCD player, tape recorder, and library.

The result of The English Teacher' Preparation in Implementation of KTSP at SMAN 1 Dusun Utara Barito Selatan can be seen as follows:

1. Teaching Reading at the First Class

In teaching reading, the English teacher taught narrative text, with the title "Programmed Instruction". Before English teaching learning process, the teacher

made lesson accomplishment plan based on matery of syllabus. In teaching reading, she used Simulation Teammates Method.

Reading is an activity with a purpose. A person may read n order to gain information or verify existing knowledge, or in order to critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading is an interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, words, sentences, and paragraphs that encode meaning. The reader used knowledge, skills and strategies to determine what that meaning is.[54]

The purpose for reading and the type of text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.

In teaching reading at first class student of SMAN 1 Dusun Utara, the teacher used text like narrative text. Before English teaching learning process, she had prepared the lesson accomplishment plan based on syllabus to guide the teaching learning process. In teaching reading, she prepared the material about narrative and all of students had the material too. First, she read text loudly, discussed about the material, explained and translated some difficult vocabularies. She ordered her student to read the text loudly. Then, she invited her students to discuss about the text and asked her if they did not understand it. After that, she invited her students to summary the text, then she asked students to answer the question based on the text.

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[54] Endang Fauziati, *Teaching of English As a Foreign Language*. Surakarta: Muhammadiyah University Press, 2002, p.144

In teaching reading, the teacher explained the text about narrative clearly and made her students more understand. The writer analyzed the English teaching learning process of reading in implementation of KTSP. She had enough preparation because all of the students could understand about the text and she taught by using lesson accomplishment plan based on matery of syllabus. However, sometime teaching learning activity did not appropriate with lesson accomplishment plan and sometime indicator of English teaching learning process got in two meetings.

2. Teaching Listening at the First Class

In the teaching listening, the English teacher taught narrative text with the title "The way to Introduce Ourselves". Before teaching learning process, the teacher made lesson accomplishment plan based on matery of syllabus. In teaching listening, she used Simulation Teammates Method.

Teaching listening skill is one of the most difficult tasks for any ESL teacher. This is because successful listening skills are acquired over time and with tots of practice. It is frustrating for students because there are no rules is in grammar teaching. Speaking and writing also have very specific exercise that can lead to improved skills. This is not to say that there are not ways of improving listening skill, however they are difficult to quantify. Students need to apply the same approach to listening skill. Encourage them to get a film, or listen two hours. Student should often listen, but they should for short periods. Five to ten minutes. This should happen four or five times a week. Even if they so not understand anything, five to ten minutes is a minor investment. However, for this strategy to

work. Students should not expect improved understand too. Quickly. The brain is capable of amazing things if given time, students should have the patience to wait for result. If the students continues this exercise over two to three months, their listening comprehension skill will greatly improve.[55]

In teaching listening, the teacher used media like tape recorder because did not available of language laboratory. In teaching listening, she used narrative text in the kind of dialogue, she hoped the students were able to listen and write what they heard from the cassette. Before teaching listening, the English teacher prepared tape recorder and then took tape recorder in front of the classroom. She tried to play the cassette and tried to listen the cassette from behind and the corner of the classroom, to knew that the voice from the cassette listen clearly by the students.

In teaching listening, firstly the teacher explained about the text then asked students to identify about the picture. After that she ordered the students to complete the dialogue by listening the cassette. Secondly, she discussed about the dialogue from the cassette clearly and then she asked the students to answer the questions by listening the cassette.

The writer analyzed the teacher that she had enough preparation in implementation of KTSP of teaching listening. It can be seen from the teaching listening process. However there is not language laboratory. She could prepared by using of media (tape recorder) although all of the students could complete the dialogue by listening the cassette.

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[55] *Ibid*., p.120

3. Teaching Speaking at the First Class

In teaching speaking, the English teacher taught recount text with the title "Language Expression". Before teaching listening process, the teacher made lesson accomplishment plan based on matery of syllabus. In teaching speaking, she used Simulation Teammates Method.

Many language learners regard speaking ability as the measure of knowing language. These learners define fluency as the ability to converse with another much more than the ability to read, write, or comprehend oral language. They regard speaking as the most important skill that they can acquired, end they assess and they progress in terms of their accomplishment in spoken communication. In the communicated model of language teaching, instructors have their students develop this body of knowledge by providing authentic practice that prepares students for real-life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context and to do this skill, also using acceptable (that is, comprehensible) pronunciation.[56]

In teaching speaking the teacher ordered the students to introduce themselves by using language expression. First, she practiced and then asked students practiced before. She gave the dialogue and ordered the students to practiced the dialogue in front of the class by couple, she repaired students' pronunciation too.

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[56] *Ibid.*, p.126

The writer analyzed the teacher had enough preparation in implementation of KTSP of teaching speaking, it can be seen from the way of teacher in teaching speaking, here, she ordered her students to speak English confidence in front of the class and tried students' pronunciation. However not all of students can practice the dialogue because limited of the time.

4. Teaching Writing at the First Class

In teaching writing, the English teacher taught report text about announcement. Before teaching learning process, the teacher made lesson accomplishment plan based on matery of syllabus. In teaching speaking, she used Simulation Teammates Method.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourage thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed writing is most likely to encourage thinking and learning when students view writing as a process by recognizing that writing is a recursive process, and that every write used the process in a different way, students experiences pressure to " get it right the first time" and are more willing to experiment, explore, revise, and edit. Yet, novice writer need to practice " writing" or exercise that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical, agreement and the like. Furthermore " students need to" writer in the language " through engaging in a variety of grammar practice activities of controlled nature. Finally,

they need to begin to write within a framework " flexibility measure" that includes transformation exercises, sentence combining, expansion, ideas frames and similar activities.[57]

In teaching writing the teacher introduced about the material and than explained it, she ordered students to complete the from, after that she ordered students to discuss about the material, she checked the students answer that appropriate or not with the purpose of writing based on indicator, the students able to produce short functional text using syntax, vocabulary, punctuation mark, spelling and writing style accurately.

The writer analyzed the teacher, she had enough preparation in implementation of KTSP of teaching writing, it can be seen from the way of teacher in teaching writing, she ordered the students to made the short functional text and discussed it. The students able to write short functional text but also they should be attend by using of syntax, vocabulary, punctuation mark, spelling and writing style accurately.

5. Teaching Listening at the Second Class

In teaching listening, the English teacher taught descriptive text with the title "Expressing opinion". Before teaching learning process, the teacher taught base on matery of syllabus. In teaching listening, she used simulation teammates method.

Teaching listening skill is one of the most difficult tasks any ESL teacher. This is because successful listening skill are acquired over time and with tots of practice. It is frustrating for students because there are no rules is in grammar

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[57] *Ibid.*, p.149

teaching. speaking and writing also have very specific exercise that can lead to improved skill. This is not to say that there are not ways of improving listening skill, however they are difficult to quantify. Students need to apply the same approach to listening skill. Encourage them to get a film. Or listen for two hours. Student should often listen, but they should listen for short periods. Five to ten minutes. This should happen four of five times a week. Even if they do not understand anything, five to ten a minutes is a ninor investment. However, for this strategy to work. Students should not expect improved understanding too. Quickly. The brain is capable of amazing things if given time, student should have the patience to wait to result. If the students continued this exercise over two to three months, their listening comprehension skill will greatly improve.[58]

In teaching listening, the teacher used media like tape recorder because did not available of language laboratory. In teaching listening, she prepared media like tape recorder and then she tried to play tape recorder that the voice was heard by the students clearly. She asked the students to look the picture in their book then ordered them to much the words that they heard from the cassette of tape recorder. She discussed about the students` answer. then discussed about the picture used in the kind of dialogue, she hoped the students were able to listen and write what they heard from the cassette, in teaching listening, firstly she explained about the text then asked students to identify about the picture. After that she ordered the students to complete the dialogue by listening the cassette. Secondly,

[58] *Ibid.*, p.120

she discussed about the dialogue from the cassette clearly and than she asked the students to answer the question by listening the cassette.

The writer analyzed the teacher that she had enough preparation in implementation of KTSP of teaching listening. It can bee seen from the teaching listening process. However there is not language laboratory. She could prepare by using of media (tape recorder) although al of students could complete the dialogue by listening the cassette.

6. Teaching Reading at the Second Class

In teaching reading, the English teacher taught report text with the title. "Dress Functions and Fashion" before teaching learning process, the teacher made lesson accomplishment plan based on matery on syllabus. In teaching reading, she used the simulation teammates Method.

Reading is an activity with a purpose. A person may read in order to gain information of verify existing knowledge, or in order critique a writer's ideas or writing style. A person may also read for enjoyment, or to enhance knowledge of the language being read. Reading in interactive process that goes on between the reader and the text, resulting in comprehension. The text present letters, words, sentences, and paragraphs that encode meaning. The reader used knowledge, skills and strategies to determine what that meaning is.[59]

The purpose for reading and the type of the text determine the specific knowledge, skills, and strategies that readers need to apply to achieve comprehension.

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[59] *Ibid*., p.144

In teaching reading at second class student of SMAN 1 Dusun Utara, the teacher used text narrative text. Before English teaching learning process, she had prepared the lesson accomplishment plan based on matery of syllabus to guide material about narrative text and all of students had the material too. First, she read the text loudly, discussed about the material, explained and translated some difficult vocabularies. She ordered her students to read the text loudly. Then, she invited her students to discuss about the text, than she asked students to discuss about the text. After that, she invited her students to summary the text, then she asked students to answers the questions based on the text.

In teaching reading, the teacher explained the text about narrative clearly and made her students more understand. The writer analyzed the English teaching learning process of Reading in implementation KTSP. She had enough preparation because of all the students could understand about the text and she taught by using lesson accomplishment plan based on syllabus. However sometime teaching learning activity did not appropriate with lesson accomplishment plan and sometime indicator of English teaching learning process got in two meeting.

7. Teaching Speaking at the Second Class

In teaching speaking, the English teacher taught narrative text with the title "Language Expression". Before teaching learning process, the teacher made lesson accomplishment plan based on matery of syllabus. In teaching speaking, she used simulation Teammates Method.

Many language learners regard speaking ability as the measure of knowing language. These learners define fluency as the ability to converse with another much more than ability to read, write, or comprehend oral language. They regard speaking as the most important skill that they can acquired, and they asses they progress in term of their accomplishment in spoken communication. In the communicate model of language teaching, instructors have their students develop this body knowledge by providing authentic practice that prepares students for real-life communication situation. They help their students develop the ability to produce grammatically correct, logically connected sentences that are appropriate to specific context and to do this skill, also using acceptable (that is, comprehensible) pronunciation.[60]

In teaching speaking the teacher ordered the students to introduce themselves by using language expression. First, she practiced and than asked students practiced before. She gave the dialogue in front of the class by team, she repaired students' pronunciation.

The writer analyzed the teacher had enough preparation in implementation of KTSP of teaching speaking, here, she ordered her students to speak English confidence in front of the class and tried students' pronunciation. However not all of students can practice the dialogue because limited of the time.

8. Teaching Writing at the Second Class

In teaching writing, the English teacher taught descriptive text with the title "The Simple Present". Before teaching learning process, the teacher made

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[60] *Ibid*, p.126

lesson accomplishment plan based on matery of syllabus. In teaching writing, she used simulation Teammates Method.

Writing is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. Writing encourage thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to rearranged, and changed writing is most likely to encourage thinking and learning when students view writing is most likely to encourage thinking and learning when students view writing as a process by recognizing that writing is a recursive process, and that every writer uses the process in a different way, students experience pressure to "get it right the first time" and are more willing to experiment, explore, revise, and edit. Yet, novice writer need to practice "writing" or exercises that involve copying or reproduction of learned material in order to learn the conventions of spelling, punctuation, grammatical, agreement and the like. Furthermore "students need to" writer in the language "through engaging in a variety of grammar practice activities of controlled nature. Finally, they need to begin to write within a framework "flexibility measure" that includes transformation exercises, sentence combining, expansion, ideas frames and similar activities.[61]

In teaching writing the teacher introduced about the material about simple present tense and than explained it. She discussed about the material and then she asked the students to make sentences in the form of simple present tense.

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[61] *Ibid*. p.149

The writer analyzed the teacher, she had enough preparation in implementation of KTSP of teaching writing, it can bee seen from the way of teacher in teaching writing. She ordered the students to make sentences in the form and discussed it. The students made sentences in the form and discussed it. The students should be able make sentences in the form of simple present tense.

To analyze the English teachers' preparation in implementation of KTSP, it can be seen from this table:

Table 3.1

The English Teachers' Preparation in Implementation of KTSP

No	Teacher	KTSP Aspect of Research			Note
		Syllabus	L.P	Media	
1.	HF	√	√	√	The English teacher made lesson accomplishment plan based on matery of syllabus to guide teaching learning process. In English teaching, she used media like English book, LKS and dictionary. In teaching listening, she used media like tape recorder and cassette because is not available of language laboratory.
2.	RFY	√	√	√	The English teacher made lesson accomplishment plan based on matery of syllabus to guide teaching learning process. In English teaching, she used media like English book, LKS and dictionary. In teaching listening, she used media like tape recorder and cassette because is not available of language laboratory.

B. The Problems of English Teachers in Teaching English based on KTSP at SMAN 1 Dusun Utara

1. The Problems in Teaching Reading at the First Class

As teacher of English as foreign language we are often tempted to teach reading in order to improve the students mastery of English. To enable them to develop their reading skill, the teacher should know the rationale of the nature of reading and its implication in teaching techniques. They should also be able to employ certain techniques to improve the students reading ability.

Comprehending a text is an interactive process between the reader's background knowledge and the text. A reading text always contains information's meaning, or messages which the writers intend to communicate to their readers, therefore, a reading text is also a piece of discourse. The elements of a text comprise word, which are combined into phrases to from clauses and sentences and then organized into the whole text. To be to read well learners have to detect and select the right cues to from concepts or meaning. They have to develop their abilities to perceive the element of the reading text to get meaning with sufficiently efficient speed.[62]

In teaching reading at the first year students of SMAN 1 Dusun Utara Barito Selatan the teacher used text like narrative. Before English teaching learning process, she had prepared the lesson accomplishment plan based on matery of syllabus to guide the teaching learning process. In teaching reading, she prepared the material about narrative and all of students had the material too. First, she read

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[62] *Ibid*., p.140

discussed about the material, explained and translated some difficult vocabularies. She ordered her students to read the text loudly. Then, she invited her students to discuss about the text and asked her if they did not understand it. After that, she invited her students to summary the text, then she asked students too answer the questions based on the text.

The writer analyzed the teacher. She did not have problems in teaching reading, it can be seen from the teacher taught reading about the narrative text clearly and made students more understand, and also based on interview result with the teacher. The teacher said that:

> *"Masalah yang saya hadapi dalam mengajar yang pasti dari siswanya, tidak ada faktor penunjang seperti Lab. Bahasa, kursus, dan pendidikan non formal. Jadi siswa itu mendapat ilmu dari sekolah, sedangkan waktunya di sekolah terbatas. Ketika saya memberikan penjelasan kadang-kadang selesai dan kadang-kadang tidak selesai dalam 1 waktu, karena siswa itu ada yang mengerti dan ada yang kurang mengerti. Hal tersebut tidak dapat diatasi di luar jam pelajaran karena keterbatasan waktu. Keterbatasan media seperti belum tersedianya laboratorium bahasa sebagai faktor pendukung proses belajar mengajar bahasa Inggris".*[63]

She said that she did not have problems in teaching but from the students and there isn't supporting factor like language laboratory, course and non formal education. So, students got knowledge only from the school, whereas the time is limited in the school.

2. The Problems in Teaching Listening at the First Class

Listening was a process of translating information before the object conclude it by his/her own opinion. In teaching listening the teacher should be careful not to go to extremes, either by being concerned too much with theories

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[63] Based on interview with HF on August 1st, 2009 at 08.00 WIB

without thinking about their application to teaching, or by following the dull routines of playing the tape recorder and asking some question to the students. It is essential for a language teacher to have a through understanding of the nature of listening, as well as several activities which help students develop their listening comprehension skills.[64]

Consequently, the teacher can vary their classroom presentations that result in the more interesting classroom activities.

In teaching listening, there are several classroom activities that can be used for practice verbalization in foreign language so students can develop their ability in listening skill. It's like oral repetition, identifying key word, paraphrasing, summarizing, answering question, simultaneous listening, and reading aloud. Also, elicitation or discussion about the topics, brainstorming and guided questions.

In teaching listening, the teacher used media like tape recorder because did not available of language laboratory. In teaching listening, she used narrative text in the kind of dialogue, she hoped the students were able to listen and write what they heard from the cassette. Before teaching listening, the English teacher prepared tape recorder and than took tape recorder in front of the classroom. She tried to play the cassette and tried to listen the cassette from behind and the corner of the classroom, to knew that the voice from the cassette listen clearly by the students.

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[64] *Ibid.*, p.117

In teaching listening, firstly she explained about the text than asked students to identify by listening the cassette. Secondly, she discussed about the dialogue from the cassette clearly and than she asked the students to answer the questions by listening the cassette.

The writer analyzed the teacher. She did not have problems in English teaching learning process of teaching listening. It can be seen from the teacher taught listening by using tape recorder however there is not available of language laboratory. But it's better if she taught listening by using language laboratory for support teaching listening.

3. The Problems in Teaching Speaking at the First Class

Speaking was a communicative competence in language teaching learning that the students brought in their interaction. To most people, mastering the art of speaking is the single most important aspect of learning and success in measured in term of the ability to carry out a conversation in the language.[65]

The writer analyzed the teacher. She did not have problems in English teaching learning process of teaching speaking. It can be seen from the way of teacher taught speaking. In teaching speaking the teacher ordered the students to introduce themselves by using language expression. First, she practiced and than asked students practiced before. She gave the dialogue and ordered the students to practiced the dialogue in front of the class by couple, she repaired students' pronunciation too.

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[65] *Ibid.*, p.126

4. The Problems in Teaching Writing at the First Class

Writing is most likely to encourage thinking and learning when students view writing as a process by recognizing that writing is a recursive process and that every writer uses the process in a different way. Students need to practice writing or exercise that involve copying or reproduction of learned material in order to learn the conversions of spelling, punctuation and grammatical.[66]

In teaching writing the teacher introduced about the material and than explained it, she ordered students to complete the form, after that she ordered students to discuss about the material, she checked the students' answer that appropriate or not with the purpose of writing based on indicator, the student able to produce short functional text and using syntax, vocabulary, punctuation mark, spelling and writing style accurately.

In teaching reading at the first year students of SMAN I Dusun Utara Barito Selatan the teacher used text like narrative. Before English teaching learning process, she had prepared the lesson accomplishment plan based on syllabus to guide the teaching learning process.

The writer analyzed the teacher. She did not have problems in English teaching learning process of teaching writing. It can be seen from the way of teacher taught writing. In teaching writing the teacher ordered the students made short functional text and discussed it. Not only the students able to write short functional text but also they should be attend by using of syntax, vocabularies, punctuation mark, spelling and writing style accurately.

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[66] *Ibid*., p.148

5. The Problems in Teaching Listening at the Second Class

Listening was process of translating information before the object conclude it by his/her own opinion. In teaching listening the teacher should be careful not to go to extremes, either by being concerned too much with theories without thinking about their application to teaching, or by following the dull routines of playing the tape recorder and asking some questions to the students. It is essential for a language teacher to have a trough understanding of the nature of listening, as well several activities which help student develop their listening comprehension skills.[67]

Consequently, the teacher can vary their classroom presentations that result in the more interesting classroom activities.

In teaching listening at the second year students of SMAN I Dusun Utara Barito Selatan the teacher used text like narrative. Before English teaching learning process, she had prepared the lesson accomplishment plan based on syllabus to guide the teaching learning process.

The writer analyze the teacher. She did not have problem in English teaching learning process of teaching writing. It can be seen from the way of teacher taught listening, the teacher used media like tape recorder because did not available of language laboratory. In teaching listening, she prepared media like tape recorder and than she tried to play tape recorder that the voice was heard by the students clearly. She asked the students to look the picture in their book than ordered them match the word that they heard from the cassette of tape recorder.

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[67] *Ibid*., p.117

She discussed about the picture used in the kind of dialogue, she hopped the students were able to listen and write what they heard from the cassette. In teaching listening, firstly she explained about the text than asked students to identify about the picture. After that she ordered the students to complete the dialogue by listening the cassette. Secondly, she discussed about the dialogue from the cassette clearly and then she asked the students to answer the questions by listening the cassette. And also based on interview result with the teacher. The teacher said that :

> *"Saya tidak mempunyai masalah dalam mengajar tetapi dalam RPP, sebelum mengajar, saya membuat RPP berdasarkan silabus. Karena ada silabus saya tidak kesulitan. Saya mengajar berpatokan pada silabus tetapi kadang-kadang, ketika saya mengajar materi yang ada di silabus, ada yang diajarkan diawal tahun dan kadang-kadang di akhir tahun, jadi materi yang sudah saya ajarkan saya beri tanda di silabus. Dalam pembuatan RPP, saya membuat RPP untuk 2 kali pertemuan. Mengenai indikator itu tercapai kadang-kadang setengah atau seperempat dari yang diharapkan. Begitu juga dengan proses belajar mengajar, kadang-kadang sesuai dan kadang-kadang tidak. Tidak sesuai biasanya karena ketika saya mengajar menggunakan metode ceramah, siswa mendengarkan dan menulis kemudian ada sesi tanya jawab yang seharusnya di RPP tidak ada. Manfaatnya untuk menambah pemahaman Bahasa Inggris siswa."*[68]

The teacher said that she did not have problems in teaching. From the students, when she used English language, they did not understand. It happened because they did not mastery base of English subject. Also she have problems in lesson accomplishment plan, before teaching, she made lesson accomplishment plan based on matery of syllabus. She did not have difficulty in teaching because there is syllabus. She taught based on syllabus but sometime matery in syllabus, there is matery that taught in the first year and there is matery taught in the end

[68] Based on interview with RFY on August 3rd, 2009 at 08.00 WIB

of years. The matery that she has taught, she gave mark in syllabus. Sometime she made lesson accomplishment plan for two meeting. About indicator, sometime indicator did not reach in one meeting and there is indicator reached only ½ or ¾ from expectation. And also teaching learning activity. For example when she taught by using communicative approach, students listen and write. Than there is interview session that there is not in lesson accomplishment plan. It needed to add students understanding of English subject.

6. The Problems in Teaching Reading at the Second Class

As teacher of English as a foreign language we are often tempted to teach reading in order to improve the students mastery of English. To enable them to develop their reading skill, the teacher should know the rationale of the nature of reading and its implication in teaching techniques. They should also be able to employ certain techniques to improve the students reading ability

Comprehending a text is an interactive process between the reader's background knowledge and the text. A reading text always contains information's meaning, or messages which the writers intend to communicate to their readers, therefore , a reading text also a piece of discourse. The elements of a text comprise word, which are combined into phrases to from clauses and sentences and the organized into the whole text. To be to read well learners have to detect and select the right cues to from concepts or meaning. They have to develop their abilities to perceive the element of the reading text to get meanings with sufficiently efficient speed.[69]

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[69] *Ibid*., p.140

In teaching reading at second class student of SMAN I Dusun Utara, the teacher used text like narrative text. Before English teaching learning process, she had prepared the lesson accomplishment plan based on matery of syllabus to guide the teaching learning process.

The writer analyzed the teacher. She did not have problems in English teaching learning process of teaching reading. It can be seen from the way of teacher taught reading. In teaching reading, she prepared the material about narrative text and all of students had the material too. First, she read text loudly, discussed about the material. Explained and translated some difficult vocabularies. She ordered her students to read the text loudly. Then, she invited her students to discuss about the text. After that, she invited her students to summary the text , then she asked students to answer the questions based on the text.

7. The Problems in Teaching Speaking at the Second Class

Speaking was a communicative competence in language teaching learning that the student brought in their interaction. To most people, mastering the art of speaking is the single most important aspect of learning and success is measured in terms of the ability to carry out a conversation in the language.[70]

In teaching speaking at the second class students of SMAN I Dusun Utara, the teacher used text like narrative text. Before English teaching learning process, she had prepared the lesson accomplishment plan based on syllabus to guide the teaching learning process.

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[70] *Ibid*., p.126

The writer analyzed the teacher. She did not have problems in English teaching learning process of teaching speaking. It can be seen from the teacher ordered the students to introduce themselves by using language expression. First, she practiced it than students practiced before. She gave the dialogue and ordered the students to practiced the dialogue in front of the class by team. she repaired student' pronunciation too.

8. The Problems in Teaching Writing at the Second Class

Writing is most likely to encourage thinking and learning when student view writing as a process by recognizing that writing is a recursive process and that every writer uses the process in a different way. Students need to practice writing or exercise that involve copying or reproduction of learned material in order to learn the conversation of spelling, punctuation and grammatical.[71]

In teaching writing at second class students of SMAN I Dusun Utara, the teacher used text like narrative text. Before English teaching learning process, she had prepared the lesson accomplishment plan based on matery of syllabus to guide the teaching learning process.

The writer analyzed the teacher. She did not have problems in English teaching learning process of teaching writing. It can bee seen from the way of teacher taught writing. In teaching writing the teacher introduced about the material about simple present tense and than explained it. She discussed about the material and than she asked the students to make sentences in the form of simple present tense.

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[71] *Ibid.*, p.148

To analyze the problems of English teachers in teaching English based on KTSP, it can be seen from this table:

Table 3.2

The Problems of English Teachers In Teaching English Based on KTSP

No	Teacher	Skill	KTSP Aspect			Note
			Syllabus	L.P	Media	
1.	HF	Reading	√	√	-	-
		Writing	√	√	-	-
		Speaking	√	√	-	-
		Listening	√	√	√	The teacher used tape recorder and cassette for teaching listening because is not available of language laboratory is not electricity, there is not generator set, and also if used tape recorder disturb the other class because there is not special room.
2.	RFY	Reading	√	√	-	-
		Writing	√	√	-	-
		Speaking	√	√	-	-
		Listening	√	√	√	The teacher used tape recorder and cassette for teaching listening because is not available of language laboratory is not electricity, there is not generator set, and also if used tape recorder disturb the other class because there is not special room.

C. The Teachers' Solving the Problems in English Teaching

Both the English teacher have the same problems in English teaching learning process of teaching listening. It can be seen from the availability of media like there is not language laboratory for support teaching listening.

According interview result with Mrs. Helia Fatmawati, S.Pd and Mrs. Rifka Foni Yuanita, A.Md. to solve the problems, the teacher used tape recorder and dry-cell battery for teaching listening because there is not language laboratory.

To analyze the English teachers' solving the problems in English teaching, it can be seen from this table:

Table 3.3

The English Teachers' Solving the Problems in Teaching English

No	Teacher	Skill	KTSP Aspect			Note
			Syllabus	L.P	Media	
1.	HF	Reading	√	√	-	-
		Writing	√	√	-	-
		Speaking	√	√	-	-
		Listening	√	√	√	To solve the problems, the English teacher used dry-cell battery and tape recorder.
2.	RFY	Reading	√	√	-	-
		Writing	√	√	-	-
		Speaking	√	√	-	-
		Listening	√	√	√	To solve the problems, the English teacher used dry-cell battery and tape recorder.

D. The English Teaching Learning Process at the First Year Students at SMAN 1 Dusun Utara

1. The First Observation on Teaching Reading

The observation was done on July 16th 2009.when Mrs. HF was teaching reading, the condition of X-A class when the teacher came to the class. Some students made noise but just a few minutes and than change calm down. Firstly,

teacher ordered the students prepare their book and dictionary before she explained about the lesson.

The teacher used English to communicate with the students, she opened the class activities by greeting the students, checked present list. Than she introduced about the recount text. She ordered the students to open their book on page 3. today she taught reading to her students. On page 3 there was a text by a title "Programmed Instruction". Before she read the text she ordered the student to pay attention.

The teacher read all of the paragraph of the text loudly. Then, she discussed about the text with the students if there is some difficult vocabularies. She ordered the student to read the text loudly. When the students read the text loudly. She checked their pronunciation. She gave opportunity to her students to asked him. After she explained she asked the students to identify main idea from the text. After that she ordered the students to answer the questions and collected it. Then she closed the class activities by greeting the students.

To analyze the result of the first observation, it can be seen from this table:

Table 3.4
The First Observation of HF

No	Teacher	Students	Purpose	Time Allocation
1.	Opening • Greeting • Checking present list	Students made noise.	To make students silent and ready to study	10 minutes
2.	Explaining • Introducing • Explaining the material • Discussing	Students prepared their book and dictionary	To improve students' understanding about the material. To find main idea	75 minutes

	• Summary • Giving the task		and sentences meaning from paragraph.	
3.	Closing • Greeting		To close the class activities	5 minutes

2. The Second Observation on Teaching Listening

The observation was done on July 23th 2009. When Mrs. HF was teaching listening the condition of X-A class when the teacher came to the class, some students made noise but just a few minutes and than change calm down. Firstly, teacher ordered the students prepare their book and dictionary before she explained about the lesson.

The teacher used English to communicate with the students, she opened the class activities by greeting the students, checked present list. Than she introduced about the recount text. She ordered the students to open their book on page 7. Today she taught listening to her students. On page 7 there was a text by a title "The way to introduce ourselves". Before she introduced about the lesson, she prepared tape recorder in front of the class and try to play it, that the voice heard clearly by the students.

The teacher introduced and explained about the lesson. She asked the students to did not make noise when she played the tape recorder. The teacher ordered the students to complete the dialogue by listening from the cassette carefully. She played it two time. Then she discussed about the dialogue "The way to introduced ourselves" with the students and she gave opportunity to ask about the dialogue by listening from the cassette. After all of students finished their task

and collected it. Than she made summary of the lesson and she closed the class activities by greeting the students.

To analyze the result of the second observation, it can be seen from this table :

Table 3.5

The Second Observation of HF

No	Teacher	Students	Purpose	Time Allocation
1.	Opening • Greeting • Checking present list • Preparing tape recorder	Students made noise.	To make students silent and ready to study That the voice heard clearly by the students	20 minutes
2.	Explaining • Introducing • Explaining the material • Playing the tape recorder • Giving task • Discussing • Giving the task • Summary	Students did not make noise. Complete the dialogue. Doing their task.	To improve students' understanding about the material. To find main idea and event of the text..	70 minutes
3.	Closing • Greeting		To close the class activities	5 minutes

3. The Third Observation on Teaching Speaking

The observation was done on July 27th 2009. when based Mrs HF was teaching, the condition of X-A class when the teacher came to the class, some students made noise but just a few minutes and than change calm down. Firstly, teacher ordered the students prepare their book and dictionary before she explained about the lesson

The teacher used English to communicate with the students, she opened the class activities by greeting the students, checked present list. Then she introduced about the lesson. She ordered the students to open their book on page

8. Today she taught speaking to her students. On page 8 there was a text by a title "Language Expression". The teacher introduced and explained about the lesson. Then she tried to practice the language expression by using expression and pronunciation. After she practiced it, she ordered the students practiced it too.

The teacher ordered the students practiced the dialogue by couple and than she ordered them practice it by using possessive determiner. When the students practiced it, she corrected the students' pronunciation. After that she discussed about the lesson and she gave opportunity to ask her about the lesson. Then she made summary of the lesson and she gave them homework. Because the time was finish, she closed the class activities by greeting the students.

To analyze the result of the third observation, it can be seen from this :

Table 3.6
The Third Observation of HF

No	Teacher	Students	Purpose	Time Allocation
1.	Opening • Greeting • Checking present list	Students made noise.	To make students silent and ready to study	*10* minutes
2.	Explaining • Introducing • Explaining the material Practice the language expression. Pronunciation. • Discussing • Summary • Giving homework	Students prepared their book and dictionary. Practice by couple.	To improve students' understanding about the material. To find main idea and event of the text. To try students' pronunciation. To be able by using introducing and doing interpersonal conversation.	75 minutes
3.	Closing • Greeting		To close the class activities	5 minutes

4. The Fourth Observation on Teaching Writing

The observation was done July 30th 2009. When Mrs. HF was teaching writing, the condition of X-A class when the teacher came to the class, some students made noise but just a few minutes and than change calm down. Firstly, teacher ordered the students prepare their book and dictionary before she explained about the lesson.

The teacher used English to communicate with the students, she opened the class activities by greeting the students, checked present list. Then she introduced about the lesson. She ordered the students to open their book on page 11. Today she taught writing to her students.

The teacher introduced about the lesson and explained it. She explained by using communicative approach. After she explained about material, she gave opportunity to ask her some question. Then she gave the task to the students. After the students have do the task she invited her students to discuss about the task together. Before she closed the class activities, she made summary and she gave students homework for the students. Then she closed class activities by greeting the students.

The writer analyzed the teacher when the observation has done the teacher used English to communicated with her students like greeting, checked present list, introduced and explained about the lesson. She used English and Indonesia language when explained material.

To analyze the result of the third observation, it can be seen from this:

Table 3.7
The Fourth Observation of HF

No	Teacher	Students	Purpose	Time Allocation
1.	Opening • Greeting • Checking present list	Students made noise.	To make students silent and ready to study	10 minutes
2.	Explaining • *Introducing* • Explaining the material • Giving the task • Discussing • Summary • Giving homework	Students *prepared their* book and dictionary. Practice by couple. Asking some question.	To improve *students'* understanding about the material. To be able produce short functional text and using of syntax, vocabulary, punctuation mark, spelling and writing style accurately.	75 minutes
3.	Closing • Greeting		To close the class activities	5 minutes

E. The English Teaching Learning Process at Second Year Student of SMAN 1 Dusun Utara

1. The First Observation on Teaching Listening

The observation was done on July 18th 2009. When Mrs. RFY was teaching, condition of XI-A class when the teacher came to the class, some students made noise just a few minutes and than change calm down. Firstly, teacher ordered the student prepare their book and dictionary before she explained about the lesson.

The teacher used English communication with the students, she opened the class activities by greeting the student, checked the present list. Then she

introduced about the recount text. She ordered the students to open their book on page 2.

The teacher used media like tape recorder because did not available of language laboratory. In teaching listening, she used narrative text in the kind of dialogue, she hoped the students were able to listen and write what they heard from the cassette. Before teaching listening, the English teacher prepared tape recorder and than took tape recorder in front as the classroom. She tried to play the cassette and tried to listen the cassette from behind and the corner of the classroom, to knew that the voice from the cassette listen clearly by the students.

In teaching learning, firstly she explained about the text than asked student to identify about the picture. After that she ordered the students to complete the dialogue by listening the cassette. Secondly, she discussed about the dialogue from the cassette clearly and then she asked the students to answer the questions by listening the cassette. After the student did the task and than collected it, she closed class activities by greeting the students.

To analyze the result of the third observation, it can be seen from this :

Table 3.8
The First Observation of RFY

No	Teacher	Students	Purpose	Time Allocation
1.	Opening • Greeting • Checking present list • Preparing the tape recorder	Students made noise. Student did not make noise	To make students silent and ready to study That the voice heard clearly by the student	10 minutes
2.	Explaining • Introducing	Student identified	To identify word and meaning that	

	• Explaining the material • Playing the tape recorder • Giving the task • Discussing • Giving task	about the picture. Complete the dialogue. Doing the task	they heard by listening the cassette. To improve students' understanding about the material.	75 minutes
3.	Closing • Greeting		To close the class activities	5 minutes

2. The Second Observation on Teaching Reading

The observation was done on July 22th 2009. When Mrs. RFY was teaching, the condition on class when the teacher came to the class, some students made noise but just a few minutes and than change calm down. Firstly, teacher ordered the student prepare their book and dictionary before she explained about the lesson.

The teacher used English to communicate with the students, she opened the class activities by greeting the students, checked present list. Then she introduced about the recount text. She ordered the students to open their book on page 5. Today she taught reading to her students. In teaching reading at the first year student of SMAN 1 Dusun Utara Barito Selatan the teacher used text like narrative. She had prepared the lesson accomplishment plan based on syllabus to guide teaching learning process. In teaching reading, she prepare the material about narrative and all of students had the material too. First, she read text loudly, discussed about the material, explained and translated some difficult vocabularies. She ordered her students to read loudly. Then, she invited her students to discuss about the text and asked her if they did not understand it. After that, she invited her students to summary the text, than she asked students to answer the questions

based on the text. In teaching reading, the teacher explained the text about narrative clearly and made her students more understand. After the students did the task and then collected it, she closed class activities by greeting the students.

To analyze the result of the third observation, it can be seen from this :

Table 3.9
The Second Observation of RFY

No	Teacher	Students	Purpose	Time Allocation
1.	Opening • Greeting • Checking present list	Students made noise.	To make students silent and ready to study	5 minutes
2.	Explaining • Introducing • Explaining the material Reading the text loudly Translate some difficult vocabularies • Discussing • Giving task	Students prepared their book and dictionary. Students read the text. Asking some question. Doing the task.	To identify meaning retorica process and the purpose of communication from the text. To improve students' understanding about the material.	80 minutes
3.	Closing • Greeting		To close the class activities	5 minutes

3. The Third Observation on Teaching Speaking

The observation was done on July 27th 2009. When Mrs. RFY was teaching , the condition of XI-A class when teacher came to the class, some students made noise but just a few minutes and than change calm down. Firstly, teacher ordered the students prepare their book and dictionary before she explained about the lesson.

The teacher used English to communicate with students, she opened the class activities by greeting the students, checked present list. Then she introduced about the lesson. She ordered the students to open their book on page 8. Today she taught speaking to her students. In teaching speaking the teacher ordered the students to introduce themselves by using language expression. First, she practiced and than asked students practiced before. She gave the dialogue in front of the class by team, she repaired students' pronunciation too. She ordered the students to discuss it and then she closed class activities by greeting the students.

To analyze the result of the third observation, it can be seen from this :

Table 3.10
The Third Observation of RFY

No	Teacher	Students	Purpose	Time Allocation
1.	Opening • Greeting • Checking present list	Students made noise.	To make students silent and ready to study	5 minutes
2.	*Explaining* • Introducing • Explaining the material Practice the language expression Pronunciation • Discussing • Summary	*Students* prepared their book and dictionary. Students practiced the dialogue by team. Students read the text. Asking some question.	*To try students'* pronunciation. To be able by using and give response of action to extend opinion.	80 minutes
3.	*Closing* • Greeting		*To close the class* activities	*5 minutes*

4. The Fourth Observation on Teaching Writing

The observation was done on July 29th 2009. When Mrs. RFY was teaching. the condition of XI-A class when the teacher came to the class, some students made noise but just a few minutes and than change calm down. Firstly, teacher ordered the student prepare their book and dictionary before she explained about the lesson.

The teacher used English to communicate with the students. she opened the class activities by greeting the students, checked present list. Then she introduced about lesson. She ordered the students to open their book on page 11. Today she taught writing to her students.

In teaching writing the teacher introduced about the material about the simple present tense and then explained it, she gave examples, and she asked students to make sentences of simple present tense. Then, she ordered students to complete the form, after that she ordered students to discuss about the material, she checked the students answer that appropriate or not with the purpose of writing based on indicator. the students able to produce simple present tense.

To analyze the result of the third observation, it can be seen from this :

Table 3.11
The Fourth Observation of RFY

No	Teacher	Students	Purpose	Time Allocation
1.	Opening • Greeting • Checking present list	Students made noise.	To make students silent and ready to study	5 minutes
2.	Explaining • Introducing	Students prepared their	To improve students understanding about	

	• Explaining the material • Giving the examples • Discussing • Giving the task • Checking students' answer	book and dictionary. Students read the text. Asking some question. Doing the task.	simple present tense To be able produce sentences of simple present tense..	80 minutes
3.	Closing • Greeting		To close the class activities	5 minutes

CHAPTER IV
STAIN

CHAPTER IV

CLOSING

A. Conclusion

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

1. The English teachers' preparation in implementation of KTSP at SMAN 1 Dusun Utara Barito Selatan. The English teacher have some way to implement KTSP such as using of media and refer to school grades of English (listening) of students, the teachers should be able used media such as tape recorder for listening. However there is not language laboratory. Before English teaching learning process, the teacher made lesson accomplishment plan based on matery of syllabus. And also it can be seen from the way of teacher taught English. Implementation KTSP, there are any models of teaching-learning : Thematic teaching-learning model (Beginning Class), portfolio teaching model, and simulation teammates method. The English teachers simulation teammates Method because this method 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.
2. The Problems in Implement KTSP are : there is not instrument for teaching listening in example there is not language laboratory, electricity, generator set and also if used tape recorder disturb the other class because did not available of special room. In this case, the teachers taught listening used tape recorder

and cassette. Before teaching listening, the English teacher prepared tape recorder and than took tape recorder in front of the classroom. She tried to play the cassette and tried to listening the cassette from behind and the corner of the classroom, to know that voice from the cassette listen clearly by the students.

3. The Teachers' solving the problems in English teaching

   The English teacher had the same way to solve the problems in English teaching. The problem was not availability of language laboratory, electricity, generator set. So, to solve the problem, the teacher used the tape recorder, dry-cell battery and cassette for teaching listening.

B. Suggestions

1. The English teachers' preparation in implementation KTSP should be improved in using and availability media of English (listening).
2. The English teachers should be able to improve of using media (tape recorder) of the school so students are active, however without language laboratory but the school should be able prepare language laboratory to support English teaching learning process.
3. The English teacher should be prepared generator set to support teaching listening. Not only use audio like tape recorder but also audio visual.

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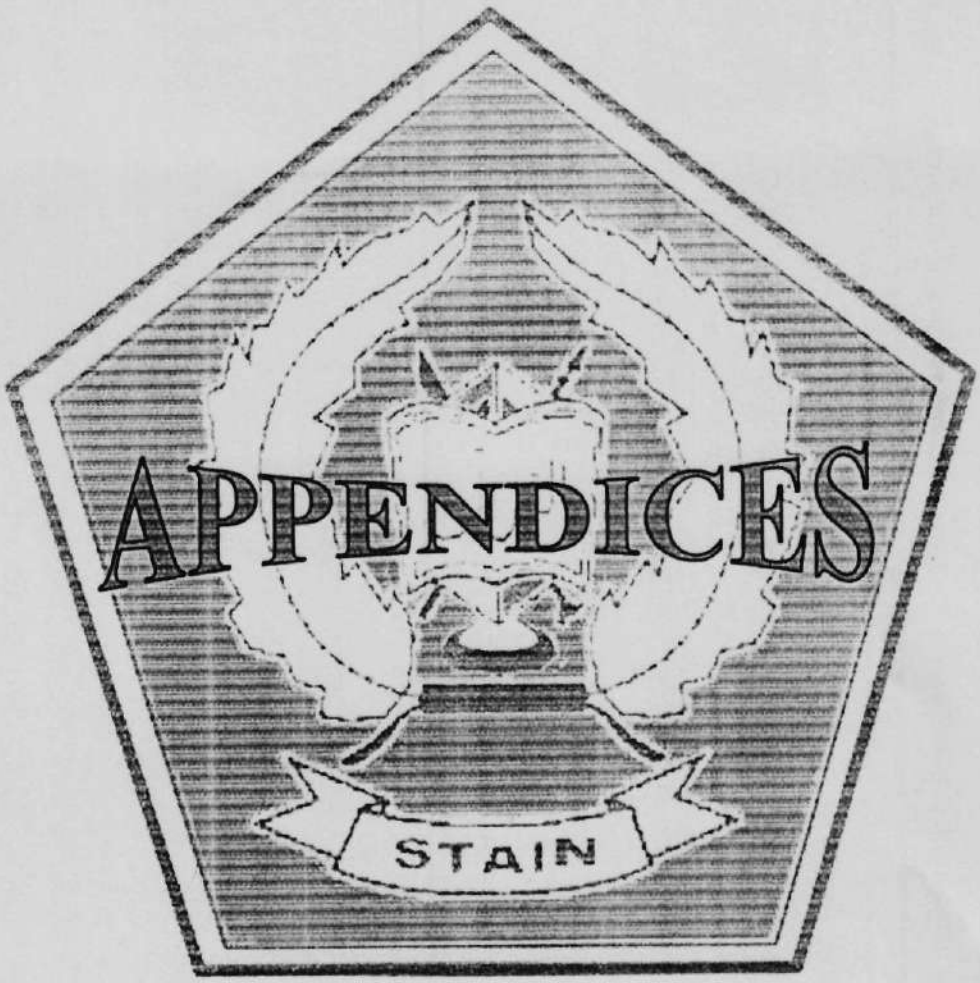

APPENDICES
STAIN

Research Instrument for Data Collection

1. Technique of Collecting Data

   a. Observation
      1. The Place or Location is general illustration about the place condition of the research.
      2. Syllabus
      3. Lesson Accomplishment Plan
      4. English Teaching Learning Process

   b. Interview

   c.Documentation
      1. Curriculum of English subject.
      2. The Background of English Teacher at SMAN 1 Dusun Utara Barito Selatan
      3. Facilities of English Teaching-learning at SMAN 1 Dusun Utara Barito Selatan.
      4. Syllabus.
      5. Lesson Accomplisment Plan.
      6. The English Teaching Learning Process.
      7. Other Activities sopport English teaching learning.

INTERVIEW GUIDE FOR TEACHER

1. What is the background of English teachers ?
2. How long does the English teacher's experience teach English ?
3. What does the teacher prepare before teach English ?
4. How is the English teaching learning process in the school ?
5. What method is used by the English teacher ?
6. Does the English teacher use media? Would you tell it ?
7. What is the kind of media use in English teaching learning process ?
8. Is there facility that related in English teaching learning process? Would you tell it ?
9. How does the teacher overcome the lack of facility ?
10. What are the factors can support English teaching learning process ?
11. What are the teacher's problems in English teaching learning process ?
12. How does the English teacher's effort solve the problems ?
13. How does the English teacher's get effort in order that students can understand?
14. How often does the teacher give the task and homework for the students ?
15. Is there activity that support English teaching learning process ?

INTERVIEW RESULT WITH HELIA FATMAWATI, S.Pd

1. What is the background of English teachers?
   I'm school in SDN 3 Pendang, than, I continue to Islamic Junior High School Yapewi Mualimmat and Islamic Senior High School 3 Banjar Masin. And than I'm study in STKIP PGRI Banjar Masin.

2. How long does the English teacher's experience teach English?
   I teach English for 3 years.

3. What does the teacher prepare before teach English?
   I make lesson accomplisment plan before teach English and determine steps, strategies for teaching, for example : if needed media, I make media.

4. How is the English teaching learning process in the school?
   When English teaching learning process, I explain and than continue with give exercise. Giving exercise do in classroom, then I give homework.

5. What method is used by the English teacher?
   In teaching, I use learning by doing method. Sometime, I use learning by listening and communicative. I focused of learning by doing method.

6. Does the English teacher use media? Would you tell it?
   Sometime, I use media of picture, except book.

7. What is the kind of media use in English teaching learning process?
   Media of picture.

8. Is there facility that related in English teaching learning process? Would you tell it?
   No, there isn't.
   English teaching learning activity isn't available. I use tape for listening and the other fasility like library.

9. How does the teacher overcome the lack of facility?

   To overcome the lact of fasility, I change the fasility, for example : Because language laboratory there isn't, I use tape for listening.

10. What are the factors can support English teaching learning process?

    The factor that can support English teaching learning process is library and book.

11. What are the teacher's problems in English teaching learning process ?

    My problems in teaching are : 1. The problems from the students. 2. There isn't supporting factor like laboratory, course and non formal education. So, students get knowledge only from the school, whereas the time limited in the school. Sometime, When I give explanation. It finished in one time and it doesn't finished in one time. It heppened because Some students understand/don't understand about the teacher's explanation. The problems above can't solve by the teacher out of the schedule, because limited of the time. I have problems in lesson accomplisment plan such as indicator and teaching learning activity. Sometime, indicator reached/don't reached in one meeting. In lesson accomplisment plan there is teaching learning activity. When I teach appropriate with teaching learning activity and somotime, it doesn't appropriate with teaching learning activity.

12. How does the English teacher's effort solve the problems ?

    I teach appropriate with matery and time.

13. How does the English teacher's get effort in order that students can understand?

    My effort in order the students can understand, I explain the lesson in the other time and chance.

14. How often does the teacher give the task and homework for the students?

    I almost give exercise and homework every meeting.

15. Is there activity that support English teaching learning process ?

    There isn't activity that support English teaching learning process.

INTERVIEW RESULT WITH RIFKA FONI YUANITA, A.Md

1. What is the background of English teachers ?

   I'm school in Elementary School, Junior High School and senior high school of Christian's Institute background in Bandung., than I continue to diploma in LP3I bandung. Before teaching, I take Akta 3 Muhammadiyah in Buntok. About English subject, I am study English since third class of Elementary School.

2. How long does the English teacher's experience teach English ?

   I teach English since 2005 until now, that is four years.

3. What does the teacher prepare before teach English ?

   Before teach, I see syllabus, than I see English book. Is it appropriate or it isn't appropriate with English book. If there isn't, I will look for in the other English book. When I teach, I use more than one book.

4. How is the English teaching learning process in the school ?

   English teaching learning process like usually, i.e. interviewer, communicative and discussion.

5. What method is used by the English teacher ?

   I use English method depend matery of subject. If the matery need explanation, I use communicative method. If the matery need discussion, I form discussion team. If the matery is exercises, I use interviewer method. When I teach, I don't use one method but variation.

6. Does the English teacher use media? Would you tell it ?

   I seldom use media when teaching English except book. I use tape recorder for Listening ang using book for Reading.

7. What is the kind of media use in English teaching learning process ?

8. Is there facility that related in English teaching learning process? Would you tell it ?

   There isn't. The English fasility isn't available in the school like language laboratory. I use tape for Listening.

9. How does the teacher overcome the lack of facility ?

To overcome the lact of fasility, bacause there isn't language laboratory, I use tape recorder for Listening.

10. What are the factors can support English teaching learning process ?

The factors can support English teaching learning process usually available of fasility, but the fasility isn't available, so only book be support factor.

11. What are the teacher's problems in English teaching learning process ?

I don't have problems in teaching. From the students, When I teach use English language, They don't understand. It happened because They don't mastery base of English subject. I have problems in lesson accomplisment plan, before teaching,, I make lesson accomplisment plan base on syllabus. I don't have difficulty in teaching bacause there is syllabus. I teach base on syllabus but sometime matery in syllabus, there is matery that teach in the first year and there is matery teach in the end of years. The matery that I have taugh, I give mark in syllabus. Sometime, I make lesson accomplisment plan for two meetings. About indicator, sometime Indicator don't reach in one meeting and there is indicator reached, only ½ atau ¾ from expectation. And also teaching-learning activity, Sometime appropriate with lesson accomplisment plan and sometime it isn't appropriate. i.e. ehen I teach use communicative method, Students listen and write. Than there is interviewer session that there isn't in lesson accomplisment plan. It needed add understanding students of English subject.

12. How does the English teacher's effort solve the problems ?

I try to review of matery. Sometime, The matery is difficult, I review the matery from the first year and matery of Junior High School.

13. How does the English teacher's get effort in order that students can understand?

My effort, I teach base on metery in syllabus.

14. How often does the teacher give the task and homework for the students ?

I almost give exercises and homework every meeting.

15. Is there activity that support English teaching learning process ?

Yes, there is.

The activity that support English teaching learning process like extracurricular tutorial lesson, course. And also The students follow English speech in Palangkaraya yesterday. Before following the English Speech, The students follow planning and training in the school.

Curriculum Vitae of English Teacher in X Grade (The First Class) at SMAN 1 Dusun Utara Barito Selatan.

Name	: Helia Fatmawati, S.Pd.
Date and Place of Birth	: Pendang, August 17th, 1982.
Address	: Merdeka Raya No. 10. RT. 10. Pendang.
Education Background	:
1. SD	: SDN 3 Pendang.
2. SLTP	: Mts. YAPEWI Mual!imat Banjarmasin.
3. SMA	: MAN 3 Banjarmasin.
4. Perguruan Tinggi	: STKIP PGRI Banjarmasin.
Organization Experience	: -
Hobby	: Reading.
Status	: Married.

Curriculum Vitae of English Teacher in X Grade (The First Class) at SMAN-1 Dusun Utara Barito Selatan.

Name	: Rifka Foni Yuanita, A.Md
Date and Place of Birth	: Madiun, July 25th, 1984
Address	: Padat Karya Km 1 no. 100 Pendang.
Education Background	:
1. SD	: SDN Kristen Bandung.
2. SLTP	: SMPN Kristen Bandung.
3. SMA	: SMAN Kristen Bandung.
4. Perguruan Tinggi	: LP3I Bandung.
Organization Experience	: -
Hobby	: Reading, Traveling.
Status	: Married.

The Observation Guide

Name of School : SMAN 1 Dusun Utara

Teacher's Name : Helia Fatmawati, S.Pd

Subject : English

Skill : Listening

Class / Semester : X/I

A. The Teaching-Learning Material

Skill	Material	Appropriate	Unappropiate	Explanation
Listening	Narrative	√		The teacher taught listening appropiate with the syllabus, it could be seen in lesson accomplisment plan, the standard competence, base competence, material, indicator and the evaluation that used by the teacher appropiate with the syllabus.

B.The Assessment

Skill	Type of Test	Appropiate	Unappropiate	Explanation
Listening	written test	√		The teacher did the assessment in her teaching learning process, the technique that used by the teacher to evaluate the students appropiate with the *technique assessment in* syllabus and the instrument that she used appropiate with the material that has taught by her to the students.

The Observation Guide

Name of School : SMAN 1 Dusun Utara

Teacher's Name : Helia Fatmawati, S.Pd

Subject : English

Skill : Speaking

Class / Semester : X/I

A. The Teaching-Learning Material

Skill	Material	Appropriate	Unappropiate	Explanation
Speaking	Narrative Recount	√		The teacher taught speaking appropiate with the syllabus, it could be seen in lesson accomplisment plan, the standard competence, base competence, material, indicator and the evaluation that used by the teacher appropiate with the syllabus.

B.The Assessment

Skill	Type of Test	Appropiate	Unappropiate	Explanation
Speaking	written test	√		The teacher did the assessment in her teaching learning process, the technique that used by the teacher to evaluate the students appropiate with the technique assessment in syllabus and the instrument that she used appropiate with the material that has taught by her to the students.

The Observation Guide

Name of School : SMAN 1 Dusun Utara

Teacher's Name : Helia Fatmawati, S.Pd

Subject : English

Skill : Writing

Class / Semester : X/I

A. The Teaching-Learning Material

Skill	Material	Appropriate	Unappropiate	Explanation
Writing	Recount	√		The teacher taught writing appropiate with the syllabus, it could be seen in lesson accomplisment plan, the standard competence, base competence, material, indicator and the evaluation that used by the teacher appropiate with the syllabus.

B.The Assessment

Skill	Type of Test	Appropiate	Unappropiate	Explanation
Writing	written test	√		The teacher did the assessment in her teaching learning process, the technique that used by the teacher to evaluate the students appropiate with the *technique assessment in* syllabus and the instrument that she used appropiate with the material that has taught by her to the students.

The Observation Guide

Name of School : SMAN 1 Dusun Utara

Teacher's Name : Helia Fatmawati, S.Pd

Subject : English

Skill : Reading

Class / Semester : X/I

A. The Teaching-Learning Material

Skill	Material	Appropriate	Unappropiate	Explanation
Reading	Recount	√		The teacher taught reading appropiate with the syllabus, it could be seen in lesson accomplisment plan, the standard competence, base competence, material, indicator and the evaluation that used by the teacher appropiate with the syllabus.

B.The Assessment

Skill	Type of Test	Appropiate	Unappropiate	Explanation
Reading	written test	√		The teacher did the assessment in her teaching learning process, the technique that used by the teacher to evaluate the students appropiate with the technique assessment in syllabus and tne instrument that she used appropiate with the material that has taught by her to the students.

The Observation Guide

Name of School : SMAN 1 Dusun Utara

Teacher's Name : Rifka Foni Yuanita, A.Md

Subject : English

Skill : Writing

Class / Semester : XI/I

A. The Teaching-Learning Material

Skill	Material	Appropriate	Unappropiate	Explanation
Writing	Report Narrative	√		The teacher taught writing appropiate with the syllabus, it could be seen in lesson accomplisment plan, the standard competence, base competence, material, indicator and the evaluation that used by the teacher appropiate with the syllabus.

B.The Assessment

Skill	Type of Test	Appropiate	Unappropiate	Explanation
Writing	written test	√		The teacher did the assessment in her teaching learning process, the technique that used by the teacher to evaluate the students appropiate with the technique assessment in syllabus and the instrument that she used appropiate with the material that has taught by her to the students.

The Observation Guide

Name of School : SMAN 1 Dusun Utara

Teacher's Name : Rifka Foni Yuanita, A.Md

Subject : English

Skill : Speaking

Class / Semester : XI/I

A. The Teaching-Learning Material

Skill	Material	Appropriate	Unappropiate	Explanation
Speaking	Narrative	√		The teacher taught speaking appropiate with the syllabus, it could be seen in lesson accompiisment plan, the standard competence, base competence, material, indicator and the evaluation that used by the teacher appropiate with the syllabus.

B.The Assessment

Skill	Type of Test	Appropiate	Unappropiate	Explanation
Speaking	written test	√		The teacher did the assessment in her teaching learning process, the technique that used by the teacher to evaluate the students appropiate with the *technique assessment in* syllabus and the instrument that she used appropiate with the material that has taught by her to the students.

The Observation Guide

Name of School : SMAN 1 Dusun Utara

Teacher's Name : Rifka Foni Yuanita, A.Md

Subject : English

Skill : Reading

Class / Semester : XI/I

A. The Teaching-Learning Material

Skill	Material	Appropriate	Unappropiate	Explanation
Reading	Descriptive	√		The teacher taught reading appropiate with the syllabus, it could be seen in lesson accomplisment plan, the standard competence, base competence, material, indicator and the evaluation that used by the teacher appropiate with the syllabus.

B.The Assessment

Skill	Type of Test	Appropiate	Unappropiate	Explanation
Reading	written test	√		The teacher did the assessment in her teaching learning process, the technique that used by the teacher to evaluate the students appropiate with the *technique assessment in* syllabus and the instrument that she used appropiate with the material that has taught by her to the students.

The Observation Guide

Name of School : SMAN 1 Dusun Utara

Teacher's Name : Rifka Foni Yuanita, A.Md

Subject : English

Skill : Listening

Class / Semester : XI/I

A. The Teaching-Learning Material

Skill	Material	Appropriate	Unappropiate	Explanation
Listening	Descriptive Narrative	√		The teacher taught listening appropiate with the syllabus, it could be seen in lesson accomplisment plan, the standard competence, base competence, material, indicator and the evaluation that used by the teacher appropiate with the syllabus.

B.The Assessment

Skill	Type of Test	Appropiate	Unappropiate	Explanation
Listening	written test	√		The teacher did the assessment in her teaching learning process, the technique that used by the teacher to evaluate the students appropiate with the technique assessment in syllabus and the instrument that she used appropiate with the material that has taught by her to the students.

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah	**: SMAN I Dusun Utara**
Mata Pelajaran	**: Bahasa Inggris**
Skill	**: Reading**
Kelas/Program	**: X**
Semester	**: 1 (satu)**
Day and date	**: Thursday July 16th, 2009**
Alokasi Waktu	**: 2 x 45 menit**

Standar Kompetensi :

Memahami makna teks tulis fungsional pendek esei sederhana berbentuk re*count*, *narrative*, dan *procedure* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah retorika teks tulis esei secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu dalam teks berbentuk : *recount*, *narrative*, dan *procedure*.

Indikator :

1. Mengidentifikasi main idea dari sebuah paragraph.
2. Mengidentifikasi makna kalimat dalam teks yang dibaca.

1. Tujuan Pembelajaran

- Siswa dapat mengidentifikasi main idea dari sebuah paragraph.
- Siswa dapat mengidentifikasi makna kalimat dalam teks yang dibaca.

2. Materi Pembelajaran

- Teks tulis berbentuk recount (Past tense)

3. Metode Pembelajaran

a. Ceramah

b. Learning by doing

c. Tanya jawab

d. Penugasan

4. Langkah-Langkah Kegiatan Pembelajaran

a. Kegiatan Awal

- Appersepsi.
- Pengenalan materi.
- Siswa mencermati bacaan berupa teks yang ditunjukkan olah guru.
- Siswa dan guru mengadakan tanya jawab mengenai bagian-bagian dari bacaan tersebut.
- Guru menjelaskan kompetensi yang akan dicapai dan manfaat yang akan diperoleh dengan mempelajari teks narasi.

b. Kegiatan Inti

- Siswa memperhatikan penjelasan guru mengenai teks.
- Siswa ditugasi membaca teks dengan nyaring.
- Guru dan siswa bertanya jawab mengenai teks.

c. Kegiatan Akhir

- Siswa dan guru menyimpulkan pelajaran.
- Siswa dan guru melakukan refleksi.
- Siswa ditugasi mengidentifikasi main idea dalam teks.

5. Sumber Belajar

a. Buku Silabus dan Penilaian

b. Buku Pelajaran "English for Senior High School Students", " Headlight 1 for SMA").

6. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk/Instrumen

c. Soal/Instrumen.

Soal.

(Page 3, "Headlight 1 for SMA").

Setiap jawaban yang benar diberi skor 10, sehingga perhitungan nilai akhir dalam skala 0-100 adalah :

$$\text{Nilai Akhir} = \frac{\text{Perolehan Skor}}{\text{Skor maksimum}} \times 100 \text{ (skor ideal)}$$

Skor maksimum = jumlah nilai keseluruhan

Pendang, 16 Juli 2009

Mengetahui :

Kepsek SMAN I Dusun utara

PEMERINTAH KABUPATEN SMAN 1 DUSUN UTARA BARITO SELATAN

MUSIONO, S.Pd

NIP. 19640715 198703 1 023

Guru Mata Pelajaran

HELIA PATMAWATI, S.Pd

NIP.

APPENDIX

Read the text below.

Programmed Instruction

Ⓐ For a long time teachers have known that students learn in different ways and at different speeds. Some students understand new materials the first time they read it. *Others* must read *it* over and over again before they understand it. At one time, each student in a class is expected to listen to the same lesson, read the same textbook, and do the same homework. If a student has trouble, he needs special help, or he falls behind.

Ⓑ A method has now been developed so that each student can work and learn independently. The method is called individualized or programmed instruction. Because the student works on his own, the materials *he* uses are often called self-instructional materials. In an individualized classroom, each student is tested and then given assignments in each subject at his own level. In the same classroom students may be learning at several different levels.

Ⓒ Professor B.F. Skinner (1940) of Harvard University is *credited* with developing a programmed instruction. *He* used new information which was given to the students in a series of easy steps. Skinner called the order of steps as a programme. At each step in the programme the student was *required* to do something.

Ⓓ To prepare a programme, the designer lists everything that he wants the student to be able to do after finishing it. This list is called the behavioural objectives of the programme. The behavioural objectives state exactly what the student will know when he has finished the programme.

Ⓔ Since the students work on their own, the teacher is free to give individual help and plan *supplementary* work. The student, because he works alone and at his own speed, is not *embarrassed* by *his* errors or by being left behind because he has missed some important materials.

Ⓕ Programmed materials are tested to make sure that students can learn from them. Materials are revised and retested again and again to get the optimum result.

Ⓖ Programmed instruction is often used in factories and offices, as well as in public schools. Workers can go through a programme in *their* spare time. People have learned shorthand and typing with programmed instruction. Some have even learned to operate *complicated* machinery.

EXERCISE

Getting the main ideas

Write *T* on the lines before the statements that are true, according to the text. Write *F* before the statements that are false.

1. _____ Students learn in the same way and speed.
2. _____ Because of the difference in students' learning capability, individual or programmed instruction has been designed.
3. _____ Professor B.F. Skinner developed a programmed instruction.
4. _____ Behavioural objectives contain a list of the abilities that the students already have.
5. _____ The individualized instruction method is only advantageous to students.
6. _____ Programmed materials are revised and retested several times to get the optimum result.
7. _____ Programmed instruction is only used in offices.

Answer the question based on the text.

1. What does the teacher know about the way the students learn new materials?
2. Why is the programmed instruction also called 'individualized instruction'?
3. Who developed a programmed instruction?
4. What did Skinner mean by 'programme'?
5. What is the benefit of the programmed instruction?
6. What materials are used in the instruction?
7. What are the duties of teachers in the method?
8. What are behavioural objectives?
9. Why should not the students be embarrassed by their errors or by being left behind?
10. Where is the programmed instruction often applied?

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5 x 5
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 Sedang Rendah	1 2 3	50-64 65-80 81-100
2.	Daya dukung sekolah	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64
3.	Siswa	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM	Nilai KKM
Membaca	Mengidentifikasi main idea dari sebuah paragraph dan makna kalimat dalam teks yang dibaca.					60-75

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah	**: SMAN I Dusun Utara**
Mata Pelajaran	**: Bahasa Inggris**
Skill	**: Listening**
Kelas/Program	**: X**
Semester	**: 1 (satu)**
Day and date	**: Thursday, July 23th, 2009**
Alokasi Waktu	**: 2 x 45 menit**

Standar Kompetensi :

Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk *recount, narrative* dan *procedure* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancar, dan berterima dalam berbagai konteks kehidupan sehari-hari dalam teks : *recount, narrative*, dan *procedure*.

Indikator :

1. Mengidentifikasi main idea dari teks yang didengar.
2. Mengidentifikasi urutan peristiwa dalam teks.

1. Tujuan Pembelajaran

   a. Siswa dapat mengidentifikasi main idea dari teks yang didengar..

b. Siswa dapat mengidentifikasi urutan peristiwa dalam teks.

2. Materi Pembelajaran

- Teks lisan berbentuk narrative.

3. Metode Pembelajaran

a. Ceramah

b. Learning by listening

c. Tanya jawab

d. Penugasan

4. Langkah-Langkah Kegiatan Pembelajaran

a. Kegiatan Awal

- Appersepsi.
- Pengenalan materi.
- Guru menjelaskan kompetensi yang akan dicapai dan manfaat yang akan diperoleh dengan mempelajari hal tersebut.

b. Kegiatan Inti

- Siswa memperhatikan penjelasan guru mengenai materi.
- Siswa diberikan beberapa gambar kemudian ditugasi mengidentifikasi gambar tersebut.
- Siswa ditugasi untuk melengkapi dialog berdasarkan kata yang mereka dengar dari tape.
- Guru dan siswa bertanya jawab mengenai materi yang dibahas.

c. Kegiatan Akhir

- Siswa dan guru menyimpulkan pelajaran.
- Siswa dan guru melakukan refleksi.
- Siswa ditugasi mendengarkan dialog kemudian menjawab pertanyaan.

5. Sumber Belajar

a. Buku Silabus dan Penilaian

b. Buku Pelajaran "English for Senior High School Students". "Headlight 1 for SMA"

6. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk/Instrumen

c. Soal/Instrumen

Soal.

(Page 7, "Headlight 1 for SMA").

Setiap jawaban yang benar diberi skor 10, sehingga perhitungan nilai akhir dalam skala 0-100 adalah :

$$\text{Nilai Akhir} = \frac{\text{Perolehan Skor}}{\text{Skor maksimum}} \times 100 \text{ (skor ideal)}$$

Skor maksimum = jumlah nilai keseluruhan

Pendang, 23 Juli 2009

Mengetahui :

Kepala SMAN 1 Dusun Utara

MUMONG, S.Pd

NIP. 19640715 198703 1 023

Guru Mata Pelajaran

HELIA PATMAWATI, S.Pd

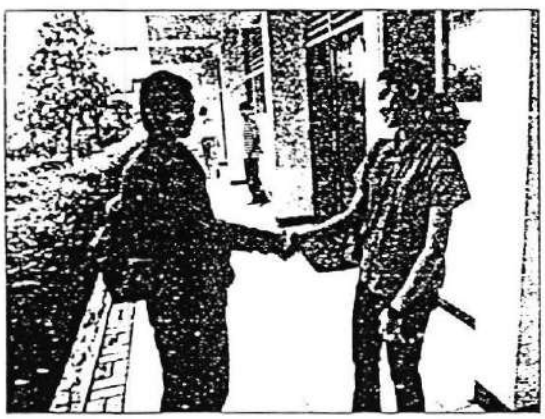
NIP.

APPENDIX

The Way to Introduce Ourselves

A. Listen to the dialogue between Marcelino and Ana. Fill in the blanks based on the dialogue. Then answer the questions given by the teacher.

This is a conversation of two new students, Marcelino and Ana, at break time. They are talking about how to study well.



Marcelino : Allow me to (1) _____ my self.
My name's Marcelino.

Ana : How do you (2) ____?
I'm Ana.

Marcelino : Well .... People have talked a lot about you.
I'm (3) _____ to get to know you.

Ana : What's so special about me?

Marcelino : You're always in the top rank at school.
How did you (4) _____ it?

Ana : Hm ... hm ... I suppose I (5) _____ myself. I try to manage my time in such a way that I have enough time to (6) _____ and (7) _____.

Marcelino : It's hard to be strict with yourself, isn't it?
But what have (8) _____ to study?

Ana : I have my own place. Being quiet and alone is (9) _____ for studying. You need a place where you can spread out paper and books

EXERCISE

You will hear a short story about William Jones. Complete the sentences in the following paragraph.

My family name is Jones and I (1) _____ in America. My first name is William. I am 30 years old. I (2) _____ courses in foreign (3) _____. I (4) _____ French pretty well and a little Japanese. Actually my native language is English. I (5) _____ a sister and a (6) _____. My sister's name is Mary and my brother's name is Charles. Mary is a nurse. She (7) _____ in a hospital. My brother is a university (8) _____. He is 20 years old. He (9) _____ reading novels and he (10) _____ (11) _____ to the book store at weekend.

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5 x 5
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 Sedang Rendah	1 2 3	50-64 65-80 81-100
2.	Daya dukung sekolah	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64
3.	Siswa	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM	Nilai KKM
Mendengarkan	Mengidentifikasi main idea dari teks yang didengar dan urutan peristiwa dalam teks					60-75

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah	**: SMAN I Dusun Utara**
Mata Pelajaran	**: Bahasa Inggris**
Skill	**: Speaking**
Kelas/Program	**: X**
Semester	**: 1 (satu)**
Day and date	**: Monday July 27th, 2009**
Alokasi Waktu	**: 2 x 45 menit**

Standar Kompetensi :

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan tak resmi secara akurat, lancar dan berterima dengan menggunakan ragam bahasa lisan sederhana dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : berkenalan, bertemu berpisah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.

Indikator :

1. Menggunakan tindak tutur berkenalan
2. Melakukan percakapan interpersonal.

1. Tujuan Pembelajaran

- Siswa dapat menggunakan tindak tutur berkenalan.
- Siswa dapat melakukan percakapan interpersonal.

2. Materi Pembelajaran

- Secara berpasangan menggunakan tindak tutur dan responnya.
- Bermain peran secara berpasangan.

3. Metode Pembelajaran

a. Ceramah

b. Learning by doing

c. Tanya jawab

d. Penugasan

4. Langkah-Langkah Kegiatan Pembelajaran

a. Kegiatan Awal

- Appersepsi.
- Pengenalan materi.
- Siswa mencermati bacaan berupa dialog yang ditunjukkan olah guru.
- Guru menjelaskan kompetensi yang akan dicapai dan manfaat yang akan diperoleh dengan mempelajari dialog tersebut.

b. Kegiatan Inti

- Siswa memperhatikan penjelasan guru mengenai materi pelajaran.
- Siswa diberikan dialog kemudian ditugasi mempraktekkan dialog secara berpasangan.
- Siswa ditugasi mempraktekkan dialog dengan menggunakan possesive determiner.
- Guru dan siswa bertanya jawab.

c. Kegiatan Akhir

- Siswa dan guru menyimpulkan pelajaran.

- Siswa dan guru melakukan refleksi.
- Siswa diberikan tugas.

5. Sumber Belajar

   a. Buku Silabus dan Penilaian

   b. Buku Pelajaran "English for a Better life", "Headlight 1 for SMA".

6. Penilaian

   a. Teknik : Tes Tertulis

   b. Bentuk/Instrumen

   c. Soal/Instrumen.

Soal.

(Page 8, "Headlight 1 for SMA").

Setiap jawaban yang benar diberi skor 10, sehingga perhitungan nilai akhir dalam skala 0-100 adalah :

$$\text{Nilai Akhir} = \frac{\text{Perolehan Skor}}{\text{Skor maksimum}} \times 100 \text{ (skor ideal)}$$

Skor maksimum = jumlah nilai keseluruhan

Pendang, 27 Juli 2009

Mengetahui :

Kepala SMAN I Dusun utara

PEMERINTAH KABUPATEN BARITO SELATAN
SMAN 1 DUSUN UTARA

MUJIONO, S.Pd

NIP. 19640715 198703 1 023

Guru Mata Pelajaran

HELIA PATMAWATI, S. Pd

NIP.

APPENDIX

Language Expression

We have two ways to introduce ourselves.

1. Formal

The expressions are:

- Allow me to introduce myself. My name's Lukman.
- Let me introduce myself. I'm . . . .
- How do you do?

The responses are:

- Nice to meet/ see you. My name's . . ./I'm . . .
- I'm . . ./My name's . . . / (just name)
- How do you do?

2. Informal

The expressions are:

- What's your name?
- I'm . . . . What's yours?
- How are you?
- Hi . . . .

The responses are:

- My name's . . . .
- I'm . . . .
- Fine, thanks/ thank you.
- Hi . . . .

EXERCISE

Ask and answer questions about William Jones.

Example : . . . a student?
Is he a student? Yes, he is.

1. Where . . . live?
2. What . . . do?
3. How old . . . ?
4. What . . . his native language?
5. How many sisters . . . ?
6. How many brothers . . . ?
7. What . . . Mary do?
8. Where . . . Mary work?
9. What . . . Charles like?
10. What . . . Charles do at weekend?

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5 x 5
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 Sedang Rendah	1 2 3	50-64 65-80 81-100
2.	Daya dukung sekolah	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64
3.	Siswa	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM	Nilai KKM
Berbicara	Menggunakan tindak tutur berkenalan. Melakukan percakapan interpersonal					60-75

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah	**: SMAN 1 Dusun Utara**
Mata Pelajaran	**: Bahasa Inggris**
Skill	**: Writing**
Kelas/Program	**: X**
Semester	**: 1 (satu)**
Day and date	**: Wednesday July 30th, 2009**
Alokasi Waktu	**: 2 x 45 menit**

Standar Kompetensi :

Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari

Kompetensi Dasar :

Mengungkapkan makna dalam bentuk teks fungsional pendek (misalnya pengumuman, iklan, undangan dll.) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari.

Indikator :

1. Menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
2. Menghasilkan teks fungsional pendek.

1. Tujuan Pembelajaran

- Siswa dapat menggunakan tata bahasa, kosa kata, tanda baca, ejaan, dan tata tulis dengan akurat.
- Siswa dapat menghasilkan teks fungsional pendek.

2. Materi Pembelajaran

- Pengumuman

3. Metode Pembelajaran

a. Ceramah

b. Learning by doing

c. Tanya jawab

d. Penugasan

4. Langkah-Langkah Kegiatan Pembelajaran

a. Kegiatan Awal

- Appersepsi.
- Pengenalan materi.

b. Kegiatan Inti

- Siswa memperhatikan penjelasan guru materi.
- Siswa ditugasi melengkapi format.
- Guru dan siswa bertanya jawab mengenai materi pelajaran.

c. Kegiatan Akhir

- Guru memberikan penugasan mengenai materi untuk dijadikan pekerjaan rumah.
- Siswa dan guru melakukan refleksi.

5. Sumber Belajar

a. Buku Silabus dan Penilaian

b. Buku Pelajaran "English for a Better life", "Headlight 1 for SMA".

6. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk/Instrumen

c. Soal/Instrumen.

Soal.

(Page 11, "Headlight 1 for SMA").

Setiap jawaban yang benar diberi skor 10, sehingga perhitungan nilai akhir dalam skala 0-100 adalah :

$$\text{Nilai Akhir} = \frac{\text{Perolehan Skor}}{\text{Skor maksimum}} \times 100 \text{ (skor ideal)}$$

Skor maksimum = jumlah nilai keseluruhan

Pendang, 30 Juli 2009

Mengetahui :

Kep.Sek SMAN 1 Dusun utara

MUHONO, S.Pd

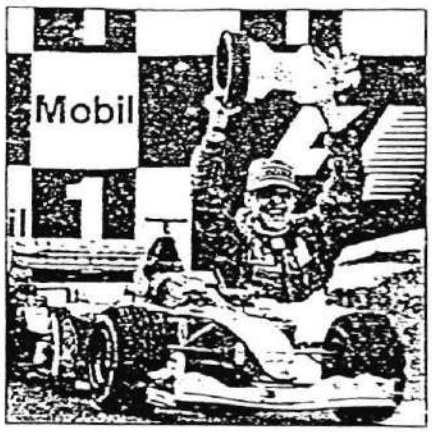
NIP. 19640715 198703 1 023

Guru Mata Pelajaran

HELIA PATMAWATI, S. Pd

NIP.

Ask Schumy questions about himself and his family.



1. You know, Michael Schumacher is an F1 racer. You want to know where he lives.

   _____

   _____

2. You want to know where he comes from.

   _____

   _____

3. You want to know why he likes being an F1 racer.

   _____

   _____

You want to know how often he practices racing.

_____

You want to know whether he also races in the town streets.

_____

You want to know whether Schumy likes to go to the cinema.

_____

Fill in this form with details about you.

Family name:	Date of Birth: / /	Sex: ☐ M or ☐ F
Given name (s):		
Home Address (compulsory)		
Email (compulsory)		
Phone Work ( )	Home ( )	Mobile
Country of birth		

EXERCISE

Write a paragraph about you and your family.

Questions to guide:

- What is your full name?
- What is your call name?
- How old are you? When were you born?
- Where do you live?
- What is your hobby?
- How many brothers and sisters do you have?
- How old are they?
- What do they do?

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5 x 5
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 Sedang Rendah	1 2 3	50-64 65-80 81-100
2.	Daya dukung sekolah	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64
3.	Siswa	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM	Nilai KKM
Menulis	Menggunakan tata bahasa, kosa kata, tanda baca, ejaan dan tata tulis dengan akurat. Menghasilkan teks fungsional pendek.					60-75

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah	**: SMAN I Dusun Utara**
Mata Pelajaran	**: Bahasa Inggris**
Skill	**: Listening**
Kelas/Program	**: XI**
Semester	**: 1 (satu)**
Day and date	**: Saturday, July 18th, 2009**
Alokasi Waktu	**: 2 x 45 menit**

Standar Kompetensi :

Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Merespon makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancar, dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas.

Indikator :

1. Mengidentifikasi kata yang didengar.
2. Mengidentifikasi makna kata.

3. Mengidentifikasi hubungan antar pembicara.

1. Tujuan Pembelajaran

   a. Siswa dapat mengidentifikasi kata yang didengar dari kaset.

   b. Siswa dapat mengidentifikasi makna kata.

   c. Siswa dapat mengidentifikasi hubungan antar pembicara.

2. Materi Pembelajaran

   - Mengungkapkan pendapat.

3. Metode Pembelajaran

   a. Ceramah

   b. Tanya jawab

   c. Penugasan

4. Langkah-Langkah Kegiatan Pembelajaran

   a. Kegiatan Awal

      - Appersepsi.
      - Pengenalan materi.
      - Siswa mencermati gambar yang ditunjukkan olah guru.
      - Siswa dan guru mengadakan tanya jawab mengenai bagian-bagian dari gambar tersebut.
      - Guru menjelaskan kompetensi yang akan dicapai dan manfaat yang akan diperoleh dengan mempelajari hal tersebut.

   b. Kegiatan Inti

      - Siswa memperhatikan penjelasan guru mengenai gambar.
      - Siswa diberikan beberapa gambar kemudian ditugasi mengidentifikasi gambar tersebut.
      - Siswa ditugasi mencari kata yang didengar dan mencocokan dgn gambar kemudian complete the dialogue, mark the differences picture dan mengidentifikasi hubungan antar pembicara.

- Guru dan siswa bertanya jawab mengenai materi yang dibahas.

c. Kegiatan Akhir

- Siswa dan guru menyimpulkan pelajaran.
- Siswa dan guru melakukan refleksi.
- Siswa ditugasi mendengarkan dialog kemudian menjawab pertanyaan.

5. Sumber Belajar

a. Buku Silabus dan Penilaian

b. Buku Pelajaran "English for a Better life"."Headlight 2 for SMA"

6. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk/Instrumen

c. Soal/Instrumen.

Soal.

(Page 2-3, "Headlight 2 for SMA").

Setiap jawaban yang benar diberi skor 10, sehingga perhitungan nilai akhir dalam skala 0-100 adalah :

$$\text{Nilai Akhir} = \frac{\text{Perolehan Skor}}{\text{Skor maksimum}} \times 100 \text{ (skor ideal)}$$

Skor maksimum = jumlah nilai keseluruhan

Pendang, 18 Juli 2009

Mengetahui :

KepSek SMAN I Dusun Utara

MUJIONO, S.Pd

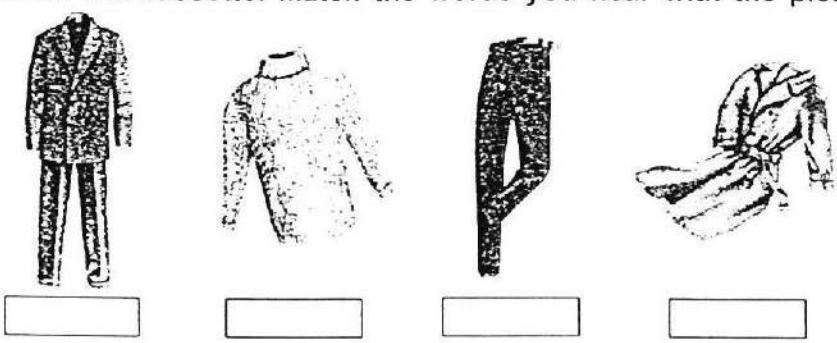
NIP. 19640715 198703 1 023

Guru Mata Pelajaran

RIFKA FONI Y.A.Md

NIP.

Listen to the cassette. Match the words you hear with the pictures.



b. **Listen to the tape and complete the dialogue.**

Mira and Dita are at the fashion shop. They are looking for things to buy.

Mira : Isn't it (1) ____? The shortest (2) _____ are always the most (3) _____. Do you like (4) _____ (5) _____ over there?

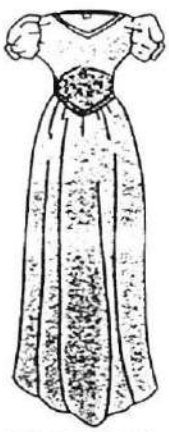
Dita : I am afraid not. I want something more (6) _____. Mmm, I like this. What do you (7) _____, Mira?

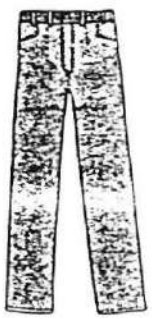
Mira : But it's (8) _____, Dita. There must be something (9) _____ (10) _____ here.

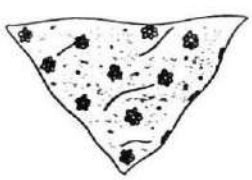
Dita : It's OK for me. I want (11) _____. And now I need some (12) _____, (13) _____, a pair of (14) _____ and a (15) _____.

EXERCISE

You will hear a conversation in a department store between a shop assistant and two customers. Tick the objects the customers are buying and write their prices.







PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5 x 5
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 Sedang Rendah	1 2 3	50-64 65-80 81-100
2.	Daya dukung sekolah	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64
3.	Siswa	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM	Nilai KKM
Mendengarkan	Mengidentifikasi kata dan makna kata yang didengar.					60-75

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah	**: SMAN I Dusun Utara**
Mata Pelajaran	**: Bahasa Inggris**
Skill	**: Reading**
Kelas/Program	**: XI**
Semester	**: 1 (satu)**
Day and date	**: Wednesday July 22th, 2009**
Alokasi Waktu	**: 2 x 45 menit**

Standar Kompetensi :

Memahami makna teks fungsional pendek dan esei sederhana berbentuk *report, narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.

Kompetensi Dasar :

Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar, dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu.

Indikator :

1. Mengidentifikasi makna kata dalam teks yang dibaca.
2. Mengidentifikasi langkah-langkah retorika dari teks.
3. Mengidentifikasi tujuan komunikasi teks dibaca.

1. Tujuan Pembelajaran

   a. Siswa dapat mengidentifikasi makna kata dalam teks yang dibaca.

   b. Siswa dapat mengidentifikasi langkah-langkah retorika dari teks.

   c. Siswa dapat mengidentifikasi tujuan komunikasi teks dibaca.

2. Materi Pembelajaran

   - Teks tulis berbentuk report.

3. Metode Pembelajaran

   a. Ceramah

   b. Tanya jawab

   c. Penugasan

4. Langkah-Langkah Kegiatan Pembelajaran

   a. Kegiatan Awal

      - Appersepsi.
      - Pengenalan materi.
      - Siswa mencermati bacaan berupa teks yang ditunjukkan olah guru.
      - Siswa dan guru mengadakan tanya jawab mengenai bagian-bagian dari bacaan tersebut.
      - Guru menjelaskan kompetensi yang akan dicapai dan manfaat yang akan diperoleh dengan mempelajari teks narasi.

   b. Kegiatan Inti

      - Siswa memperhatikan penjelasan guru mengenai teks.
      - Siswa diberikan beberapa gambar kemudian ditugasi mengidentifikasi fungsi dari gambar tersebut.
      - Siswa ditugasi membaca teks dengan nyaring.
      - Guru dan siswa bertanya jawab mengenai gagasan pokok dan pendukung dan langkah-langkah retorika dalam teks .

c. Kegiatan Akhir

- Siswa dan guru menyimpulkan pelajaran.
- Siswa dan guru melakukan refleksi.
- Siswa ditugasi mengidentifikasi main idea dalam teks.

5. Sumber Belajar

a. Buku Silabus dan Penilaian

b. Buku Pelajaran "English for a Better life", "Headlight 2 for SMA").

6. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk/Instrumen

c. Soal/Instrumen.

Soal.

(Page 5, "Headlight 2 for SMA").

Setiap jawaban yang benar diberi skor 10, sehingga perhitungan nilai akhir dalam skala 0-100 adalah :

$$\text{Nilai Akhir} = \frac{\text{Perolehan Skor}}{\text{Skor maksimum}} \times 100 \text{ (skor ideal)}$$

Skor maksimum = jumlah nilai keseluruhan

Pendang, 22 Juli 2009

Mengetahui :

Kepsek SMAN I Dusun Utara

PEMERINTAH KABUPATEN SMAN 1 DUSUN UTARA BAPITO SELATAN

MUJIONO S.Pd

NIP. 19640715 198703 1 023

Guru Mata Pelajaran

RIFKA FONI Y.A.Md

NIP.

APPENDIX

Dress Functions and Fashion

A Some of the most basic functions of dress are to provide warmth and protection, to beautify, and to supply information about the wearer (*i.e.*, age, sex, social status and occupation). People's perception of which garments or styles best serve those functions is not universal or constant. For example, even though women in other parts of the world had been wearing trousers for centuries, in Europe and North America pants were considered inappropriate and unattractive wear for women until the 20th century.

B The idea that fashion is a reflection of wealth and prestige can be used to explain the popularity of many styles throughout costume history. For example, clothes that are difficult to obtain and expensive to maintain have frequently been at the forefront of fashion. For the same reason, clothes that require expensive fabrics or materials were fashionable.

C Similarly, impractical fashions, which are difficult to wear, have often been considered beautiful. One example is the popularity of European styles that limited a woman's ability to manoeuvre or move by confining her into corsets and weighting her down with excessive layers of petticoats and skirts. The fact that a woman was dressed in such a manner was proof not only that she did no domestic work but also that her husband or father could afford to hire servants to do such work for ***her***.

D Status or relative power has also influenced fashions in dress on a larger, nationwide scale; a dominant political state can affect not only the national policies of weaker or dependent countries but their fashions as well. For example, many styles of traditional Japanese and Korean dress reflect Chinese influences. Similarly, during the 19th century, when Great Britain was firmly established as the world's foremost industrial and economic power, Britain took the lead in setting men's fashions. The three-piece lounge suit introduced in Britain in the 1850s for informal wear became popular in other industrializing nations as well. ***It*** gradually became accepted for city wear in Britain and was then adopted by men as a business uniform throughout the rest of the world. The role of the West in 20th-century culture and technology throughout the world is clearly evident in the adoption of Western styles of dress by educated urban elite virtually worldwide.

E The need for fashionable clothes has lead to the development of clothing machinery. Until the 18th century all tailoring operations were performed by hand. Finally in the late 1700s the invention of foot-and water-powered machinery for spinning and weaving made factory production of cloth possible. This breakthrough stimulated the development of the sewing machine. Barthélemy Thimonnier of Paris patented the first practical machine in 1830. The next major mechanical achievement in the industry came in 1860 with the introduction of the band-knife machine that could cut several thickness of cloth at one time. Today's sewing machines used in clothing manufacture are fully controlled by computer. They are capable of sewing up to 8,000 stitches per minute.

EXERCISE

Getting the main idea

Write *T* on the lines before the statements that are *true*, according to the reading passage. Write *F* on the lines before the statements that are *false*.

1. _____ From the clothes a person is wearing we can know something about him/her.
2. _____ The popularity of many styles throughout costume history shows that fashion is a reflection of wealth.
3. _____ Impractical fashion has never been popular.
4. _____ Politic does not bring any influences to fashion.
5. _____ The development of clothing machine was not fast.
6. _____ In 1800, clothing machine had been computerized.

Understanding the reading structure

1. Match the paragraph with their topics and write the letters of the paragraphs on the lines.

1. _____ The correlation between wealth and fashion
2. _____ The influence of politics on fashion
3. _____ The functions of clothes
4. _____ An aspect of beautiful clothes
5. _____ The development of clothing machines

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5 x 5
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 Sedang Rendah	1 2 3	50-64 65-80 81-100
2.	Daya dukung sekolah	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64
3.	Siswa	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM	Nilai KKM
Membaca	Mengidentifikasi makna kata, tujuan komunikasi, langkah-langkah retorika dari teks yang dibaca.					60-75

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah	**: SMAN I Dusun Utara**
Mata Pelajaran	**: Bahasa Inggris**
Skill	**: Speaking**
Kelas/Program	**: XI**
Semester	**: 1 (satu)**
Day and date	**: Monday July 27th, 2009**
Alokasi Waktu	**: 2 x 45 menit**

Standar Kompetensi :

Mengungkapkan makna dalam teks percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Mengungkapkan makna dalam percakapan transaksional (to get things done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan mekibatkan tindak tutur : menyampaikan pendapat, meminta pendapat, menyatakan puas, dan menyatakan tidak puas.

Indikator :

1. Menggunakan tindak tutur menyampaikan pendapat.
2. Merespon tindak tutur menyampaikan pendapat.

1. Tujuan Pembelajaran

- Siswa dapat menggunakan tindak tutur menyampaikan pendapat.
- Siswa dapat merespon tindak tutur menyampaikan pendapat.

2. Materi Pembelajaran

- Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok.
- Bermain peran secara berkelompok.

3. Metode Pembelajaran

a. Ceramah

b. Tanya jawab

c. Penugasan

4. Langkah-Langkah Kegiatan Pembelajaran

a. Kegiatan Awal

- Appersepsi.
- Pengenalan materi.
- Siswa mencermati bacaan berupa dialog yang ditunjukkan olah guru.
- Guru menjelaskan kompetensi yang akan dicapai dan manfaat yang akan diperoleh dengan mempelajari dialog tersebut.

b. Kegiatan Inti

- Siswa memperhatikan penjelasan guru mengenai dialog.
- Siswa diberikan beberapa dialog kemudian ditugasi mempraktekkan dialog secara berkelompok.
- Siswa ditugasi mencari gagasan pokok dan pendukung dalam dialog.
- Guru dan siswa bertanya jawab mengenai gagasan pokok dan pendukung dalam dialog.

c. Kegiatan Akhir

- Siswa dan guru menyimpulkan pelajaran.
- Siswa dan guru melakukan refleksi.
- Siswa ditugasi membuat kelompok dan mendiskusikan beberapa topik kemudian memberikan pendapat.

5. Sumber Belajar

   a. Buku Silabus dan Penilaian

   b. Buku Pelajaran "English for a Better life","Headlight 2 for SMA".

6. Penilaian

   a. Teknik : Tes Tertulis

   b. Bentuk/Instrumen

   c. Soal/Instrumen.

Soal.

(Page 8, "Headlight 2 for SMA").

Setiap jawaban yang benar diberi skor 10, sehingga perhitungan nilai akhir dalam skala 0-100 adalah :

$$\text{Nilai Akhir} = \frac{\text{Perolehan Skor}}{\text{Skor maksimum}} \times 100 \text{ (skor ideal)}$$

Skor maksimum = jumlah nilai keseluruhan

Pendang, 27 Juli 2009

Mengetahui :

Kep.Sek SMAN I Dusun Utara

PEMERINTAH KABUPATEN BARITO SELATAN SMAN 1 DUSUN UTARA

MUJIONO, S.Pd

NIP. 19640715 198703 1 023

Guru Mata Pelajaran

RIFKA FONI Y.A.Md

NIP.

APPENDIX

Language Expression

To ask an opinion from others, we can use questions such as:

- What do you think about . . . ?
  e.g. What do you think about the dress?
- How about . . . ?
  e.g. How about this blue jeans?

To give an opinion you can use:

- I think (that) . . . .
  e.g. I think that the price is reasonable.
- In my opinion, ...
  e.g. In my opinion, the red blouse is prettier than the blue one.
- I really think . . . .
  e.g. I really think that the book is interesting.
- It seems to me that . . . .
  e.g. It seems to me that she is pretty good at singing.

At the fashion shop. Read dialogue and practice with your friend.

Assistant : Can I help you?
Nana : Yes, I'm looking for a pullover.
Assistant : What size are you looking for? Big, small, or medium?
Nana : Medium, please.
Assistant : What colour do you want? We have red, blue, black, and green.
Nana : The blue one, please.
Assistant : Wait a moment, please... I'll check our stock. *(A moment later)* Here you are.
Nana : Can I try it on?
Assistant : Sure... the fitting room is at the corner.
Nana : *(A moment later)* Ok. I'll take this one.

EXERCISE

Read the dialogue and practise. Clothes to wear.

Rini : What do you think about that blouse?
Ana : It's nice. Which colour do you like?
Rini : The red one. What do you think?
Ana : The red one is beautiful, but I prefer the blue one. Blue is my favourite colour.
Rini : Do you think this skirt will match?
Ana : Well, I think so, though I would rather have trousers than a skirt.

Then practice the dialogue in your own situation.

A : What do you think about _____?
B : That's nice. Which colour do you like?
A : _____. What do you think?
B : _____ is beautiful, but I prefer _____. _____ is my favourite.
A : Do you think _____ will match?
B : Well, I think so, though I would rather have _____ than a skirt.

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5 x 5
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 Sedang Rendah	1 2 3	50-64 65-80 81-100
2.	Daya dukung sekolah	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64
3.	Siswa	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM	Nilai KKM
Berbicara	Menggunakan dan merespon tindak tutur menyampaikan pendapat.					60-75

Rencana Pelaksanaan Pembelajaran

(RPP)

Nama Sekolah	**: SMAN 1 Dusun Utara**
Mata Pelajaran	**: Bahasa Inggris**
Skill	**: Writing**
Kelas/Program	**: XI**
Semester	**: 1 (satu)**
Day and date	**: Wednesday July 29th, 2009**
Alokasi Waktu	**: 2 x 45 menit**

Standar Kompetensi :

Mengungkapkan makna dalam teks fungsional pendek dan esai sederhana berbentuk *report, narrative*, dan *analytical exposition* dalam konteks kehidupan sehari-hari.

Kompetensi Dasar :

Mengungkapkan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : *report, narrative* dan *analytical exposition.*

Indikator :

1. Menghasilkan teks berbentuk *simple present.*

1. Tujuan Pembelajaran

- Siswa dapat menghasilkan teks berbentuk simple present.

2. Materi Pembelajaran

- Simple present

3. Metode Pembelajaran

a. Ceramah

b. Tanya jawab

c. Penugasan

4. Langkah-Langkah Kegiatan Pembelajaran

a. Kegiatan Awal

- Appersepsi.
- Pengenalan materi.

b. Kegiatan Inti

- Siswa memperhatikan penjelasan guru mengenai simple present.
- Siswa diberikan beberapa kalimat simple present.
- Siswa ditugasi membuat simple present.
- Guru dan siswa bertanya jawab mengenai materi pelajaran.

c. Kegiatan Akhir

- Guru memberikan penugasan mengenai materi untuk dijadikan pekerjaan rumah.
- Siswa dan guru melakukan refleksi.

5. Sumber Belajar

a. Buku Silabus dan Penilaian

b. Buku Pelajaran "English for a Better life", "Headlight 2 for SMA".

6. Penilaian

a. Teknik : Tes Tertulis

b. Bentuk/Instrumen

c. Soal/Instrumen.

Soal.

(Page 11, "Headlight 2 for SMA").

Setiap jawaban yang benar diberi skor 10, sehingga perhitungan nilai akhir dalam skala 0-100 adalah :

$$\text{Nilai Akhir} = \frac{\text{Perolehan Skor}}{\text{Skor maksimum}} \times 100 \text{ (skor ideal)}$$

Skor maksimum = jumlah nilai keseluruhan

Pendang, 29 Juli 2009

Mengetahui :

KepSek SMAN-I Dusun utara

MUJIONO, S.Pd

NIP. 19640715 198703 1 023

Guru Mata Pelajaran

RIFKA FONI Y.A.Md

NIP.

APPENDIX

The Present Simple

The Present Simple
is used: • for habitual or repeated actions and situations e.g. He goes to school everyday. • for general truths and natural phenomena e.g. A cow has four legs. • for future actions related to timetables and programmes e.g. The train leaves at six o'clock.

Time Expressions

Often, usually, always, never, sometimes, seldom, rarely, hardly ever, every day/ week, etc.

EXERCISE

. Answer these questions about yourself

- How old are you?
- What do you look like?
- What kind of clothes do you like?
- Where do you study? Do you like it? Why?
- What are your favourite hobbies? How often do you do your hobbies? Why do you like them?
- Where do you live?
- Do you like living there? Why or why not?

. Fill in the blanks with your answer to the questions above.

I am _____ years old, rather tall and I _____ (your appearance). I like wearing _____. I enjoy studying in _____ because _____. During my spare time, I like playing _____ which I play _____(describe how often you do your hobby). I also love _____. I live in _____. I (enjoy/don't enjoy) living there because _____.

PENILAIAN

A. Pedoman Penilaian

1. Setiap aspek diberi skor 1-5
2. Jumlah skor maksimal 5 x 5
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 Sedang Rendah	1 2 3	50-64 65-80 81-100
2.	Daya dukung sekolah	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64
3.	Siswa	Tinggi Sedang Rendah	1 2 3	81-100 65-80 50-64

C. SKBM : Standar Kompetensi Batas Minimal

Kompetensi Dasar	Indikator	Kompleksitas	Daya dukung siswa	Faktor siswa	Nilai SKBM	Nilai KKM
Menulis	Menghasilkan teks berbentuk simple presents tense.					60-75

PENGEMBANGAN SILABUS KTSP

Nama Sekolah : SMAN 1 Dusun Utara
Mata Pelajaran : Bahasa Inggris
Kelas : X
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu(menit)	Sumber/Bahan/Alat
Berbicara 1. Mengungkap-kan makna dalam percakapan transaksional dan interpersonal dalam konteks kehidupan sehari-hari	1.Mengungkap-kan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) resmi dan tak resmi yang menggunakan ragam bahasa lisan sederhana secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : berkenalan, bertemu/berpi	• Recount	• Bermain peran secara berkelompok.	• Menggunakan tindak tutur berkenalan. • Melakukan percakapan interpersonal.	Tes lisan : • Individu. • Berpasangan.	4x45 menit	Buku Pelajaran Bahasa Inggris, LKS, Kamus.

	sah, menyetujui ajakan/tawaran/undangan, menerima janji, dan membatalkan janji.						
Mendengarkan 2. Memahami makna teks fungsional pendek dan teks monolog sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari	2. Merespon makna dalam teks monolog sederhana yang menggunakan ragam bahasa lisan secara akurat, lancer dan berterima dalam berbagai kehidupan sehari-hari dalam teks narrative, recount dan procedure.	• Teks lisan berbentuk narrative.	• Mendengarkan cerita/petunjuk melakukan sesuatu untuk menemukan berbagai informasi secara individu. • Mendiskusikan perbedaan penggunaan bahasa lisan dan tertulis secara berkelompok.	• Mengidentifikasi main idea dari teks yang didengar. • Mengidentifikasi urutan peristiwa dalam teks. • Mengidentifikasi tujuan komunikasi teks yang didengar.	Tes Lisan. Tes tertulis.	4x45 menit	Buku Pelajaran Bahasa Inggris, LKS, Kamus.
Menulis 3. Mengungkapkan makna dalam teks tulis fungsional pendek dalam konteks kehidupan sehari-hari.	3. Mengungkapkan makna dalam bentuk teks tulis fungsional pendek (misalkan pengumuman, iklan,	• Membuat pengumuman tertulis secara berpasangan dan mempublikasikannya di kelas / sekolah.	• Pengumuman, iklan, undangan, dll.	• Menggunakan kosa kata, tata bahasa, tanda baca, ejaan, dan tata tulis dengan akurat. • Menghasilkan teks fungsional pendek.	Tes tertulis.	4x45 menit	Buku Pelajaran Bahasa Inggris, LKS, Kamus.

	undangan dll) resmi dan tak resmi dengan ragam bahasa tulis secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari.						
Membaca 4. Memahami makna teks tulis fungsional pendek esei sederhana berbentuk recount, narrative, dan procedure dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan.	4. Merespon makna dan langkah retorika teks tulis esei secara akurat, lancer dan berterima dalam konteks kehidupan sehari-hari dan untuk mengakses ilmu pengetahuan berbentuk recount, narrative, dan procedure.	• Teks Tulis berbentuk Narrative.	• Membaca nyaring bermakna teks narrative secara individu.	• Mengidentifikasi main idea dari sebuah paragraph. • Mengidentifikasi makna kata dalam teks yang dibaca. • Mengidentifikasi makna kalimat dalam teks yang dibaca.	Tes Lisan. Tes tertulis.	4x45 menit	Buku Pelajaran Bahasa Inggris, LKS, Kamus.

PENGEMBANGAN SILABUS KTSP

Nama Sekolah : SMAN 1 Dusun Utara
Mata Pelajaran : Bahasa Inggris
Kelas : XI
Semester : 1

Standar Kompetensi	Kompetensi Dasar	Materi Pembelajaran	Kegiatan Pembelajaran	Indikator	Penilaian	Alokasi Waktu(menit)	Sumber/Bahan/Alat
Berbicara 1. Mengungkap-kan makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	1.Mengungkap-kan makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) dengan menggunakan ragam bahasa lisan secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : menyampaikan pendapat,	• Narrative	• Mendiskusikan tindak tutur yang digunakan dan responnya dalam percakapan yang didengar secara berkelompok. • Bermain peran secara berkelompok.	• Menggunakan tindak tutur menyampaikan pendapat. • merespon tindak tutur menyampaikan pendapat. • Menggunakan tindak tutur meminta pendapat. • Merespon tindak tutur meminta pendapat.	Tes lisan : • Berpasangan. Tes tertulis.	4x45 menit	Buku Pelajaran Bahasa Inggris, LKS, Kamus.

	meminta pendapat, menyatakan puas dan menyatakan tidak puas.						
Mendengarkan 2. Memahami makna dalam percakapan transaksional dan interpersonal resmi dan berlanjut (sustained) dalam konteks kehidupan sehari-hari	2. Merespon makna dalam percakapan transaksional (to get thing done) dan interpersonal (bersosialisasi) resmi dan berlanjut (sustained) secara akurat, lancer dan berterima yang menggunakan ragam bahasa lisan dalam konteks kehidupan sehari-hari dan melibatkan tindak tutur : menyampaikan pendapat, meminta pendapat, menyatakan puas, dan	• Teks lisan berbentuk descriptive	• Mendengarkan percakapan interpersonal/transaksional melalui tape secara klasikal.	• Mengidentifikasi kata yang didengar. • Mengidentifikasi makna kata.	Tes Lisan. Tes tertulis.	4x45 menit	Buku Pelajaran Bahasa Inggris, LKS, Kamus.

	menyatakan tidak puas.						
Menulis 3. Mengungkap-kan makna dalam teks tulis fungsional pendek dan esei sederhana report, narrative dan analytical exposition dalam konteks kehidupan sehari-hari.	3. Mengungkap-kan makna dan langkah retorika dalam esei dengan menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dalam teks berbentuk : report, narrative dan analytical exposition.	• Teks Tulis berbentuk Descriptive.	• Berlatih menggunakan kalimat simple present tense untuk menyatakan fakta dan kalimat kompleks yang menggunakan modal untuk menyatakan opini.	• Menghasilkan teks berbentuk descriptive.	Tes tertulis.	4x45 menit	Buku Pelajaran Bahasa Inggris, LKS, Kamus.
Membaca 4. Memahami makna teks fungsional pendek dan esei sederhana berbentuk report, narrative, dan analytical exposition dalam konteks kehidupan sehari-hari dan untuk	4. Merespon makna dan langkah retorika dalam esei yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari dan untuk	• Teks Tulis berbentuk Narrative.	• Membaca nyaring bermakna teks narrative secara individu.	• Mengidentifi-kasi makna kata dalam teks yang dibaca. • Mengidentifi-kasi tujuan komunikasi teks dibaca.	Tes Tertulis.	4x45 menit	Buku Pelajaran Bahasa Inggris, LKS, Kamus.

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, 13 Mei 2009

Nomor : Sti.15.8/TL.00/ 1036 /2009.
Lampiran : 1 (Satu) Proposal.
Perihal : **Mohon Ijin Observasi /Penelitian.**

Kepada

Yth. Bupati Barito Selatan
di –
B U N T O K

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 :

N a m a	:	P U R N I A
N I M	:	0401120127
Jurusan/Prodi	:	Tarbiyah / TBI
Jenjang	:	Strata 1 (S.1)
Lokasi Penelitian	:	SMAN –1 Dusun Utara Barito Selatan.
Judul Skripsi	:	" THE ENGLISH TEACHERS' READINESS IN IMPLEMENTATION KTSP AT SMAN – 1 DUSUN UTARA BARITO SELATAN.
Metode	:	Observasi, Interview dan Dokumentasi.
Waktu Pelaksanaan	:	2 (dua) bulan, terhitung sejak tanggal 10 Juni s/d 10 Agustus 2009.

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

An. K e t u a
Pembantu Ketua I

Drs. H. ABUBAKAR HM, M.Ag.
NIP. 19561231 198303 1 026

Tembusan :

1. Yth. Ketua STAIN Palangka Raya (Sebagai Laporan)
2. A r s i p.

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: 48/PAN-SPSM/SG/III/2009

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

Nama	:	PURNIA
NIM	:	040 112 0127
Jurusan / Prodi	:	TARBIYAH/ TBI
Judul Proposal	:	THE STUDENTS' READINESS IN ENGLISH LEARNING-TEACHING PROCESS AT PRIVATE MTs PALANGKA RAYA

Telah melaksanakan Seminar Proposal Skripsi pada tanggal 17 Maret 2009 di Ruang Aula STAIN Palangka Raya dengan Penanggap Utama : **SIMINTO,M.Hum** Moderator : **AGUS HANDI,S.PdI** 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 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.00.09/602/2008
Hal : **Persetujuan Judul dan Penetapan Pembimbing**

Palangka Raya, 7 Mei 2008

Kepada
Yth. Sdr. **Purnia**
NIM. 0401120127

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:

"The Students' Readiness in English Learning – Teaching Process in Private MTs Palangka Raya"

selanjutnya kami menunjuk/menetapkan pembimbing skripsi saudara:

1. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I
2. Dra. Halimah, M.Pd sebagai Pembimbing II

Untuk itu kami persilahkan saudara segera berkonsultasi dengan pembimbing skripsi sebagaimana mestinya.

Wassalamu'alaikum Wr, Wb

An. Ketua
Ketua Jurusan Tarbiyah,

Dra. HAMDANAH. HM, M. Ag
NIP. 150246249

Tembusan:

1. Yth. Drs. H. Abdul Qodir, M.Pd sebagai Pembimbing I
2. Yth. Dra. Halimah, M.Pd sebagai Pembimbing II

PEMERINTAH KABUPATEN BARITO SELATAN
DINAS PENDIDIKAN, PEMUDA, DAN OLAHRAGA

SMA NEGERI 1 DUSUN UTARA

Alamat : Jalan Padat Karya Km.1 Pendang Kode pos 73752

SURAT PERNYATAAN MELAKSANAKAN TUGAS
Nomor : 423.4 / 121 / SMA 1 DU / 2009

Dasar : Surat PK.I STAIN PALANGKARAYA Nomor : STI.15.8 / TL.00 / 1036 / 2009 tanggal 13 Mei 2009 Perihal Mohon Izin Observasi / Penelitian.

Maka Kepala Sekolah SMAN 1 Dusun Utara Barito Selatan menyatakan bahwa :

nama	:	PURNIA
NIM	:	0401120127
Jurusan / Prodi	:	Tarbiyah / Pend. Bahasa Inggris
Lokasi Pendidikan	:	SMAN 1 Dusun Utara Barito Selatan

Yang bersangkutan telah melaksanakan tugas di SMAN 1 Dusun Utara Barsel terhitung sejak tanggal 10 Juni – 10 Agustus 2009.

Demikian surat pernyataan ini dibuat untuk dapat dipergunakan sebagaimana mestinya.

Pendang, 10 Agustus 2009

Kepala Sekolah,

PEMERINTAH KABUPATEN SMAN 1 DUSUN UTARA BARITO SELATAN

MUJIONO, S.Pd.
NIP 19640715 198703 1 028

Documentation of Observation and Interview

Documentation of Observation and Interview