THE IMPLEMENTATION OF THE SCHOOL - BASED CURRICULUM RELATED TO GRAMMAR TEACHING AT SMP N 3 SOLOK

THESIS

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HALAMAN PERSETUJUAN SKRIPSI

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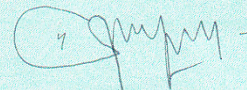
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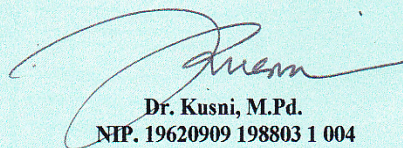
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ABSTRAK

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Penelitian ini bertujuan untuk mengetahui bagaimana guru Bahasa Inggris menerapkan KTSP pada pengajaran *grammar*.

Populasi penelitian ini adalah guru Bahasa Inggris kelas VIII dan kelas IX semester Juli- Desesember tahun ajaran 2010/ 2011 di SMP N 3 Kota Solok berjumlah 4 orang. Pengambilan sample dilakukan dengan teknik total sampling yang mana seluruh populasi dijadikan sample. Hal ini mengingat jumlah populasi cukup sedikit dan hasil penelitian diharapkan dapat menggambarkan keadaan yang sebenarnya.

Data dikumpulkan melalui format observasi yang terdiri dari 2 indikator yang dikembangkan menjadi 15 sub indikator dengan pilihan skala Linkert. Untuk melengkapi data, wawancara juga dilakukan sebagai instrumen. Wawancara pada intinya untuk mendapatkan informasi tentang strategi yang digunakan guru dalam mempersiapkan materi ajar. Analisis data dilakukan dengan dengan analisis deskriptif dan dilengkapi dengan perhitungan persentase.

Hasil penelitian memperlihatkan bahwa komponen yang dilakukan dalam melaksanakan aktivitas pada pengajaran grammar menurut KTSP menunjukkan persentase pelaksanaan yang bervariasi. Data menunjukkan bahwa guru Bahasa Inggris di SMP N 3 Solok, 65% mengimplementasikan aktivitas *grammatical feature* dengan 75% menerapan pendekatan deduktif, 53,57% menerapkan pendekatan induktif, dan strategi yang digunakan dalam mempersiapkan materi ajar bervariasi; *adopting, adapting*, and *developing*. Hasil penelitian ini menunjukkan bahwa guru SMP N 3 Solok mengimplementasikan KTSP pada pengajaran tata bahasa meskipun belum terlaksana dengan baik. Hasil penelitian ini diharapkan pada guru- guru Bahasa Inggris agar mempertimbangkan penerapan KTSP berkaitan dengan pengajaran *grammar* di SMP.

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CHAPTER I
INTRODUCTION

1.1 Background of the Problem

Education in Indonesia has its own curriculum. So far, the government changes the curriculum (SD, SMP, and SMA) every ten years: 1984, 1994, and 2004. The curriculum which was applied in 2004 was known as Competency- Based Curriculum (CBC). In 2006, the Department of Education has improved the Competency-Based Curriculum into "KTSP" (Kurikulum Tingkat Satuan Pendidikan) or School-Based Curriculum (SBC). Theoretically and principally, SBC was derived from Competency-Based Curriculum (CBC). In CBC, the curriculum was produced and arranged by the central government, while in SBC the curriculum is still produced by the central government and arranged based on the competency standard, but the school has the authority in deciding the local subjects. Even the teachers are demanded to arrange the curriculum based on their students' need.

According to KTSP (2006) the range of the English subject at Junior High School involves: 1) discourse competence. The students are able to understand and produce the oral texts or written texts. The texts are realized in the four language skills integratively; listening, speaking, reading, and writing to reach the functional literacy; 2) the ability to understand and create different kinds of text. The students also must have the ability to understand and create different kinds of text, such as short functional text,

the monologue texts formed procedure, descriptive, recount, narrative, and report. The scope of teaching materials appears in using vocabulary, grammar, and the rhetorical structure; 3) supported competences, 4) developing positive. Besides, there are also supported competences that have to be masterd by the students, namely; linguistic competence, sociocultural competence, strategic competence and grammatical competence. Finally, the teachers have responsibility in developing students' positive attitudes while the learning process occurs. It is one of the efffective aspects which involved in teaching learning process.

In order to achieve the competencies required in SBC, some approaches may be used. Two of them that are suggested to be used are communicative language teaching and genre- based approach. Today, most of the teaching of English in Indonesia are applying the genre- based approach. When the teachers apply it in teaching English, they have to apply several steps which are known as teaching learning cycle. The four basic skills will be integrated automatically if this cycle has been applied in the classroom.

The teaching learning cycle can be differentiated into two categories. They are oral and written forms (Hammond et al in Depdiknas: 2004). Both of them have four stages namely; Building Knowledge of the Field, Modeling of the Text, Joint Construction of the Text, and Independent of the Text. Each text is designed to achieve different purposes of teaching and learning language. Also, each of the teaching stage consists of different

types of activities which cannot be separately because they are related to one another.

The types of genres are developed English curriculum include transactional conversation (to get something done), interpersonal conversation (to establish and maintain social relations), short functional texts (announcements, greeting cards, etc), monologue and essays of certain genres. The monologue of certain genres seem difficult for the students among them since they must be able to to produce those kinds of text including understanding the elements of genres.

Each of text provides some components that should be learned by the students. They are the social function, generic structure, and language feature. The social function is the aim of the text. The structure of the text is called as generic structure of the text and the linguistic characteristic of the text is known as language feature or lexicogrammatical features. All of those components should be masterd by the students to reach the competencies as stated in curriculum. Those components are presented in the stage modeling of the text.

One of the text components is the language feature which is known as grammatical patterns or lexicogrammatical features. A unity of meanings that realized in sentences is made up based on the clarity of grammatical patterns. It seems hard for the students to understand how they can construct the sentences because they think that they must follow the English rules. Although the teaching grammatical patterns are not stated explicitly in

curriculum, it is surely found in learning a language. Thus, learning grammatical features cannot be omitted from learning a language.

The text types learned at junior high school level include the procedure, descriptive, report, narrative, and recount. Procedure is a text to show how something done or made in sequence steps. Its grammatical pattern commonly talks about sequence markers or steps, imperative, and command. Descriptive is a text that describes a particular living and non-living things. Its language feature talks about declarative sentences, conjunctions, and present tense (adjective, noun, and adverb). Report is a text that informs natural or non-natural phenomena or things in the world. It commonly uses the declarative sentence and present tense. Narrative is a fiction text which amuses or entertains the readers. The grammatical pattern is commonly used such as types and kinds of sentences, kinds of tenses, and textual devices. Recount is a text which retells events or experiences in the past. Its purpose is either to inform or to entertain the audience. The grammatical pattern is commonly found the same as narrative.

Based on the prelimenary research done through observation and informal interview while the writer's experience in the second grade of junior high school in SMP N 1 Sintuk Toboh Gadang Kab. Padang Pariaman , it was found that teachers conventionally started explaining the rule without commencing to encourage learners to be involved in communicative tasks both written and spoken. In addition, the teachers have relied heavily upon self- study grammar and grammar course book. In other

words, teachers followed activities presented in the books. Furthermore, when teaching writing and having an interview with the students, the students often wittingly or unwittingly make mistakes about the use of present or past tense. Besides, some of teachers' opinion about lexicogrammatical features was they did not really teach because grammar was not really emphasized. They applied teaching grammar but it just previewed. It was different from years ago. Some of them said it was really necessary to teach. In fact, they know that a good communication in spoken and written involve understanding the grammatical.

Because of that, grammar teaching is occasionally as a polemic for the teachers. The teachers seem hard to teach it. First, teaching grammar monotonously seems to be uninterested for the pupils and the teachers. Mostly, some teachers teach grammar by explaining the forms without creating activities. As a result, it does not create an interesting atmosphere. That is why the students are bored in learning grammar. Second, the teachers seem hard to find materials to ease the students' understanding. They did not really care to find the materials because it needs much time so that they tend to use and follow the students' worksheet. Because of those reasons, teachers should understand the approach and its underlying principles in order to run the curriculum sucessfully.

Related to the discussion above, the research on implementing the School- Based Curriculum in grammar teaching at junior high school is necessary to do. The implementation is related to the activity of grammar

teaching and the problems of grammar teaching, the approach of teaching grammar, and the strategies for preparing teaching materials.

1.2 Identification of the Problem

Related to Genre- Based Approach, there are three elements of monologue text which are involved. First is called communicative purpose or social function. It is about the aim of the genre. Second is called generic structure or rhetorical structure. It involves the organization of text. Last is known language feature. Language feature explains the grammatical structure of the text used. Those three components are applied in the stage of teaching procedure.

As known, grammar is a component of a language. However, teaching grammar becomes a polemic by the English teachers whether it must be taught or not. As known, grammar is one component of language that must be learned. The polemics come from the implementation of curriculum related to grammar teaching, the approach of grammar teaching, and the strategies of preparing the material of grammar. As a result, grammar teaching commonly spends much time to teach. In summary, there is no a particular allocation to teach grammar. Thus, the English teachers have a must to teach it integrated.

1.3 Limitation of the Problem

Based on the identification of the problem above, the research was limited to the implementation School - Based Curriculum related to grammar teaching at SMP N 3 Solok.

1.4 Formulation of the Problem

The problem of this research was formulated as the following question: "How do the teachers implement School- Based Curriculum related to grammar teaching at SMP N 3 Solok".

1.5 Research Questions

The problem of this study was formulated as the implementation of School- Based Curriculum related to grammar teaching at SMP N 3 Solok. To make the problem of the research clear, the research problem was elaborated to be research questions as follows:

1) How do the English teachers implement SBC in the grammar teaching at SMP N 3?
2) What approach do the teachers apply in teaching grammar?
3) What are the strategies used by the English teachers in preparing the materials of grammar?

1.6 Purposes of the Study

The general purpose of the study was to find how the teachers at SMP N 3 implement School- Based Curriculum related to grammar

teaching. There were three points to be searched specifically in this study. The purpose of this research can be formulated as follows:

1) To explain how the English teachers of SMP N 3 Solok apply SBC related to grammar teaching.

2) To find out the approach that the English teachers at SMP N 3 use when applying SBC related to grammar teaching.

3) To find out the strategies of preparing materials of grammar that the teachers use at SMP N 3 Solok.

1.7 Significance of the Study

This study was conducted to give a significant contribution to the English teachers about the importance of teaching grammar through the monologue texts. The findings of the research contributed to the English teachers' competence in applying School- Based Curriculum related to grammar teaching, the approach of grammar teaching, the strategies in preparing the material. It is hoped that the teachers can improve their teaching quality.

1.8   Definition of Key Terms

The following specific definitions are to clarify the meaning of the important words and phrase related to the research, namely

1) Implementation is carry out of ideas or plans to be used in grammar teaching.

2) School-Based Curriculum is English operational curriculum which is developed and implemented through genre- based approach.

3) Grammar is a description of the sructure of a language and the way in which units such as words and phrases are combined to produce sentences in a language. (Longman Dictionary of Applied Linguistic in Nunan: 2005)

4) Teaching grammar at junior high school is teaching the grammatical pattern based on the materials of monologue texts.

CHAPTER II

THE REVIEW OF RELATED LITERATURE

2.1 School Based Curriculum and How It Works

In curriculum 2006 which is well known for SBC, the students are hoped to be able to communicate in English well. There are some components should be mastered by students. The English can be used in three functions like; 1) ideational function means how the language can design some information that needed by people; 2) interpersonal function means how the language can make the people interact each other to express something alone such as attitude, feeling and so forth; 3) textual function means how the texts are arranged so that we can get its cohesion and coherence. Thus, it is for people to read and listen.

Paltridge (2001) explains some competencies to have good communication. First, a discourse competence can be defined as a communication event, which is influenced by topic or content of the text, the relationship between participants in the event (its field), in the event (its tenor), and the channel of communication (its mode). The second competency is actional competence. Students use different action to share ideas whether they are talking, reading, writing or listening. In this case, the students and the teacher try to use English in the class. The teacher may be telling a story by using pictures and the studentws comprehend the text depending on the text types. The third is linguistic competence. This competence includes using

language features, vocabulary, pronunciation, pronoun, plural or singular noun, articles, demonstratives, adjectives, and preposition. The fourth competence is sociocultural competence. Students use the language based on the culture found in the text. The last one is strategic competence. Students use a strategy to make it easier for them to understand the text.

Then, according to BSNP (2007:212), English for Junior High School has three aims. The first aim is to enable the students to develop their communicative competence in oral or written forms to reach functional level. Second, it is aimed in order to make students realize how English is important to face the competitiveness in globalization era. Finally, it is aimed to develop the students' understanding on the relation between language and culture.

Based on the aims and aspects of teaching English at Junior High School written previously, it can be drawn up that the students have to be able in understanding and mastering various kinds of texts or genres. That is why the teaching of English is really suggested to use Genre-Based Approach. There are five types of texts that are delivered at junior high school. They are narrative, descriptive, report, recount and procedure (Depdiknas: 2004).

Gerot and Wignell (1995) define genre as culturally specific text-type as a result of using spoken and written language in order to accomplish something. As well as Gerot and Wignell, James in Handayani (2008), also gives definition of genre as type of text which has certain social purpose, generic structures and language features. In summary, genre means specific

text type which has specific purposes, specific generic structures and also specific language features.

The term of monologue text in the English Curriculum for junior high school has almost the same meaning with what many expert call as genre. Gerot and Wignell (1995) state genre means a culturally specific text type which results from using oral or written language to accomplish something and aimed to reach particular purposes. In addition, James in Handayani (2009) gives a definition of genre as a type of text, which has specific purposes, social functions, generic structures and language features. Therefore, monologue text or genre can be defined as particular text type which has special features of characteristics. These features consist of particular social function, generic structures and lexicogrammatical features or language features.

Correlated to the syllabus of teaching English at high school as the guidance of teaching English in the classroom, the teachers performance in teaching English based on KTSP. Based on the indicators of teaching English, the teacher must introduce the grammar features. There are some activities that are done by the teachers; Teachers have the students to identify certain grammar features after listening to the spoken text, Teachers have students to construct sentences related to certain text type, Teachers have the students exercise by practicing the use of certain speaking materials, Teachers have the students to identify the grammar features after reading certain text,

Teachers have the class to discuss certain utterances used for certain grammar function.

2.2 Some Concepts of Grammar

Different experts have their own definitions of grammar. However, their opinions about grammar are relatively equal to each other. In the following paragraphs, some of the definitions of grammar will be described.

Grammar is one of the main points to succeed in learning English and also one of the keys of English skills. So, the students should master grammar. Francis (1970) defines grammar as description of the ways which are called rules or laws about patterns of structures of a language to convey meanings. Burton (1984) defines grammar as the rules by which words are formed and put together to make sentences, for example: word order in sentences, grammatical markers like plurals, verb tenses, pronouns, and so fourth. He adds that grammar is concerned with the structure that should be mastered by the students in order to construct English. According to Hornby (1986) grammar is a study of science or rules of the combination of words into sentences (syntax) and the forms of words (morphology).

As known, grammar relates with the words. Widdowson (1999) proposes that grammar as the name given to the knowledge of how words are adapted and arranged to form sentences. Therefore that grammar should be mastered by the students. Without knowing grammar they will not produce any correct meaningful sentences. Thornbury (1999) tells grammar as partly the study of what forms (or structures) are possible in a language. Similarly,

Nunan (1999) adds grammar is an analysis of the structural properties which define human language. It means that he is aware about grammar. It seems to the definitions above grammar is a description of the rules that govern how a language's sentences are formed. Thornburry (2001) sees grammar from the view that it deals with a description of the rules that govern how language's sentences are formed.

From the opinions above grammar is the study of the function and uses of words and also someone's language knowledge that has rules which are used by the people in speaking, listening, reading, and writing as well. In other word, people need grammar in order to make meaningful sentences. It means that grammar as a method to organize words and other components in order to produce correct and meaningful sentences to the speaker and it is not only useful in reading and it is also useful in listening and speaking, and also useful in thinking. People also use language and its grammar when they are thinking, because they will not be able to think without grammar. Thus, grammar can help students to learn a foreign language; it is a tool to manage words becomes a good arrangement and meaningful sentences. The students will get difficulties in arranging the words into meaningful sentences if they do not know about the grammar.

2.3 Concepts for Teaching Grammar

According to Nunan (2005) the concepts of language acquisition theory, first, grammar needs to be taught implicitly and explicitly. This means, to begin with, the teachers encourage the learners to discover the rules

by themselves without teacher's help to tell them the rule directly. After the learners go through discovering it, the teachers may consolidate the rule to avoid student's wrong conclusion about it. Second, in the case of practice and consciousness- raising, practice is a medium for exploiting a learner's understanding about the rule and assisting them to apply it.

Practice is not enough to equip the learner with a good mastery of the rule. In this reason, consciousness- raising is as an attempt to equip learners with an understanding of specific grammatical feature, to develop declarative knowledge rather than procedural one. Declarative means describing rule of grammar and applying it in pattern practice drills whereas procedural means applying a rule of grammar in communication. In this case, the learners need to be carefully aware of certain features of the rule. This activity can be carried out through a passage and a text.

Therefore, Conway and Thaine (in Paltridge: 2001) say that sometimes a whole- text approach to language analysis seems to be the only way or making sense of certain grammatical items. So, Celce- Murcia (in Paltridge: 2001) also explain that teachers need to analyze the interaction of grammar and discourse and then teach both discourse and grammar in appropriate ways to language learners. To do this must be based on the classroom materials on authentic samples of discourse that are appropriate both to the learners' proficiency level and their interest and neeeds. In Celce- Murcia's view a sentence- based knowledge of grammar is necessary, but not sufficient. It needs to be combined with an analysis of grammar drawn from

authentic whole texts. Because of that, Paltridge (2001) offers some activities that are related to the particular language feature; guided discovery, explaining, and grammatical consciousness- raising.

In activities of guided discovery teachers may choose to lead from an example to a rule, or they may design activities for learners to work out the rules for themselves. They may use preview activities in which learners are instructed to go through a text and find as many examples of particular language features as they can. Learners might also be asked to compare and contrast grammatical structure. In other hand, the learners study a text for examples of particular language forms and then group them according to some common feature. This kind of activity is suitable, for example, for focusing on countable and uncountable nouns, the use of articles, word order, verb choices, and certain feature pronunciation.

Language featrures may also be explained to learners. it is called explaining. An important consideration here is how a rule may be started to learners so that it is both accessible and useful to them. Consideration also needs to be given as to how the rule might best be presented on the board, how the use of the rule might be demonstrated, and how learners' understanding of the concept, form, and meaning of the particular language feature might be checked.

Grammatical consciousness- raising is based on the acquisition of implicit language knowledge involves three processes; noticing, comparing, and integrating. Noticing means learners become conscious of the presence a

linguistic feature in the input, whereas previously they had ignored it. Comparing means learners compare the linguistic feature noticed in the input with their own mental grammar. Integrating means learners integrate a representation of the new linguistic feature into their mental grammar.

Actually, there are many things to be said about approach of teaching grammar. Nunan (2005) explains there are two basic approaches to teach grammar; deductively and inductively. In deductive approach, the teacher presents the grammar rules and then gives students exercises in which they apply the rules. In such approach, grammar rule is explicitly presented to students and followed by practice applying the rules. It means the teachers teach grammmar by presenting grammatical rules, and then examples of sentences are presented.

In the case of the application of the deductive approach, Swan (in Thornbury: 1999) offers six criterias to make a good rule; 1) truth that the rules should be true; 2) limitation that the rules should show clearly what the limits are on the use of a given form; 3) clarity that the rules should be clear; 4) simplicity that the rules should be simple; 5) familiarity that an explanation should try to make use of concepts already familiar to the learner; 6) relevance that a rule should answer only those questions that the students needs answered.

In deductive approach, the students learn the rule and apply it only after they have been introduced to the rule. The activities are; First, establish the form of the pattern; second, make clear the usage of the pattern in order to

the students know what they are saying; third, give practice spoken and written. For example, if the structure to be presented is present perfect, the teacher would begin the lesson by saying, "Today we are going to learn how to use the present perfect structure". Then, the rules of the present perfect structure would be outlined and the students would complete exercises, in a number of ways, to practice using the structure. In this approach, the teacher is the center of the class and is responsible for all of the presentation and explanation of the new material.

While in the inductive approach, the teacher presents samples of language and the students have to come to an intuitive understanding of the rule. It means that teachers teach grammar starting with presenting some examples of sentences. The presentation of grammatical rules can be spoken and written. The students learn the use of the structure through practice of the language in context, and later realize the rules from the practical examples.

Therefore, Beare (2010) recommends some steps in teaching grammar related to the inductive exercises. First, begin with an exercise, game, listening, etc that introduces the grammar concept. Second, ask students questions that will help them identify the grammar concept to be discussed. Third, follow with another exercise that more specifically focuses on the grammar concept, but takes an inductive approach. Fourth, check responses and ask students to explain the grammar concept that has been introduced. Fifth, at this point, introduce teaching explanations as a way of clearing up misunderstanding. Sixth, provide an exercise which focuses on the correct

construction of the grammar point. Seventh, ask students to once again explain the concept. The inductive approach could be done by reading exercise with questions and responses in the structure that is being taught like fill the gap, cloze activity, etc. For example, a reading comprehension which includes a number of sentences describes what a person has done up to that period in time. After doing the reading comprehension, the teacher could begin to ask questions. He also says that unlike the inductive technique, the teacher explains rules to the students.

Brown (2000) says that the best approach from the two approaches above relates to the difference in cognitive style of the learners and the language structure presented. Whether the grammatical rules are taught inductively or deductively relies upon certain structure, since some are more acceptable to a deductive approach, while others can be learned very well by an inductive approach. Nevertheless, whether the teachers employs a deductive or inductive approach, she/he should consider the notion that language learning, particularly in the context of EFL.

Both approaches have the advantages. Brown (2001) supports that the technique which is used in teaching grammar through the inductive approach. It is more appropriate in most contexts because; a) it is more in keeping with natural language acquisition (where rules are absorbed subconsciously with little or no conscious focus; b) it conforms more easily to the concept of inter-language development in which learners' progress, on variable timetables, through stages of rule acquisition; c) it allows students to get a

communicative "feel" for some aspect of language before possibly being overwhelmed by grammatical explanations; d) it builds more intrinsic motivation because it persuades students to discover rules rather than being told them.

Nunan (2005) states that the advantages of deductive approach are; 1) it gets to the point and can be saving time; 2) it respects the students' intelligence in language acquisition; 3) it confirms students' expectations with analytical learning style; 4) it allows for teachers to deal with language points.

In short, deductive approach is an approach to language teaching in which learners are taught rules and given specific information about a language. Then, they apply these rules when they use the language. This may be contrasted with inductive one, in which learners are not taught rules directly. The schema can be described as follow:

deductive approach $\longrightarrow$ General rule → Specific examples → Practice

inductive approach $\longrightarrow$ Specific examples → Practice → General rule

2.4 Teaching Grammar at Junior High School

In School- Based Curriculum, genre based approach is an approach used in teaching and learning English which is based on kinds of texts as a unity of meanings realized in sentences. There are five monologue texts are learned at junior high school; recount, descriptive, narrative, procedure, and report texts.

There are three important components of the text. First, the social function of the text. Second is generic structure of the text. Third is language

feature of the text. One of the aspects in language feature of the text is grammar. Based on Curriculum 2006, grammar is taught to the students based on the text. Briefly, dealing to the teaching learning cycle explanation above, the lexicogrammatical features are presented in the stage of modeling of the text. The taechers explain the grammar found in the text. it is clearly that grammar cannot be separated in learning a language.

Further, grammar is taught to furnish the basis for a set of language skills; listening, speaking, reading, and writing. Corder in Widodo (2006) says that in listening and speaking, grammar plays a crucial part in grasping and expressing spoken language since learning grammar of a language is considered necessary to acquire the capability of producing gramatically acceptable uterences in the language. in reading grammar enables learners to comprehend sentence interrelationship in a paragraph, a passage and a text. in the context of writing, grammar allows the learners to put their ideas into intelligible sentences so that they can successfully communicate in a written form. Lastly, in the case of vocabulary, grammar provides a pathway to learners how some lexical items should be combined into a good sentence so that meaningful and communicative statements or expressions can be formed. Doff in Widodo (2006) says that by learning grammar students can express meanings in the form of phrases, clauses, and sentences. Long and Richard in Widodo (2006) add that grammar cannot be ignored since it plays a central role in the four language skills and vocabulary to establish communicative

tasks. In short, teaching the four language skills should run together with teaching of other components of language such as grammar and vocabulary.

Halliday and Ruqaiya (1989) confined that there are the functions of grammar in a language. Firstly, it is functioned in building meaning; in this case the people interpret the meaning based on the grammar of sentences they hear. The different grammar with the words will interpret different meaning. Secondly, grammar is functioned as spoken and written modes. Grammar is not important in written language only but also in spoken language. The speaker or writer's utterances or sentences are confused if they are in poor grammar. Thirdly, grammar is functioned in building construction of text in particular genre. Different text uses different grammar; in addition it is responsible to show the context of the situation.

2.5 Strategies of Preparing Teaching Materials of Grammar

Richards (1994) says that a primary role of English teachers is to provide useful learning experience, to provide a model of correct use of language use and to answer students' questions and to correct students' errors. In order to make the teaching learning becomes more enjoyable and meaningful, one thing that teachers can do is preparing materials which can fulfill the students' need and understanding. In the preparation stage, the teachers have to find and select the appropriate materials. Jacobsen (1989) says that there are three areas concerned in the selection of reading materials

include; level of difficulty, cultural content, and interest the materials for the students.

Then Kempt et.al (1995) state that carefully selection and prepared materials can provide in the following teaching learning purposes; 1) motivate learners by capturing their attention and stimulating interest in subject 2) involve learners meaningfully in learning experience, and 3) implement an individualized form of instruction for each individual.

Furthermore, Kusnandar (2010) states some principles should be concerned in determining the selection of teaching materials. 1) validity. It means the material is actually verified. 2) relevance, means it is relevant or sync between the learning materials and basic skills which will be achieved. Material should be truly appropriate and adequate in order to achieve the basic skills taht have been determined. 3) Constancy. There is constancy of learning materials with the basic skills and competency standard. 4) Adequacy, means the coverage of materials is a complete enough in order to achieve a predetermined skill. 5) Interest rate, means teacher should consider the following questions in choosing the material; how far the material is important to learn, whom the material is important, and why the material is crucial. Thus, the materials that is taught or given have to be really required for the students. 6) Usefulness, the materials is being taught is really useful in academic and non- academic. Here, academic means teachers must be sure that the material is being taught can give the basic knowledge and the further skill in all subsequent education. Besides, non- academic means the material

that is taught can develop life skills and attitudes needed in everyday life. 7) Worthy of study, means the material are allowed to be learned both aspects of the degree difficulty whether it is not too easy or too difficult and aspects of appropriateness to the use of instructional materials or local conditions. 8) Attraction, means the selected material should attract interest and motivate students to study it further. In other words, the provided materials should be able to cultivate curiosity so that raises the effort to develop their own ability.

According to Brown (1995) there are three strategies suggested to provide appropriate materials for students. The strategies are adopting, developing, and adapting. One or all of these strategies should help in setting on materials for any language programs.

First, adopting materials are using materials that are already available without doing any changes. It means that the teachers use the material authentically and do not add or delete part of them. Teachers do not effort to make the materials relevant to the students' condition. They only need to select and take existing materials and use it in the class. Teachers often adopt text books and workbooks as primary materials in teaching materials.

There are several process involves in adopting materials that suggested by Brown. Firstly, teachers have to decide types of materials that is going to be used. Materials can also be presented on a number of media and they take many physical forms on anyone of those media such as books, magazines, pictures, etc. then, teachers find the materials. Information about

existing materials that might be suitable can be taken from publishers' catalogs. Next, the materials should be examined to determine the suitability of the materials to students' need and students' background. The materials evaluation process must continue while they are being used. It can conclude that adopting materials involves deciding on the types of materials that are needed, locating as many different sets of those types as possible, evaluating the materials, putting them to use, and reviewing them on going base.

Next, developing material is creating and developing materials done by the teacher which can meet the students' need in learning. A number of people can develop the materials best. Therefore, the teachers need to discuss the material which will develop for the students. There are three phases include in developing materials; creating, teaching (field testing), and evaluating the materials. In creating phase teachers collect some sources to write their own materials. They may use magazines, books, literatures and so forth as sources. The materials are created in accordance to students' condition. Teaching phase can be used as an opportunity to field test the materials. The materials can be made to improve them. Revisions to the materials will be done during the evaluating phase. Tomlinson (2004) states materials should match learners' need and wants, and principles of language learning. They should be developed in ways which provide flexibility of use as well as coherence of connection. The best way to achieve this is to consider both target context of use and your principles and experiences and then to develop a flexible framework to guide the development of the units.

Besides adopting and developing materials, the teachers also can adapt the materials from other sources out of the textbook. Brown (1995) states that adapting materials is the materials which are revised by the teachers in order to match the students' need. It means that the materials can be changed, added and reduced by the teachers in order to make them easier to be understood. It is necessary to add, subtract or delete some of original materials some reasons. Some materials may be too difficult and too hard too understand. Furthermore, by using adapting teachers can modify materials by themselves, by picking some parts of the original format and make some changes into their classroom activities. Quirk (2001) defines adaptation as the process which something changes or is changed so that it can be used in a different way or in a different condition.

Moreover, Tomlinson (2004) says that materials adaptation involves changing existing materials so that they are more suitable for specific learners, teachers or situations. In adapting materials teachers may decide to use only part of unit, add or delete texts or activities, replace or supplement texts or activities with ones from other sources. When they are teaching they make further changes based on learners' respond for instance shorten or lengthen an activity, skip an activity and go on to the next one, or change the order of activities.

In summary, based on the experts' theory the teachers have to concern the strategies and principles in preparing the teaching materials. The

teacher may select the materials as far it is suitable with the needs, objectives, and interesting to the students.

2.6 Previous Related Studies

Some researchers have conducted many studies related to the curriculum. The first research was done by Sari (2006). The research was about the implementation of teaching learning cycle based on genre- based approach in competency- based curriculum at grade seven of a public junior high school in Padang. She found that some teachers have applied the cycle of teaching in their teaching learning process and others have not. She also found that the teachers sometimes mixed the activities into one step. It was caused by lack of knowledge and understanding about how to apply the taeching cycle based on genre- based approach.

The second research was done by Dewi (2007). She did a study about the implementation of competency- based curriculum in Pekanbaru. She found that the schools' climate and teacher's competency were relatively favorable for implementing competency- based curriculum. However, there were some aspects that need to be improved and need some attention from the headmaster. It was also found that the teachers were lack of competency in implementing learning process based on competency- based curriculum's principle.

The third research was done by Ermawati (2008). She had conducted a research on the implementation of genre based approach in teaching English reading at senior high schools in Bukittingggi. She focused on developing the
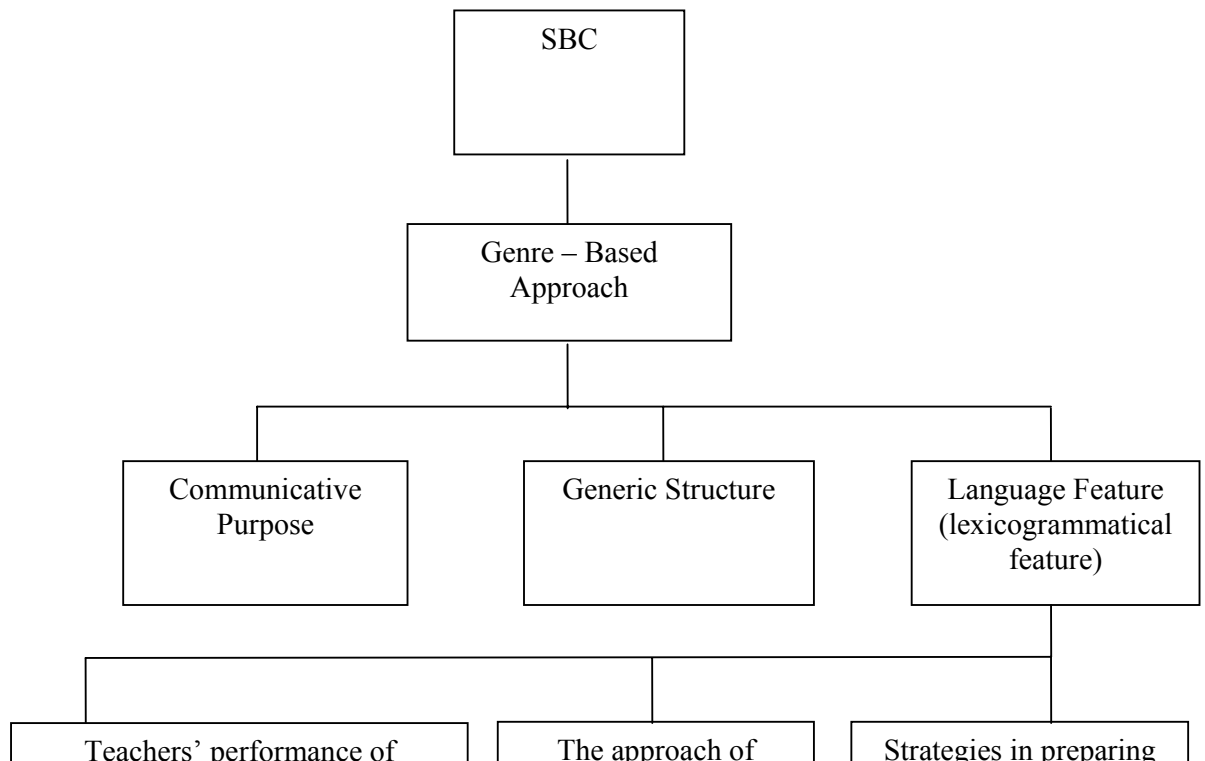
indicators of teaching reading which are oppsed to teachers' classroom practice. She found that teachers did not conduct some stages of teaching in each steps of teaching reading. Some stages are also mis- implemented due to the teachers misunderstanding of the steps stages and cycles.

The fourth was done by Karyawetti (2008). She had conducted a research on the implementation of writing assessment based on KTSP (School- Based Curriculum) at SMA N 2 Solok. KTSP is adaptation of Competency- Based Approach (CBA) at school level which gives more freedom for school and teachers to prepare their goals and materials of teaching learning activities. First, she found that English teachers of SMA N 2 Solok had not implemented genre based assessment well, only three of them had applied portfolio assessment in simple manner and none of them had implemented genre based placement testing and course assessment. Second, all teachers had applied competency based assessment but only three of them had implemented process oriented by the students in process of writing.

The similarities between the previous research and this research are first, they have the same type of the research, which is descriptive research. Second, all of them focused on implementation of curriculum. In other hand, this research has different focus. This research focused on the implementation of School- Based Curriculum related to grammar teaching at junior high school.

2.7 The Conceptual Framework

There are five genres are taught in junior high school based on Curriculum 2006. They are recount, descriptive, report, procedure, and narrative. But in this research, there are four texts that were be researched; descriptive, recount, report, and procedure. Those texts are learned at the eighth grade and the ninth grade. Each of texts involve three components. They are social function, generic structure, and the language feature or lexicogrammatical feature. This research analyzed teaching the lexicogrammar of the text. In this research, the researcher tried to figure out the the procedure of grammar teaching based on SBC, the problems faced in applying SBC related to grammar teaching, and the approach of grammar teaching, and the strategies in preparing materials of grammar. To investigate the implementation, there are some steps; collecting data, analyzing data and result (research findings). These explanation can be drawn as following conceptual framework.

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                    ┌──────────────┐
                    │     SBC      │
                    └──────┬───────┘
                           │
                    ┌──────┴───────┐
                    │ Genre – Based │
                    │   Approach    │
                    └──────┬───────┘
        ┌──────────────────┼──────────────────┐
┌───────┴───────┐  ┌───────┴───────┐  ┌────────┴────────┐
│ Communicative │  │    Generic    │  │ Language Feature│
│    Purpose    │  │   Structure   │  │(lexicogrammatical│
│               │  │               │  │    feature)     │
└───────────────┘  └───────────────┘  └────────┬────────┘
        │                  │                   │
┌───────┴───────┐  ┌───────┴───────┐  ┌────────┴────────┐
│ Teachers' performance of │ The approach of │ Strategies in preparing │
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CHAPTER V

CONCLUSION AND SUGGESTION

5.1 Conclusion

In the previous chapter, it has been stated that this research was aimed at finding implementation of School- Based Curriculum related to grammar teaching.

Based on the data, it was found that mostly all teachers almost applied the teachers' performance of introducing the grammatical features of a text. There some activities applied by the teachers. The teachers had applied the students to identify certain grammar features, the teachers had the students to construct the sentences related to certain text type, the teachers had the students to do exercise by practicing the use of speaking materials, the teachers had the students to identify the grammatical features after reading certain text, and the teachers had the class to discuss certain utterances used for grammar function.

The use of teaching approach which was applied was deductive. The teachers explained the grammatical feature of the text consciously. The teachers tried to teach the rule explicitly to the learners so that they are ready to cope with evercises given. The teachers showed the examples of the grammar and related to the texts learned. The teachers developed the task and activity by themselves not by adopting the handbooks or the worksheet.

Furthermore, the teachers concerned the strategy and principles of preparing material of grammar. The authentic material were given to the

students by some teachers. The teachers tended to use the students' worksheet. They learned the language feature that would be discussed in those texts. There were some common materials that were taught such as simple present, conjunctions, simple past tense, imperative, and passive voince in present. They found the teaching materials decided and evaluated the material before using in the class. It means the teachers strategy was combining of adopting, adapting, and developing. Sometimes, the teachers added teaching materials from other sources; for instance by clssifying the pattern of the sentences. Besides, the teachers developed the material like teaching the passive voice.

From the finding above, the teachers' performance of introducing the grammatical feature, the approach of teaching grammar, and the strategies of preparing materials of grammar through the monolugue text still need some improvement.

5.2 Suggestion

Based on the conclusion above, there are some suggestions for the English teachers. First, the teachers should teach grammar to achieve the linguistic competence unconsciously because it helps the students to transfer their ideas in spoken and written. Although grammar is not really emphasized nowadays, it does not mean that teaching grammar was ignored. As known, there three components of text should be learned by the students, one of them the lexicogrammatical of the text. Here, the students are hoped to create the materials by themselves. This is very useful to enrich students' knowledge to

face the high education since they will be found the monologue texts too. Second, the teachers need to create a comfortable atmosphere during teaching the grammar point.

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