

ENGLISH TEACHERS' PERCEPTION ON KTSP
TEXTBOOKS AT MAN MODEL BANDA ACEH

THESIS



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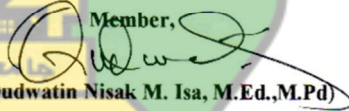
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Menyatakan dengan sesungguhnya bahwa skripsi yang berjudul: "English Teachers' Perception on KTSP Textbooks at MAN Model Banda Aceh" adalah benar-benar karya asli saya, kecuali lampiran yang disebutkan sumbernya.

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The logo of UIN Ar-Raniry is a large, stylized emblem in the background. It features a green shield-like shape with a yellow and white central design. At the top, the letters 'UIN' are written in large, bold, yellow font. Below this, there is a white and grey architectural structure resembling a dome or a minaret. At the bottom of the emblem, there is a yellow banner with the Arabic text 'جامعة الرانيري' and the English text 'AR-RANIRY' below it.

At last, the writer realizes that this thesis is not completely perfect, so that she needs beneficial suggestions and critics from whoever reads this thesis in order to complete it.

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The Writer,

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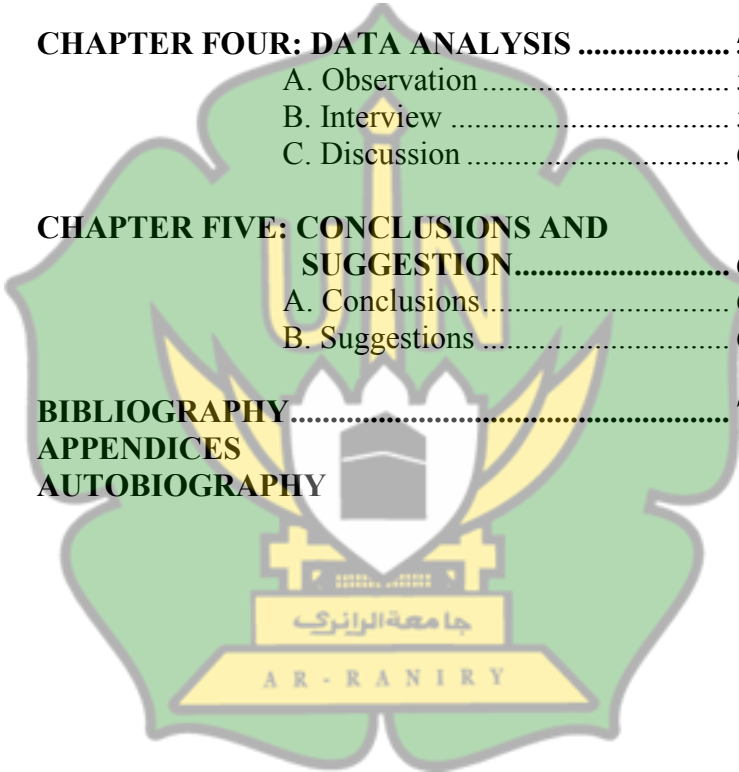
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ABSTRACT

This thesis is entitled “English Teachers’ Perceptions on KTSP English Textbook in MAN Model Banda Aceh”. This thesis was conducted to know what is the English teachers’ perception on KTSP English textbook in MAN Model Banda Aceh. The research questions of the study are what the English teachers’ perception on KTSP based textbooks at MAN Model Banda Aceh is and to what extent KTSP textbooks influence the students’ achievement in teaching learning process based on English teachers’ perception does. In this case, the population of this thesis was all English teachers in MAN Model Banda Aceh consist of four teachers, while the sample was three of them. In collecting data, the writer conducted field research. The techniques used were observation and interview. The interview consisted of ten questions. The result of research shows that English teachers’ perception on KTSP English textbook was positive. KTSP English textbook was accordance with KTSP in these aspects; syllabus, time allocation, the accordance of materials and students’ interest.

CHAPTER ONE

INTRODUCTION

A. Background

Speeding up informative current in globalization era demand all life sectors to adjust visions, missions, objectives, and strategies in accordance with necessities. And also they are not outdated. Moreover national education systems need to be developed. One of the important components of educational system is curriculum. Because curriculum is one of educational components which has made as reference for educational manager and organizer, especially headmaster and teacher.¹

According to Douglass in Oemar H. Malik's book, the curriculum is as broad and varied child's school environment. Broadly conceived, the curriculum embraces not only subject matter but also various aspects of the physical and social environment. The school brings the child with his impelling flow of experiences into an

¹ E. Mulyasa, *KTSP Suatu Panduan Praktis*, (Bandung: Remaja Rosdakarya, 2007), p.4.

environment consisting of school facilities, subject matter, other children, and teachers. From interaction of the child with this elements learning results.²

The curriculum in Indonesia has been changed for several time from 1947, 1952, 1968, 1975, 1984, 1994, 2004, and 2006. Since 2006, KTSP has emerged to change Competence Based Curriculum. This problem was firstly traced by Juraisa Rahma Fajri (TEN graduated student in 2005) in her thesis “English Teachers’ Perception on KBK Textbook at MTsN 1 Banda Aceh”. That is why the researcher interested in investigating English teachers’ perception on KTSP textbooks at MAN Model Banda Aceh. Eventually the contents, operational process, and evaluation technique are almost the same with CBC (curriculum 2004). The conspicuous difference is the teacher has been given more freedom to set the appropriate lesson plan with the school’s environment and student’s condition. In KTSP, the school had full authority and responsibility to state the syllabus and evaluation system under regent’s

² Oemar H. Malik, *Kurikulum dan Pembelajaran*, (Jakarta: Bumi Aksara, 1980), p.17.

coordination and supervision. It is why, English subject as a compulsory subject must be based on KTSP as a new curriculum aims to achieve competencies so that the student are able to use English language to express their own experiences, ideas and feelings, and to understand various meaning of language. KTSP development is based on:

1. Educational Regulation No. 20 year 2003 about National Education System
2. Government Regulation No. 19 year 2005 about National Standard of Education
3. Minister of National Education Affairs' regulation No. 22 year 2006 about Content Standard
4. Minister of National Education Affairs' regulation No. 23 year 2006 about Graduated Competence Standard
5. Minister of National Education Affairs' regulation No. 24 year 2006 about Implementation of Minister of National Education Affairs' regulation No. 22 and 23

As a newly implemented curriculum developed based on the rules above, KTSP is supposed to have organizers who have paid more attention about it, and its support such as textbooks written based on KTSP. Teachers' perception usually influences the teaching-learning activities, wrong perception of the teachers on KTSP may influences in wrong experiences of students. It is inline with Suryadi Suryabrata: "The perception plays so important role in expanding the learners' knowledge". The teachers as organizers are supposed to know not only about the appropriate kinds of task to assign the learners but also the order of tasks (in what sequences task should be introduced) and the materials (what sources and material are available for completing a task).³

According to Mary Spratt and Less Dangerfield in Drs. Lukmanul Hakim's book, there are two factors in choosing the best textbooks. They are defining teaching situation and assessing the merits of available textbooks. In relation to this, many aspects must be considered and

³ Suryadi Suryabrata, *Psikologi Pendidikan* (Yogyakarta:UGM. 1984), p...?

evaluated to acquire good textbooks. Some of them are syllabus, time available, students' age, students' interest, students' background, methodology, grammar, four skills, and funding.⁴

KTSP based textbooks are intended to determine the successful teaching-learning process. Some aspects that should have right perception are:

1. Whether KTSP-based English textbook are suitable to need of students.
2. Whether the content of the textbooks in term of knowledge and skill are suitable to teaching-learning purposes.
3. Whether the time allocation available for teaching and can cover all materials in KTSP-based English textbooks.

In this case, MAN Model Banda Aceh supplies some books written based on KTSP. Related to this, the researcher want to analyze whether the book used by them inline with some considerations stated above and

⁴ Lukmanul Hakim, *Practice Knowledge on Textbook and Curriculum Analysis*, (Banda Aceh: Research Center IAIN AR-RANIRY, 2001), p.2.

identify their perception on KTSP text book. Therefore, the writer would conduct the research by the title: “English Teachers’ Perception on KTSP Textbook at MAN Model Banda Aceh”.

B. Research Questions

The research questions of this study are:

1. What is the English teachers’ perception on KTSP based textbooks (*Look Ahead*) at MAN Model Banda Aceh and how the feel for each?
2. To what extent does KTSP supplemented textbooks influence the students’ achievement in teaching learning process based on English Teachers’ Perception?

C. Terminology

There are three terms need to be clarified in this thesis are *teacher*, *perception*, and *KTSP based on English textbooks*. The explanation would be stated in the following paragraph.

1. Teacher

“Teacher is person whose job is teaching especially in a school.”⁵

In this study, the teachers who were observed were teaching at the second level in MAN Model Banda Aceh.

2. Perception

“Perception is awareness, consciousness, or knowledge obtained through the sense or a way of seeing or understanding something.”⁶

In this study, the researcher wanted to describe the description of the English teachers’ perception about the English textbooks used whether they are appropriate to KTSP or not. Additionally, KTSP is an idea about curriculum development which has the closest position with lesson, such as school and integrated education.⁷

3. KTSP based English textbooks

⁵ Webster, *World University Dictionary Illustrated Edition*, (Washington DC: Webster Association, 1980)

⁶ Hornby, A.S., *Oxford Advanced Learner’s Dictionary of Current English*, (New York: Oxford University Press. 1989), p. 1386

⁷ E. Mulyasa, *KTSP*, (Bandung: Remaja Rosdakarya, 2007), p.21.

KTSP English textbooks mean textbooks that written based on KTSP. The teacher as mediator use KTSP supplemented English textbooks in teaching learning process.

D. Aims of Study

The aims of this study are:

1. To find out the perception of English teachers on KTSP based textbooks applied in MAN Model Banda Aceh.
2. To investigate whether the textbooks influence students achievement or not.

E. The Previous Study

This problem was done by Juraisa Rahma Fajri (TEN graduated student in 2005) in her thesis “English Teachers’ Perception on KBK Textbook at MTsN 1 Banda Aceh”. That is why the researcher interested in investigating English teachers’ perception on KTSP textbooks at MAN Model Banda Aceh.

F. Research Methodology

1. Data Collecting Techniques

In order to examine the English teachers' perception on the textbook and to collect the data, the researcher used field research. In field research, interviewer has chosen interview as the instrument. Interview is a dialogue that has been done by interviewer to get information from interviewees. In this research, the researcher chose guided interview. It is done because the little quantity of population. All English teachers who are teaching at second level in MAN Model Banda Aceh would be interviewed.

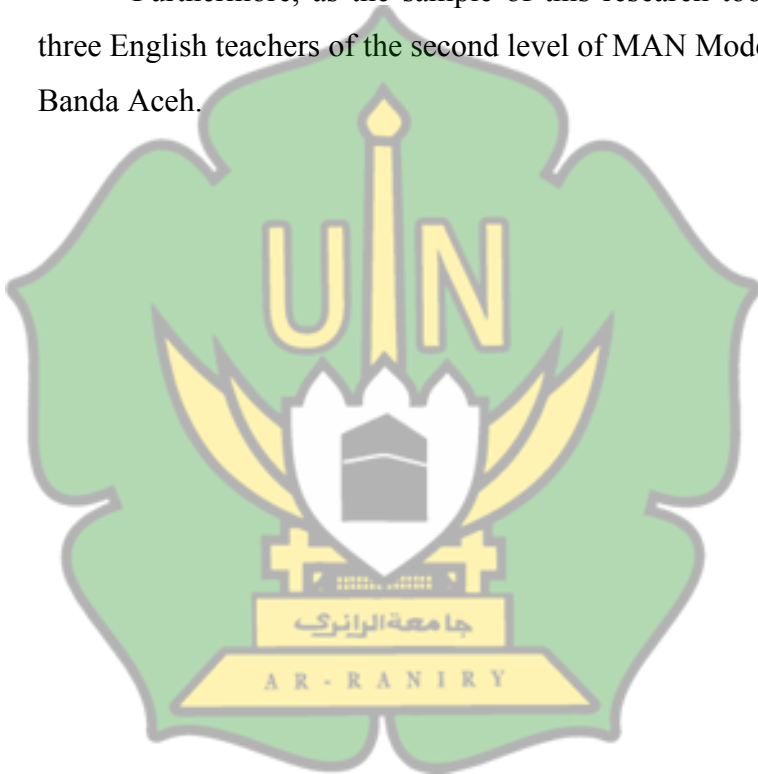
Interview gave information whether the textbooks used are in accordance with KTSP system or not. Interview also can help the researcher to get deep answers and detailed information from interviewees. In doing interview, the list of interview questions arranged in advanced. And it is aimed in order to get detailed data and to prevent bias.

2. Population and Sample

Population is the total research objects. Sample is some of population that will be observed. Arikunto said "if the subjects less than 100, it is better to take all. As

the result, that the research will be population research”.⁸
In the research, the population was the total number of English teachers at MAN Model Banda Aceh.

Furthermore, as the sample of this research took three English teachers of the second level of MAN Model Banda Aceh.



⁸ Suharsimi Arikunto, *The Procedure of Research one of Practical Approach*, (Jakarta: Bumi Aksara,1989)

CHAPTER TWO

THEORITICAL REVIEW

A. The Definition of Curriculum

The term curriculum comes from Latin “curriculae”, a distance that must be covered by runner or carriage in the competition from the beginning until the end. While in French, curriculum is “cuerier” (to run).¹ According to Webster’s New World Dictionary third college edition, curriculum is a fixed series of studies required, as in a college for graduation, qualification in a major field of study, etc., or all of the courses, collectively, offered in a school, college, etc., or in a particular subject.²

According to Rodgers (1989, 26) in Jack C. Richard’s book, curriculum is all those activities in which children engage under the auspices of the school. This includes not only what pupil learns, but how they learn it, how teachers help them learn, using what supporting

¹ Kunandar, S.P.d, M. Si. *Guru Profesional, Implementasi Kurikulum Tingkat Satuan Pendidikann (KTSP) dan Sukses dalam Sertifikasi Guru* (Jakarta, Rajawali Press: 2009), p. 122

² Webster’s New World Dictionary, p. 340.

materials, styles and methods of assessment, and in what kind of facilities.³

In *Changing the Curriculum: a Social Process* (1946), Alice Miel said that curriculum is all of experience and influences in educational sector that gain by child at school. Curriculum also includes knowledge, ability or skill, habit, attitude, appreciation, ideal or aspiration, norm, teacher's personality, headmaster, and all of school staff.

The curriculum in Indonesia had been changed seven times from 1947 until 2006. There was developing rumor in our society "the minister changes, the curriculum changes either". This impression could be correct or not, depending on which point of view we look at the problem itself. From political point of view, the changing of National Education System, which covered curriculum changing will always be related to authority. But, from non political point of view it is the common thing in responding the society development. There are some explanations about variety of curriculum:

³ Jack C. Richards, *Curriculum Development in Language Teaching*. (Cambridge University Press: 2001), p. 39

1. RENCANA PELAJARAN 1947

The first curriculum which was published in the independence period used the term “leer plan”. In Dutch, it means lesson plan and it was more popular than curriculum (English). The change of educational content was more political from Dutch educational orientation to the national interest.

However this curriculum had just implemented at school in 1950. It decreased the educational part of intelligence but was more focus on educational character, social awareness. Thus, subject matter was designed for daily life, art, and physical education.

2. RENCANA PELAJARAN TERURAI 1952

This curriculum is more specified on each lesson called ‘rencana pelajaran terurai’. The syllabus of this curriculum is very understandable. A teacher taught only one lesson (Dzaujak Ahmad, Dirpendas, 1991-1995). The distinctive feature of curriculum 1952 is every syllabus must pay attention to the content which has related with daily life. The lesson has been classified into five

categories: moral, intelligent, emotional, skill, and physic.

The organization of this curriculum that was used at the moment was separated-subject curriculum.

3. THE CURRICULUM 1968

According to Cony Semiawan, when the old order (*orde lama*) ended, the government of Indonesia released the decree of MPRS Number XXVIII/MPRS/1966 which had the purpose to form the true *Pancasilais*. After two years had gone, *Kurikulum 1968* was born, the first structured education guidance.⁴

The terms of *Curriculum 1968* are: **correlated subject curriculum**, the total subject of elementary school were ten, junior high school were eighteen, and for senior high school were separated base on department; department A was eighteen, department B was twenty, and department C was nineteen. The divided of department was done at the second level. The minister of

⁴ Kunandar, S.P.d, M. Si. *Guru Profesional, Implementasi Kurikulum Tingkat Satuan Pendidikan (KTSP) dan Sukses dalam Sertifikasi Guru* (Jakarta, Rajawali Press: 2009), p. 108

education when *Kurikulum 1968* was applied was Mashuri, S.H.

Curriculum 1968 was the renewal of Curriculum 1952, which does change the structure of the educational curriculum into coaching Pancawardhana Pancasila spirit, knowledge base, and special skills. Curriculum 1968 is a manifestation of the change in orientation on the implementation of the 1945 Constitution in a genuine and consistent. In terms of educational goals, curricula in 1968 emphasized that education aimed at establishing a true man of Pancasila, strong, and healthy body, enhance intelligence and physical skills, morals, manners, and religious beliefs. The contents of education are focused on the increase of intelligence and skill, and develop a healthy physical and strong.

4. THE CURRICULUM 1975

The curriculum 1975 was oriented on the goal for the effective and efficient education. According to Drs. Mudjito Ak, Msi (vice director of kindergarten and elementary school Depdiknas).

The cause of the forming curriculum was the influence of concept in management sector. It was MBO (Management by Objective) that was famous at that time. It used the approach of instructional system. It is called the procedure of instructional system development or in Bahasa it is called *Prosedur Pengembangan Sistem Instruksional* (PPSI).

This system aimed to attain the specific purpose that can be measured every lessons plan which was specified into general instructional purpose (tujuan instruksional umum), specific instructional purpose (tujuan instruksional khusus), the content of lesson, media, teaching learning activity, and evaluating activities.

The minister of education when this curriculum was applied was Letjen TNI Dr. Syarif Thajeb (1973-1978). The characteristic of this curriculum were **integrated curriculum organization**, the elementary school had nine subjects, the natural science (*ilmu alam*) and biology (*ilmu hayat*) were combined to be science, the algebra and *ilmu ukur* were turn into math, the total subject of junior and senior high school were eleven, the

department of senior high school was divided into three sections: science, social, language. It was started at the beginning of the second semester of the first level.

5. THE CURRICULUM 1984

In general, the basic curriculum changed 1975 to 1984 in which the curriculum is as follows. There are some elements in the Guidelines 1983 that has not been accommodated into the curriculum of primary and secondary education. There was a clash between various fields of study curriculum materials with students' ability. There was a gap between the program and its implementation in the school curriculum. The lesson which was taught at every level had lots of varieties.

The characteristics of Curriculum 1984 were **content based curriculum**, the subject covered eleven lessons, the subject of junior high school was twelve lessons, the subject of senior high school was fifteen for special class, and four for picking lessons. Its department was divided at the second level into five sections: A1

(Physics), A2 (Biology), A3 (Socials), A4 (Cultures), and A5 (Religions).

In Curriculum 1984 , there was an addition of subject named PSPB (*Pendidikan Sejarah Perjuangan Bangsa*). It happened because the ministry of education was led by Prof. Dr. Nugroho Notosusanto, the historian. On the basis of developments in 1983 was so ahead of the needs or demands of society and science / technology to education in the curriculum of 1975 is considered no longer appropriate, therefore, necessary changes in curriculum. 1984 curriculum featured as the repair or revision of curriculum 1975.

CBSA (The centered teaching approach on students' learning through active student) is a teaching approach that provides the opportunity for students to actively engage physically, mentally, intellectually, and emotionally in the hope that students gain the maximum learning experience, both in the cognitive, affective, and psychomotor.

Lessons used packed with a spiral approach. Spiral is the approach used in packaging materials based

ono the depth and breath of subject matter. The higher the grade and school levels, the deeper and more extensive learning materials provided.

The concepts that students learned to be based on understanding, and then given training after understand. To support the understanding of learning tools as a media used to help students understand the concepts learned.

The material is presented based on readiness or maturity level of students. Provision of teaching materials based on the mental maturity level of students and presenting at primary school level must be through a concrete approach, semi concrete, and semi abstract and abstract by using the inductive approach of the examples to a conclusion, from the easy to the difficult and from the simple to the complex.

6. CURRICULUM 1994

Curriculum 1994 was applied when the minister of education was Prof. Dr. Ing. Wardiman Djojonegoro, the technocrat. He studied in Western Germany together with BJ. Habibie. It attempted integrate the previous

curriculum, especially in the era of 1975 and 1984. Unfortunately, the links between objectives and the process was not successful. So a lot of criticism coming, caused by the burden of student learning is considered too heavy, from national to local content charge. The characteristic of this curriculum: **objective based curriculum**, the term of *SMP (Sekolah Menengah Pertama)* was changed into *SLTP (Sekolah Lanjutan Tingkat Pertama)*, and *SMA (Sekolah Menengah Atas)* was turned into *SMU (Sekolah Menengah Umum)*, the subject named *PSPB* was deleted, the subject of elementary and junior high school were ordered in thirteen subjects, and the subject of senior high school was formulated into ten subjects, the department of senior high school was divided at the second level which are: IPA, IPS, and Bahasa. Finally, Curriculum 1994 was transformed into a super-intensive curriculum in case of the fall of the Suharto regime in 1998, named Supplement Curriculum 1999.

7. CURRICULUM 2004

Competency-Based curriculum (CBC) was applied when the ministry of education was led by Prof. Abdul Malik Fadjar, M. Sc. A competency-based education program should contain three main elements, namely: the selection of appropriate competencies; specification evaluation indicators to determine the successful achievement of competencies, and learning development.

CBC has characteristics as follows:

- a) Emphasizing on the competence of student achievement both individually and classical,
- b) Results-oriented learning (learning outcomes)
- c) Diversity

Learning activities using various approaches and methods, learning resources are not only teachers, but also other learning resources that meet the educational element. The assessment focuses on process and learning outcomes in an effort to achieve a mastery or competence. The structure of basic competence aspects are detailed in the component, class and semester. Skills

and knowledge in each subjects, were prepared and divided according to aspects of these subjects. Statements of learning outcomes defined for each aspect of family studies at every level. The formulation of learning outcomes is to answer the question, “What should students know and can do as a result of their learning at this level?” Learning outcomes reflect the breadth, depth, and complexity of the curriculum expressed by a verb that can be measured by various assessment technique. Each learning outcome has a set of indicators. Formulation of indicators is to answer the question, “How do we know that students have achieved the expected learning outcomes?”

There were few critics linked to Curriculum 2004: the subject was still complicated, so teachers were afraid they could not fulfill the standard, the ministry of education intervened the authority of school and teacher in developing the curriculum, the bias of the definition of competency itself when it was applied in graduated standard competency (standar kompetensi kelulusan), it

was not applicative, the evaluation system was not clear enough.

By the government policy, CBC was revised by Permendiknas, No. 22 about Content Standard (Standar Isi), Permendiknas No. 23 about Graduated Competence Standard (Standar Kompetensi Kelulusan), dan Permendiknas No. 24 about the implementation of the two Permendiknas above. Those three Permendiknas was released in 2006.

B. THE OVERVIEW OF KTSP (KURIKULUM TINGKAT SATUAN PENDIDIKAN)

KTSP or *Kurikulum Tingkat Satuan Pendidikan* is a curriculum composed of school operations and implemented by each unit of school.⁵ It is also known as the curriculum 2006 because this curriculum came into effect gradually in the 2006/2007 academic year. The units of primary and secondary education have been implemented this curriculum in academic year of 2009/2010.

⁵ Masnur Muslich, *KTSP Pembelajaran Berbasis Kompetensi, ed1*, (Jakarta: Bumi Aksara, 2007), p. 17 translated.

In addition, KTSP is a refinement of the curriculum in 2004 or also known as KBK (Competency-Based Curriculum). It gives greater independency to schools to conduct educational programs in accordance with (1) the ability of learners, (2) the material selected (3) regional peculiarities (4) facilities. Parents and communities can be involved actively. That development and preparation of KTSP is a complex process that involving many parties include the teachers, principals, school committees and community around the school.

Moreover, KTSP is an effort to improve the curriculum to be more familiar with the teachers, because they are expected to be more involved in adequate responsibilities.

Such as, completion of the on-going curriculum is mandatory for the national education system is always relevant and competitive. The improvement are also made to the curriculum structure, which includes the number of subjects, study content, time allocations, elective subjects and local content, as well as system

implementation, by both system and system packages semester credit units (SCU).

As the new curriculum, KTSP must be fully implemented to improve the quality of education generally in Indonesia. In this case, the teachers and principals particularly have to understand what is stated in KTSP. Lack of teachers and the education of the curriculum would be fatal for students learning outcomes. As good as any curriculum designed, it will not run well if teachers are not trained and applied it in daily teaching learning process.

In KTSP, gain more dominant teachers, especially in explaining the standards and basic competencies, not only in the written program, but also in real learning in the classroom.⁶ Are we ready with this new policy? The problem is how we can develop standards and basic competencies in the form of KTSP in implementing their respective schools.

However for the teachers who does not have comprehended understanding dealing with KTSP yet, it

⁶ Enco Mulyasa, *Kurikulum Tingkat Satuan Pendidikan, edition I*, (Bandung: Rosda Karya, October 2006), p.28

is expected to be learnt in specifically about this curriculum for the successfully of learning.

1. Basic Concepts of KTSP

The concept of curriculum development in accordance with the development of educational theory and practice, vary according to the flow or educational theory is being used.⁷ Three concepts of curriculum have been proposed, including the curriculum as the substance, as a system, and as a field of study. In the National Standard of Education Curriculum is stated that the KTSP is the operational curriculum developed and implemented by each educational unit. Composition KTSP conducted by the education unit with due regards and based on the basic competency standards developed by the National Education Standards Agency.⁸

⁷ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum (Teori dan Praktek)*, edition VIII, (Bandung: Rosda Karya, 2006), p.4

⁸ Enco Mulyasa, *Kurikulum Tingkat Satuan Pendidikan,....*”, p.20

KTSP is organized and developed on the basis of Law No. 20 of 2003 on National Education System as follows:

- a. Curriculum development is based on national standards of education to achieve national education goals.
- b. The curriculum at all levels and types of education developed in accordance with the principles of diversification of the education unit, the potential areas, and learners.

KTSP is curriculum development strategy to create an effective educational institutions, productive and achievement. KTSP is a new paradigm of curriculum development, which delivers autonomy to each unit of education and community involvement in order to streamline the process of teaching and learning in schools. The autonomy is given to each unit of education and schools have flexibility in managing resources, funding sources, learn and allocate resources according to priority needs and needs that are more responsive to local.

KTSP is an idea about developing a curriculum that is placed in the position closest to the study, namely the school and the education unit. Empowerment schools and education units by giving greater autonomy, in addition to showing responsiveness to the demands of the government is also mean of improving the quality, effeciency, and equity of education.

KTSP is one form of education reform that gives autonomy to schools and education units to develop the curriculum in accordance with the potential, demands, and their respective needs. Autonomy in curriculum development and learning is the potential for schools to improve teacher performance and school staff, offering direct participation of relevant groups, and increasing public understanding of education, especially curriculum.

Some characteristics of curriculum levels of education unit (KTSP) are as follows:

- a. KTSP developed in accordance with the conditions of the education unit, the potential and characteristics of regional.

- b. Schools and school committees develop the unit-level education curriculum and the basic framework syllabus based curriculum and competency standards Graduates, under the supervision of the education service district, and the religion department in charge of education in the field.
- c. Curriculum Level Education Units for each educational program for each program of study at universities developed and defined by each university according to the National Education Standards.

KTSP is a curriculum that is developed by teachers, principals, school committees and the board of education. These agencies are the institutions established by consensus of local officials, the education committee on the education board in the local parliament (DPRD) local education officials, participals, educational staff, representatives of the student's parents, and community leaders. This institution is setting based on all school policies, provision of education applicable. The next

school committee needs to formulate and set the vision, mission, and objectives of school with various implications for programs operational activities to achieve the school.

2. Comparison between KTSP and Curriculum 1994

Dissimilarity between KTSP and curriculum 1994 are the position of the teachers, the position of students, target of teaching, and output of teaching learning process. In curriculum 1994, everything has been designed by government.

Teacher and school only as user of curriculum but, in KTSP teacher and school are as a developer. The target of Curriculum '94 is in completing material as parameter of success, but in this current curriculum the target is achievement or skill of student. In last curriculum, syllabus is designed by government whereas in KTSP, members of a school develop syllabus base on situation, condition, and students' intelligence at the region.

The function of teacher in curriculum 1994 is as a focus of student in teaching learning process but in KTSP teacher is only as facilitator. Student is as a subject in teaching process. Students are given opportunity to solve their problem and getting competence score.

In general, curriculum 1994 is teacher center practice but in KTSP, teacher as facilitator to guide student and student as subject in teaching learning activity.

3. The Implementation of KTSP

Implementation of the curriculum is the process of implementing curriculum-teaching staff (the existing curriculum).⁹

These curriculums change, should be anticipated and understood by all parties, because the curriculum as a learning design has a strategic position in the overall learning activities, which will determine the process and outcome of education. Schools as implementers of education, both school principals and students are

⁹ Syarifuddin Nurdin, *Guru Profesional dan Implementasi Kurikulum, edition III* (PT. Ciputat press, oktober 2005), p. 70

interested and will be directly affected by any changes in the curriculum. In addition, parents, user's graduates and bureaucrats, both at national and regional levels will be directly affected by any changes in the curriculum.

The success of curriculum change in schools depends on teachers and principals, because they are two key figures that determine and drive the various components and dimensions of other schools. Teacher is one who plays an important role in the education and teaching, because the success or failure of educational institutions to achieve predefined goals greatly depends on the teachers who provide instruction.

Therefore, as known that the tasks of teachers are double educating and teaching. In this position, the pros and cons another school component is determined by the quality of teachers and principals.¹⁰

It must be admitted, that the successful implementation of the curriculum was strongly influenced by the ability of teachers who will implement

¹⁰ Enco Mulyasa, *Kurikulum Tingkat Satuan Pendidikan,....*”, p.4

the curriculum. The ability of teachers is mainly related to the knowledge and ability, and tasks him in charge. Not infrequently the curriculum implementation failures caused by lack of knowledge, skills and abilities of teachers in understanding the tasks that must be implemented. These conditions showed that the functioning of the curriculum lies in its implementation in schools, especially in the classroom learning activities that are keys to successful achievement of objectives.

Dynamic interaction between the quality of principals, teachers, curriculum and students play a very important role, especially in adjusting the curriculum to develop society, development of science and technology and the demands of the situation, conditions and learning environment. All this is very demanding teacher qualifications, to enable the creation of dynamic interaction quality.

The main obstacle in the development of curriculum in schools lies in teachers, among others due to lack of knowledge and skills those teachers themselves. In addition, the implementation of the

curriculum in the learning activities in schools are also highly influenced by the support facilities and adequate infrastructure, especially the living conditions of learning activities, laboratory, and learning aids.

Through implementation and unit KTSP school, education should develop into institutions that were responsible domain and widely responsibility for independence, progress and development of management policies based on strategies that decide by government policies.

In order to the implementation and development of KTSP is able to increase the quality of education, need support the fundamental changes in policy regarding the management of the school the following aspects:

- a. Climate conducive to learning
- b. School autonomy and educational unit
- c. Obligations of schools and educational unit
- d. Democratic school leadership and professional
- e. Revitalization of community participation and parents
- f. Turn and straightened KKG and MGMP

g. The independence of teachers

By considering several aspects and run in accordance with the provisions, the implementation KTSP will run in accordance with the expected. And is expected to all executive education, especially teachers and principals can be understood as a whole about KTSP, so that the quality of education in Indonesia qualified and qualified in accordance with what is expected.

4. Learning Methods in KTSP

Teachers are given authority to use various learning methods in KTSP. Teachers need to use various learning methods that can generate interest, attention, and creative learners. In KTSP teachers as facilitators who guide students in learning a lecture method needs to be reduces. Other methods such as discussion, practice, and questions and answer need to be developed. Learning done through discussion, for example, may involve the participation of all learners. All students can talk, express their opinions. Teachers in this case only direct the discussion.

Learning activities do not always take place in the classroom. Activities can be done outside the classroom (library, cafeteria, gardens, etc.), outside school (language institutions visited, television, publishers). The diversity of place of learning can create a good atmosphere. Learning activities may also involve parents and the community. Schools can invite people who have a certain profession to speak and dialogue with students. Activities like this will be useful for students, teachers, and parents. They can learn from each other and the learning process becomes interesting and contextual.¹¹

If possible, learning activities can be done by visiting to those students with certain professions, such as specialists or experts, to dig up information about any information. This activity will bring more information to students and teachers to the subject.

5. Characteristics of KTSP

KTSP is an operational form of curriculum development in the context of education decentralization

¹¹ *Ibid.*, p. 32

and regional autonomy, which will provide new insight on the current system for this. It is expected to give impact to the efficiency and effectiveness of school performance, particularly in improving the quality of learning.

Students come from various backgrounds and levels of social status, one of the school's attentions should direct to the principle of equity, both in the social, economic or political. On the other hand, schools also must increase efficiency, participation, and quality, and responsible to society and government.

KTSP characteristics known among others from how the school and the education unit to optimize the performance, learning resource management, staff professionalism and assessment system. From the description, it can be raised several characteristics,¹² including:

- a. Widerer autonomy to the principal and the education unit
- b. Community participation and parents of high

¹² *Ibid.*, p. 29

- c. Democratic leadership and professional
- d. A compact team work, and transparant.

Based on the Ministry of National Education (2002), there are five main characterictics of KTSP.¹³

- a. Emphasis on student competency achievement both individually and classical
- b. Outcome-based learning (learning outcomes) and diversity
- c. Delivery of learning using approaches and methods vav
- d. Teachers are not the only source of learning
- e. Assessment emphasizes the learning process and results in an effort to achieve competence

In addition, the above several characteristics, there are several important factors to consider in the development KTSP, especially related to information systems, and the system of rewards and punishments. Schools and educational unit to develop and implement KTSP need to have clear information about the programs that are neutral and transparent, because of the

¹³ Masnur Muslih, *KTSP Pembelajaran Berbasis Kompetensi dan Kontektual, ...*, p. 21

information someone would know the condition and position of the school. This information is required for monitoring, evaluation, and learning process. The information is very important to have schools, among others related to the ability of teachers, learners' achievements, learning resources, satisfaction of parents and students, as well as vision and mission of the school.

Schools and educational unit provide a reward for who increase their performance and warm for whom poor in quality. This system is also expected to increase motivation and productivity of teacher, particularly those related to learners' learning achievement. Therefore, the system of rewards and punishments must be proportionate developed, fair, and transparent.

C. The Role of Teachers in Presenting the English Textbooks Based on KTSP

The roles of teachers in teaching-learning process especially in presenting the textbooks are very essential. The teachers have to create interesting lessons in which the student attention is gained. They also have to

encourage students to become more active participants in a lessons, so it can sometimes assist students to improve their communication skills. It can significantly contribute to the progress and the improvement of teaching-learning process. Shortly, it can motivate the students to improve their skills.

Teachers roles, must ultimately be related both to assumptions about content and at the level of approach to particular views of language and language learning. In language-teaching systems, some people expect teachers as the source of knowledge and direction. Therefore, the language-teaching system are totally dependent on them. Some others see the teachers' role as catalyst, consultant, diagnostician, guider for learning, and organizer of resource. These role imply that teachers are as important role players in classroom activities.

Teachers should decide upon a conceptual framework when selecting context. A conceptual framework is a way of classifying knowledge in a rational way, and is the initial brainstorming step in determining context. For instance, the discipline of English has its

own formal order. It is arranged deductively by the school and builds on prior learning. Therefore, the teachers may not have unlimited freedom to decide in selecting content. But, teachers take an important role in presenting the materials even if they have nothing part in arranging the conceptual framework.

According to Harmer (as quoted by Cut Intan Mutia), there are five roles of teachers. They are: as controller, as assessor, as organizer, as prompter, as participant, and as resource. The last role mentioned above “as a resource” has to be taken into consideration, because the teachers as a resource are close in meaning to the teachers as a prompter. The teacher as a prompter tends to encourage the students. In otherwise, the teacher as a resource tends to offer help to them if the students need his help. This occasion is linked to the students, who do not get the resource of materials. In addition, to endure the good role, teacher needs to understand the theoretical knowledge.

In the contrary, based on KTSP the role of teachers in classroom is as helper of students to reach

their aim. It means teachers have great duty to manage the strategy more than giving information. Teachers have to organize class as a teamwork which can do all together. It aimed to find “something new” (means knowledge and skill) for their own and not from “what teacher said”. KTSP also endeavor teachers to accompany students in learning process in order to develop their skill. Knowledge taught must be useful and in accordance with daily activities problem. Teachers are hope to become student’s partner in obtaining the base competencies. Therefore, the paradigm as teachers are the one and only knowledge resource must be changed.

D. The Importance of KTSP English Textbook in Teaching Learning Process

Teaching Materials are a key component in most language programs. The textbook, particularly English Textbook, is an important part of the teacher compedium of tools in teaching English process. Using suitable textbooks for teaching-learning process is significantly important for teachers to increase the effectiveness of

teaching. Therefore, selecting suitable material for teaching should be taken into consideration. So, it might be specified in term such as the following:

1. The materials will facilitate the communicative abilities of interpretation, expression, and negotiation.
2. Materials will focus on understandable and relevant communication rather than on grammatical form.
3. Materials will command the learners' interest and involve their intelligent and creativity.
4. Materials will involve different types of text, and different media, which the participants can use to develop their competence through a variety of different activities and tasks.

The terms above show us how important the materials in teaching-learning process. So, the criteria of best materials have been taken in major consideration.

Mary Spratt and Less Dangerfield (in Lukmanul Hakim's book) state that there are two factors in

choosing the best textbooks. They are: defining teaching situation and assessing the available textbooks.

1. Defining Teaching Situation

There are two factors which have to be considered in selecting textbooks, such as: a syllabus because it shows what should be achieved and what should be taught; whether the books are suitable to the need of the students, whether the content of the textbooks in term of knowledge and skills are suitable for teaching-learning purpose. A time available for teaching on a certain textbook should cover all materials quarterly or yearly. Another factor is student's age. This factor is important because word choices, sentence structure, topics, stories, etc should be in accordance with the student's age.

Also, the textbook chosen in teaching-learning process should motivate the students. The materials of teaching must not make the students bored. The students' interest is another

factor, whether the books are interesting in terms of their content or presentation.

2. Assessing the Available Textbooks

In assessing the textbooks, there are some aspects that should be emphasized, such as: language, whether the approach of language used is formal or communicative; the approach of language teaching should be considered, whether the approach is cognitive or behaviorist or combination of both. Another aspect is its methodology; whether or not activities for language practice are presented, whether meaning taught in grammatical or lexical meaning, whether the phonological system taught by using stress, rhythm, and intonation or by using sound production, and whether dialogue, reading passage, drills, visual materials, typed materials are applied or not.

The content of the textbooks is the subject matter of teaching-learning. It is so important that we know the commonly cited criteria for

selecting content. The criteria are those of validity, significance, interest, learning ability, consistency with social realities, and utility.¹⁴

a. Validity

Content is regarded as being valid when it is authentic. Moreover content is considered valid if it promotes the outcomes stated as objective.

b. Significance

Teachers have to consider whether the content is fundamental to the subject or field in question; whether the content selected allows for breadth and depth of treatment; and whether its pursuit conveys the spirit and method of inquiry.

c. Interest

The interest of student is a consideration in content selection. It has to be considered, whether the content is of interest to students.

¹⁴ Laurie Brady, *Curriculum*, p. 101-106

However, the book which was used in MAN Model was commercial textbook. Commercial textbooks together with ancillaries such as workbooks, cassettes, and teachers' guides are perhaps the commonest form of teaching materials in language teaching. The use of commercial textbooks in teaching has both advantages and disadvantages, depending on how they are used the contexts for their use.

Among the principal advantages are:

1. They provide structure and a syllabus for a program.
2. They help standardized instruction.
3. They maintain quality.
4. They provide a variety of learning resources.
5. They are efficient.
6. They can provide effective language models and input.
7. They can train teachers.

8. They are visually appealing.

As with all examples of created materials, however, there are also potential negative effects of commercial textbooks. For examples:

1. They may contain inauthentic language.
2. They may distort content.
3. They may not reflect students' needs.
4. They can deskill the teachers.
5. They are expensive.

Conversely, there is authentic materials which are refer to the use in teaching of texts, photographs, video selection, and other teaching resources that were not specially prepared for pedagogical purpose. Created materials refer to textbooks and other specially developed instructional resources.¹⁵

d. Learning Ability

Content selected should be learnable by students and must therefore be adapted to suit

¹⁵ Jack C, Richards, *Curriculum Development in Language Teaching*. (Cambridge University Press: 2001), p. 252-256

the ability of the students. It is important that the content selected makes some link with what students have already learned. For this reason, the content must be arranged in such a way as to be understandable learnable.

e. Consistency with social realities

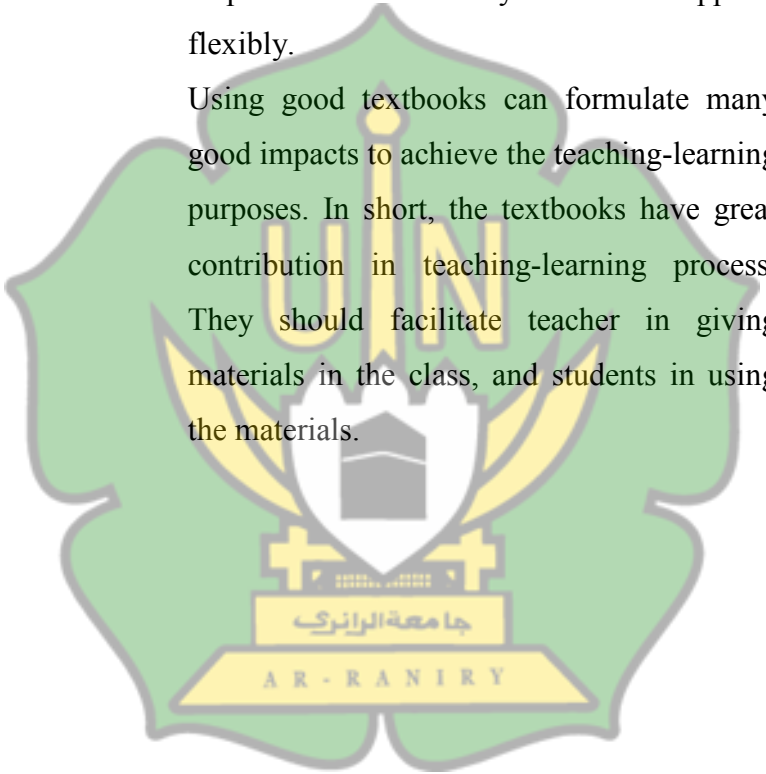
According to Taba, content selected should provide the most useful orientation to the world around us-that it must be consistent with the social realities. So, consistency with social realities must be considered. We consider whether the content represents the most useful orientation to social realities.

f. Utility

This is the contentious criteria that may well eliminate a lot of worth while content if rigorously applied. The criteria of utility suggests that content should be selected across our school subjects which is most useful to students in coping with their present and future.

The criteria of validity and significance are considered the major criteria in selecting content of textbooks. The others provide a helpful screen and they should be applied flexibly.

Using good textbooks can formulate many good impacts to achieve the teaching-learning purposes. In short, the textbooks have great contribution in teaching-learning process. They should facilitate teacher in giving materials in the class, and students in using the materials.



CHAPTER THREE

FINDING AND DISCUSSION

A. The Description of MAN Model Banda Aceh

Based on the administration book of MAN Model Banda Aceh, there are some information about the school, teacher and curriculum.

1. School

MAN Model is one of the state Islamic High School in Banda Aceh which was establish in 1957. The school is located on Jl. Pocut Baren No. 116, Jambo Tape Banda Aceh. MAN Model was changed from MAN 1 Banda Aceh since 1998 based on SK Dirjen Bimbaga Islam DEPAG No.E.IV/PP.00.06/KEP/17.A/98. The building was built in the center of Banda Aceh. It is laid around Islamic general school, such as MTsN Model Banda Aceh, MIN Banda Aceh, and Darul Ulum Boarding School.

Table 3.1 The List of Principals since Period (1957-2009)

No	Principals	Period	Name of the School	Program
1	H. Ahmad Nurdin	1957- 1960	SMIA	Religion
2	Hanafi	1960- 1963	SMIA	Religion
3	Tgk. Sulaiman Jalil Ibrahim Amin	1963- 1967	MAAIN	Paspal Social and Culture
4	A.Djalil Hasyim, BA	1968- 1974	MAN Banda Aceh	Paspal Social and Culture
5	Razali Umar, BA	1974- 1979	MAN Banda Aceh	Paspal Social and Culture
6	Drs. Jamil Rawa	1979- 1984	MAN Banda Aceh I	Paspal Social and Culture
7	Drs. Jafar Ali	1985- 1990	MAN Banda Aceh I	Religion, Physic, Biology, Social,

				MAPK
8	Drs.A.Rahman T.B	1990- 1993	MAN Banda Aceh I/ Preparing for MAN Model	Religion, Physic, Biology, Social, MAPK
9	Drs.A. Madjid Yahya	1993- 1998	MAN Model Banda Aceh	Language, Science, Social, MAPK
10	Drs. Zulhelmi A. Rahman M.Ag	1998- 2003	MAN Model Banda Aceh	Language, Science, Social, MAPK
11	Drs.H. Amiruddin Husein	2003- 2006	MAN Model Banda Aceh	Language, Science, Social, MAPK
12	Drs. M. Rizal Mohin, M.Pd	2006- 2010	MAN Model Banda Aceh	Language, Science, Social, MAPK
13	Drs. Ridwan	2010-	MAN Model	Language,

	Ali, M.Pd	now	Banda Aceh	Science, Social, MAPK
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Source: The Administration Office of MAN Model

Banda Aceh

Recently, the principle of MAN Model is Mr. Ridwan Ali, M.Pd said that this school has had permanent building and almost completes with all facilities that needed in education. The school has 32 rooms, consisting of headmaster's office, teacher's room, administration office, academic office, concealing room, laboratory, security post, students' activity center and 27 rooms for classrooms. It also has a library, which plays a dominant role in advancing the success of the students of the school. It also provides many books that can be read by all students. In addition, the school facilities are a court of volleyball, badminton, basketball, and a set of tambourine equipment.

2. Teacher

Teacher is one of the most important factors in teaching learning process. According to Sukirah, "the

teacher of course is important in learning situation, his skill and personality is instrument that creates the condition for learning”. Based on profile books of MAN Model Banda Aceh, the total number of the teacher of this school is 63 teachers, 48 of them are permanent and 15 are non permanent. Most of them are graduated from Syiah Kuala University and the others from IAIN Ar-Raniry.

There are five English teacher, all of them are permanent teacher.

Table 3: The name of permanent teachers

No.	The Name of Teachers	Graduated Institution
1	Drs. Azhari/ 150 276 361	S1 Tarbiyah Faculty IAIN/English Department/1987
2	Nurhasanah, M.Pd/ 150 296 446	S2 Education Faculty Unsyiah/English Department/2009
3	Dwi Endah Sulistia Ningrum, S.Pd	S1 Tarbiyah Faculty IAIN/English Department/2009
4	Yusnidar, S.Pd., M.Si/ 150 238 019	S2 Social and Political Education IPB/ Communication/2006

Source: The Administration Office of MAN Model Banda Aceh

3. Student

The total number of students of MAN Model Banda Aceh has been sufficient for the running of teaching and learning process. According to academic year of 2010/2011, the total number of students of MAN Model Banda Aceh was 873 students; 322 males and 551 females. They were divided into nine classes for the first year, nine classes for the second year, and nine classes for the third year. Base on the learning purposes, the students of MAN Model Banda Aceh are divided into four object categories; Science, Social, Language classes, and MAPK. Students were free to choose the major based on their ability and interest.

Although this school located in the dense of citizen resident, it does not bother education activity. It is supported by good facilities, good atmosphere, and good local structure. Hence, the students are pleased when they are studying in MAN Model Banda Aceh.

4. Curriculum

The curriculum is a general over all plans of the content or specific materials of construction that the school should offer the student by the way of qualifying his graduation.¹ In addition, curriculum is a very general concept involving consideration of whole complex of philosophical, social and administrative factors contributing to the planning of the education.²

Curriculum plays a very important role in learning process. Curriculum plays an important role in formal education, it will instruct on how and what to teach to the students. The curriculum also will help teacher and students in accomplishing and determining the limitation of teaching. The teacher may not achieve the aims of teaching without having a curriculum used as direction.

The current curriculum implementation MAN Model Banda Aceh is based on KTSP plus supplement. The textbook used in English teaching is various, but

¹ Carter V. *Good Dictionary of Education, second edition*, (University of Cinannasi, N.J.1959), p. 149

² Lukmanul Hakin, *Practice Knowledge on Textbook and Curriculum Analysis*, Pusat Penelitian IAIN Ar-Raniry, Darussalam, Banda Aceh, 2001, p. 6

most of the teachers prefer to use *Look Ahead* published by IKIP Malang, written by Drs. Murdibjon, MA, Cs. It consists of three sections; book one, book two, and book three. Book one is for the first year students; book two is for second year students, and book three is for the third year students.

On this turn, researcher took MAN Model Banda Aceh as the school and all the teachers who teach English at the second grade of MAN Model as the object.

B. Procedure of Collecting Data

Data and some information are needed in conducting this research. Therefore, there are two techniques used as instrument in completing this research: observation, and interview.

In this research, the population is the total number of English teachers at the second level at MAN Model Banda Aceh.

1. Observation

Observation is a way to collect the data in completing a research. It is done in the classroom and

school of MAN Model Banda Aceh. The aim of this method is to know how the teacher delivered English lesson.

In KTSP curriculum, every educator has to make a teaching guideline or usually called RPP. RPP is one of obligation requirements component in successively teaching learning process. The facilities of MAN Model were also observed in conducting to know what facilities in supporting implementation of KTSP there.

2. Interview

Three English teachers of MAN Model Banda Aceh were interviewed. In order to gain the accurate data, the writer made several aspects of interview. The interview form on timing of starting the implementation of KTSP curriculum in MAN Model Banda Aceh to get the information the writer interviewed three of English teachers who teach at the second level in MAN Model Banda Aceh and took the relevant data from administration office.

Next, the writer interviewed some of English teachers to know about the advantages and disadvantages

of KTSP textbook and they were interviewed to know about the influences of KTSP textbook in teaching learning process and the obstacle in implementing KTSP English textbook.



CHAPTER FOUR

DATA ANALYSIS

A. Observation

Observation was conducted during the teaching learning process in the classroom. It was also conducted to see the condition of MAN Model Banda Aceh. During the observation, it can be concluded that the English teaching learning process at MAN Model Banda Aceh was standard. The English teachers at MAN Model Banda Aceh use RPP (lesson plan) as guideline to transfer knowledge for students.

B. Interview

The interview was held in MAN Model Banda Aceh. The interview was designed to get detailed information that was needed by the interviewer.

There are three English teachers who are teaching at second level of MAN Model Banda Aceh. They are Mrs. Nurhasanah, S.Ag, M.Pd, Mrs. Yusnidar, M.Si, and Miss Dwi Endah Sulistia Ningrum, S.Pd.I.

1. The Result of Interview with Mrs. Nurhasanah, M.Pd

According to Mrs. Nurhasanah, who has been teaching English at MAN Model Banda Aceh for four years at second and third level. By using KTSP supplemented English textbook, students can master the materials that have been given as needed. The implementation of KTSP in teaching learning process especially English lesson was almost eighty percents and English language has been used as the introduction in teaching learning process. Mrs. Nurhasanah has been joined KTSP training for several times. She uses not only KTSP supplemented English textbook but also the other books or sources (magazines, newspaper, internet) that related to the topics in the textbook.

According to her, KTSP supplemented English textbook did not give a big influence in improving students' English skill. Teachers had more important role than the book. So even though, the best textbook was used but the teacher could not deliver the materials to the students well, it would be useless. Therefore, she has

been using three English textbooks in teaching learning process, such as *English for Better Life*, *Fundamental English* and *English in Context*.

2. The Result of Interview with Mrs. Yusnidar M.Si

Talking about KTSP, even though Mrs. Yusnidar admitted that she never followed KTSP seminar, but she has got a lot of information related to KTSP by discussing it with her friends and reading books about KTSP.

However, since she taught again in MAN Model, she already used KTSP supplemented English textbook (*Look Ahead*) and other supporting books such as *First English Words*, *Accurate Brief and Clear English Grammar*, and *Understanding in Using English Grammar*. Mrs. Yusnidar said that *Look Ahead* really help her in teaching learning process because it provided lots of drills and the materials were relevant to her syllabus even though she still had to find other materials needed in Internet.

About the book, Mrs. Yusnidar's student did not have the English textbook as Yusnidar was starting to

each them at the end period of semester. She thought that it would be hard for students to buy those books because they were expensive and students would only use them at the very short time. However, according to her, teaching English by using KTSP supplemented English textbook was really effective, because the sources used in teaching learning were varied. It depends on the student's need. Hence, the teacher can teach the students well without having to rush to complete the all material from the syllabus.

3. The Result of Interview with Ms. Dwi Endah Sulistia Ningrum S.Pd I

Ms. Dwi is one of the English teachers in MAN Model. She taught there as a temporary teacher in order to replace the real teacher who was taking her doctoral degree in Germany. Ms. Dwi has been teaching for one year and she was responsible to teach the first and the second grade students.

About KTSP, she has not got a chance to follow any KTSP training since she became a teacher. However, she had ever followed it when she was a college student.

Talking about KTSP supplemented English textbook, she used *Look Ahead, Lembar Kerja Siswa (LKS)*, and other supporting books and internet materials.

In teaching learning process, she said that the students' ability were low, hence they were struggling in understanding the textbooks. "Actually KTSP order the students to be more active than teacher (student center), but it is hard to do as the ability of students are low".

Furthermore, the KTSP supplemented English textbook was very helpful for the students, because it contains a lot of exercise and practice. Thus, the teacher could assess the students' understanding and ability easily. Then, the book has a lot of pictures beside the text, it really help student in comprehending the content of the text in the book.

C. Discussion

Based on the result of data analysis, the writer elaborated some brief and clear explanations concerning the research data which had been obtained through the interview and observation. This research mainly

discussed the English teachers' perception on KTSP English Textbook.

According to the observation, it is found that MAN Model Banda Aceh implemented KTSP in teaching learning process especially English lesson and the English teachers who teach at second level used KTSP supplemented English textbook (*Look Ahead 2*).

Based on the interview with English teachers who teach at second level in MAN Model, it is identified that English teachers who teach at second level in MAN Model Banda Aceh showed various perceptions about KTSP supplemented English Textbook. From three English teachers who were interviewed, two of them said that the KTSP supplemented English textbook was very useful and helpful in enhancing students' skills. It was very effective in teaching learning process. Because of containing a lot of exercises and practices, the teacher can be easily assess and evaluate the students' ability.

However, one of the English teachers, Mrs. Nurhasanah, was not agree with other teachers. She has her own opinion which expressed that the use of the

KTSP supplemented English textbook was not very useful and helpful in increasing students' skill. The teacher has more important role than the book. So even though, the best textbook was used but the teacher could not deliver the materials to the students well, it would be useless. Nevertheless, it undeniable to say the KTSP supplemented English textbook was valuable, it is also influence the students' ability, especially in improving reading and writing skill.

Next, in providing KTSP supplemented English textbook, all of English teachers that had been interviewed have the same opinion. They were agrees about the importance of having KTSP supplemented English textbook in teaching learning process. The student could master the material faster and easier if they were provided by the textbook. Doing homework and practice were also more uncomplicated. Therefore, it was highly suggested that the school provided the KTSP supplemented English textbook for the students in order to gain a better result of teaching learning process.

CHAPTER FIVE

CONCLUSION AND SUGGESTION

Chapter five is the last chapter from this thesis. In this chapter, some conclusions are drawn as the results of data analysis in previous chapter. Several recommendations are also provided in the last part of this chapter.

A. Conclusion

Based on the previous explanations and analyses, some conclusions related to application of KTSP supplemented English textbook in MAN Model Banda Aceh can be drawn as follows;

1. One of three English teachers in MAN Model Banda Aceh has joined KTSP training. And the two more teachers hoped they could join KTSP training as soon as possible.
2. The KTSP English textbook especially *Look Ahead* was in accordance with KTSP.
3. KTSP English textbook (*Look Ahead*) was appropriate. It supported teachers in delivering the

4. materials, teaching learning process, and evaluating students' ability.
5. English teachers' perception in KTSP supplemented English textbook in MAN Model Banda Aceh toward some aspects was positive. They perceived on syllabus aspects, time allocation aspect, the accordance of materials and students level aspects, and the accordance of materials and students interest were in line with KTSP.
6. The students who had medium low ability were hard to follow KTSP supplemented English textbook however they love its layout.
7. KTSP supplemented English textbook content a lot of drills. So it makes the English teachers easier to evaluate students.

B. Suggestion

Several suggestion can be propounded to school, teacher, and society:

1. To school

It is suggested that headmaster has to given more attention in developing his teacher's professionalism, especially in KTSP training in order to the teacher could teach perfectly according to the demand of curriculum KTSP in formal school.

It is counseled that school provided some facilities such as: textbooks (KTSP supplemented English textbook), English newspaper, and magazine, brochure, language laboratory to support the textbook applied. So, the teaching learning can be reach well.

It is recommended to headmaster has to work out a cooperative programme in inviting native speaker to school.

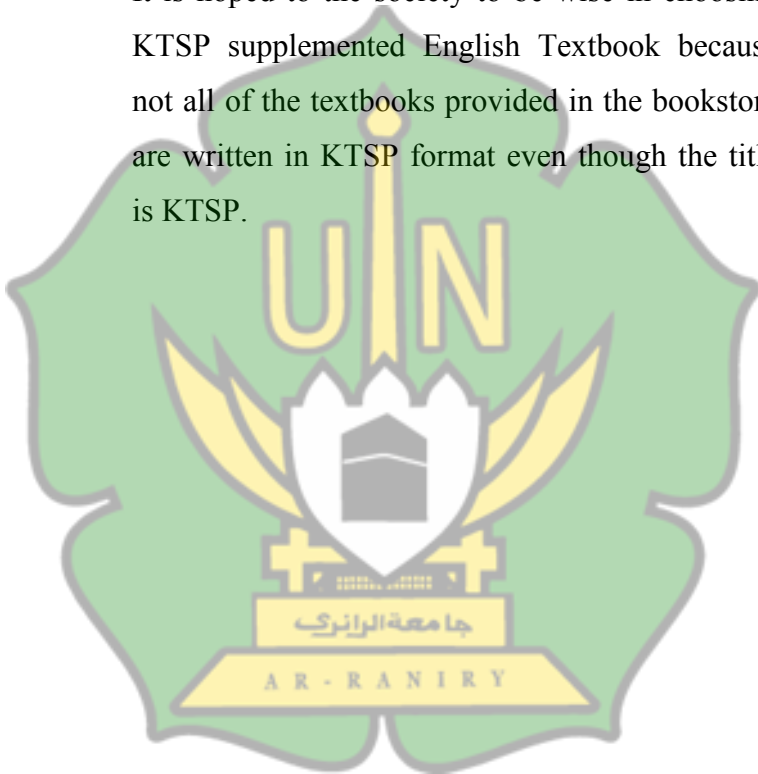
2. To Teacher

It is suggested for teacher to follow education seminar especially KTSP seminar. Then, the teacher make forum discussion to share every obstacles that faced by teacher in teaching

learning process by using KTSP supplemented English Textbook.

3. To Society

It is hoped to the society to be wise in choosing KTSP supplemented English Textbook because not all of the textbooks provided in the bookstore are written in KTSP format even though the title is KTSP.



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SURAT KEPUTUSAN DEKAN FAKULTAS TARBIYAH IAIN AR-RANIRY

Nomor : In.01/DT/PP.00.9/5146/2011

TENTANG

PENYEMPURNAAN SURAT KEPUTUSAN DEKAN NOMOR In.01/DT/PP.00.9/3595/2010
TENTANG PENGANGKATAN PEMBIMBING SKRIPSI MAHASISWA FAKULTAS TARBIYAH IAIN
AR-RANIRY

DEKAN FAKULTAS TARBIYAH IAIN AR-RANIRY

- Menimbang** :
- bahwa untuk kelancaran bimbingan dan ujian munaqasyah pada Fakultas Tarbiyah IAIN Ar-Raniry maka dipandang perlu meninjau kembali dan menyempurnakan Keputusan Dekan Nomor: In.01/DT/PP.00.9/3595/2010 tentang Pengangkatan Pembimbing Skripsi Mahasiswa Fakultas Tarbiyah IAIN Ar-Raniry.
 - bahwa namanya yang tersebut dalam Surat Keputusan ini dianggap cakap dan mampu untuk diangkat dalam jabatan sebagai Pembimbing Skripsi.
- Mengingat** :
- Undang-Undang Nomor 20 Tahun 2003, tentang Sistem Pendidikan Nasional;
 - Undang-undang Nomor 14 Tahun 2005, tentang Guru dan Dosen;
 - Peraturan Pemerintah Nomor 13 Tahun 1991, tentang Pokok-pokok Organisasi IAIN;
 - Peraturan Pemerintah Nomor 60 Tahun 1999, tentang Pendidikan Tinggi;
 - Keputusan Menteri Agama Nomor 89 Tahun 1963, tentang Pendirian IAIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 387 Tahun 1993, tentang Organisasi dan Tata Kerja IAIN Ar-Raniry;
 - Keputusan Menteri Agama Nomor 492 Tahun 2003, tentang Pendelegasian Pengangkatan, Wewenang, Pemindahan dan Pemberhentian PNS di Lingkungan Departemen Agama Republik Indonesia;
 - Keputusan Menteri Agama Nomor 40 Tahun 2008, tentang Statuta IAIN Ar-Raniry;
- Memperhatikan** : Keputusan /Seminar Proposal Skripsi Jurusan Pendidikan Bahasa Inggris Fakultas Tarbiyah IAIN Ar-Raniry tanggal 3 April 2008
- MEMUTUSKAN**
- Menetapkan** :
- PERTAMA** : Mencabut Surat Keputusan Dekan Fakultas Tarbiyah IAIN Ar-Raniry Nomor: In.01/DT/PP.00.9/3595/2010 tanggal 7 April 2008
- KEDUA** : Menunjuk Saudara:
- Yuni Setia Ningsih, S.Pd.i, M.Ag sebagai Pembimbing Pertama
 - Ery Zul Akbar, S.Pd.I sebagai Pembimbing Kedua
- Untuk membimbing Skripsi :
- Nama : Fathimatuzhbra
NIM : 230414364
Jurusan : Pendidikan Bahasa Inggris
Judul Skripsi : English Teacher's Perception on KTSP Textbooks at MAN 1 Banda Aceh
- KETIGA** : Kepada pembimbing yang namanya tersebut diatas diberikan honorarium sesuai dengan peraturan yang berlaku;
- KEEMPAT** : Segala pembiayaan akibat Surat Keputusan ini dibebankan pada dana DIPA IAIN Ar-Raniry tahun 2011
- KELIMA** : Surat Keputusan ini berlaku sampai akhir Semester Genap Tahun Akademik 2011/2012
- KEENAM** : Surat Keputusan ini berlaku sejak tanggal ditetapkan dengan ketentuan segala sesuatu akan diubah dan diperbaiki kembali sebagai mestinya apabila kemudian hari ternyata terdapat kekeliruan dalam penetapan ini.

5 Juli 2011 M
4 Sya'ban 1432 H**Tembusan**

- Rektor IAIN Ar-Raniry (sebagai laporan)
- Ketua Jurusan Pendidikan Bahasa Inggris Fak. Tarbiyah
- Mahasiswa yang bersangkutan
- Pembimbing yang bersangkutan untuk dimaklumi dan dilaksanakan.



KEMENTERIAN AGAMA R.I.
INSTITUT AGAMA ISLAM NEGERI AR-RANIRY
FAKULTAS TARBİYAH
DARUSSALAM - BANDA ACEH

TELP.: (0651) 7553020

Nomor : In.01/DT.1/TL.00/ 3438 / 2011
 Lamp. : -
 Hal : Mohon Izin Untuk Mengumpul Data
 Menyusun Skripsi

Kepada Yth.

Di-
 Tempat

Dengan hormat, Dekan Fakultas Tarbiyah IAIN Ar-Raniry Darussalam Banda Aceh, dengan ini memohon kiranya saudara memberi izin dan bantuan kepada:

N a m a : Fathimatuzzuha
 N I M : 230 414 364
 Prodi / Jurusan : Pendidikan Bahasa Inggris
 Semester : XIV
 Fakultas : Tarbiyah IAIN Ar-Raniry Darussalam,
 A l a m a t : Jln. Kali Derih No.7 Ds. Lileue Kec. Darussalam A.Besar

Untuk mengumpulkan data pada:

MAN Model Banda Aceh

Dalam rangka menyusun Skripsi sebagai salah satu syarat untuk menyelesaikan studinya pada Fakultas Tarbiyah IAIN Ar-Raniry yang berjudul:

English Teachers' Perception KTSP Textbooks At MAN Model Banda Aceh

Demikianlah harapan kami atas bantuan dan keizinan serta kerja sama yang baik kami ucapkan terima kasih.

Kode: 1894





KEMENTERIAN AGAMA
MADRASAH ALIYAH NEGERI MODEL BANDA ACEH
 Jalan Pocut Baren No. 116 Telp. 0651-23426 Fax. 0651-29466
BANDA ACEH 23123

Nomor : Ma.01.12.01/TL.00/ 146/ 2011 Banda Aceh, 07 Juli 2011
 Lamp : --
 Hal : *Izin untuk mengumpulkan data Menyusun Skripsi.*

Kepada
 Yth. Dekan Fakultas Tarbiyah
 IAIN Ar-Raniry Darussalam Banda Aceh

Assalamu'alaikum, wr.wb.

Dengan hormat sesuai dengan maksud surat Saudara Nomor : In.01/DT.1/TL.00/3438/ 2011 tanggal, 4 April 2011, perihal tersebut dipokok surat, maka dengan ini menyatakan bahwa :

N a m a	: Fathimatuzzuha
N I M	: 230 414 364
Prodi/Jurusan	: Pendidikan Bahasa Inggris
Semester	: XIV
Fakultas	: Tarbiyah IAIN Ar-Raniry Darussalam
Alamat	: Jl. Kali Derih N0.7 Ds. Lieue Kec. Darussalam Aceh Besar

Telah melaksanakan tugas mengumpulkan data untuk menyusun Skripsi dengan judul "*English Teachers' Perception on KTSP Textbooks At MAN Model Banda Aceh*" pada Madrasah Aliyah Negeri Model Banda Aceh.

Demikian kami sampaikan untuk dimaklumi dan dapat dipergunakan seperlunya.

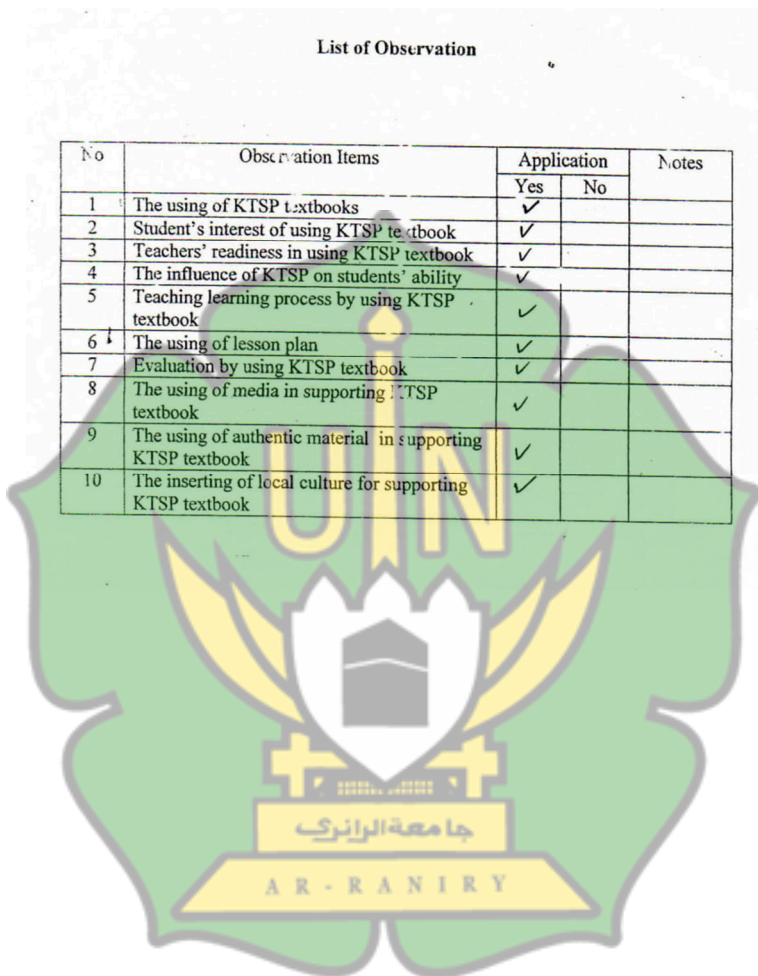


Tembusan :

1. Ka.Kanwil Kementerian Agama Provinsi Aceh
2. Ka.Kankemenag Kota Banda Aceh
3. Ka.Dinas Pendidikan Pemuda dan Olahraga Kota Banda Aceh

List of Observation

No	Observation Items	Application		Notes
		Yes	No	
1	The using of KTSP textbooks	✓		
2	Student's interest of using KTSP textbook	✓		
3	Teachers' readiness in using KTSP textbook	✓		
4	The influence of KTSP on students' ability	✓		
5	Teaching learning process by using KTSP textbook	✓		
6	The using of lesson plan	✓		
7	Evaluation by using KTSP textbook	✓		
8	The using of media in supporting KTSP textbook	✓		
9	The using of authentic material in supporting KTSP textbook	✓		
10	The inserting of local culture for supporting KTSP textbook	✓		



Rencana Pelaksanaan Pembelajaran (10)

Nama Sekolah : MAN Model Banda Aceh
 Mata Pelajaran : Bahasa Inggris
 Kelas/ Semester : X/ 1
 Lokasi Waktu : 10 X 45 Menit (5 x pertemuan)
 Model : Reading

Standar Kompetensi

Membaca

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

Kompetensi dasar

1. Merespon makna dalam teks fungsional pendek (mis. Banner, poster, phamplet, dll) resmi dan tak resmi yang menggunakan ragam bahasa tulis secara akurat, lancar dan berterima dalam konteks kehidupan sehari-hari.

Indikator

Membaca nyaring bermakna wacana ragam bahasa tulis dengan ucapan dan intonasi yang benar.
 Mengidentifikasi topic dari teks yang dibaca.
 Mengidentifikasi informasi tertentu dari teks fungsional pendek.

Tujuan Pembelajaran

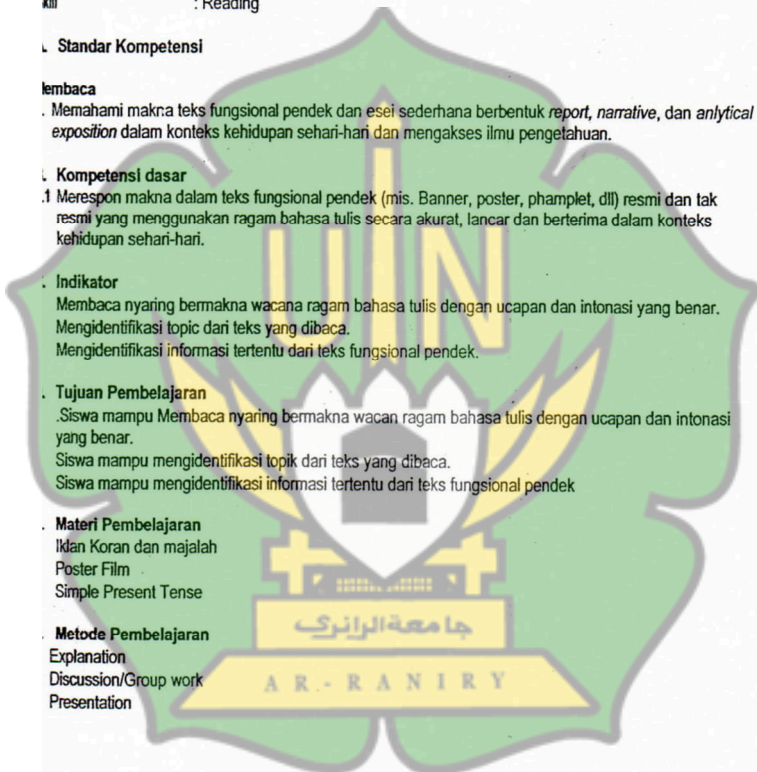
Siswa mampu Membaca nyaring bermakna wacana ragam bahasa tulis dengan ucapan dan intonasi yang benar.
 Siswa mampu mengidentifikasi topik dari teks yang dibaca.
 Siswa mampu mengidentifikasi informasi tertentu dari teks fungsional pendek

Materi Pembelajaran

Iklan Koran dan majalah
 Poster Film
 Simple Present Tense

Metode Pembelajaran

Explanation
 Discussion/Group work
 Presentation



G. Langkah-Langkah Pembelajaran

PERTEMUAN I

Kegiatan Awal

- Greeting dan sharing
- Mengecek kehadiran siswa
- Memberi motivasi dan apersepsi tentang materi baru yang akan dipelajari

Kegiatan Inti

- Siswa memperhatikan contoh dan penjelasan tentang *banner* yang di sajikan oleh guru
- Siswa membaca nyaring *banner* tersebut.
- Siswa melakukan diskusi dalam kelompok tentang *banner*.
- Siswa menganalisa informasi yang ada dalam *banner*
- Siswa mempresentasikan hasil diskusi kelompoknya didepan kelas.

Kegiatan penutup

- Guru memberikan feedback
- Guru memberi PR (mencari contoh-contoh banner di majalah atau Koran secara individu)
- Guru mengucapkan salam

PERTEMUAN II

Kegiatan Awal

- Greeting dan sharing
- Mengecek kehadiran siswa
- Memberi motivasi dan apersepsi tentang lanjutan

Kegiatan Inti

- Siswa memperlihatkan contoh-contoh banner yang ditemukan.
- Siswa menemukan informasi tertentu dalam *banner* tersebut.
- Siswa menemukan kalimat simple present dalam *banner*.
- Siswa mendiskusikan isidan struktur teks secara berkelompok
- Siswa membuat kalimat simple present untuk menyatakan fakta

Kegiatan penutup

- Guru memberikan feedback
- Menyimpulkan materi pembelajaran
- Guru mengucapkan salam

PERTEMUAN III

Kegiatan Awal

- Greeting dan sharing
- Mengecek kehadiran siswa
- Memberi motivasi dan apersepsi tentang lanjutan

Kegiatan Inti

- Siswa memperhatikan contoh dan penjelasan tentang *poster* yang di sajikan oleh guru
- Siswa membaca nyaring *poster* tersebut.

- Siswa melakukan diskusi dalam kelompok tentang *poster*, baik isi maupun struktur teksnya.
- Siswa menganalisa informasi yang ada dalam *poster*
- Siswa mempresentasikan hasil diskusi kelompoknya didepan kelas.

Kegiatan penutup

- Guru memberikan feedback
- Menyimpulkan materi pembelajaran
- Guru mengucapkan salam

PERTEMUAN IV

Kegiatan Awal

- Greeting dan sharing
- Mengecek kehadiran siswa
- Memberi motivasi dan apersepsi tentang lanjutan

Kegiatan Inti

- Siswa memperhatikan contoh dan penjelasan tentang *phamplet* yang di sajikan oleh guru
- Siswa membaca nyaring *phamplet* tersebut.
- Siswa menemukan *topic* dan *main idea* dari *phamplet*.
- Siswa melakukan diskusi dalam kelompok tentang *phamplet*, baik isi maupun struktur teksnya.
- Siswa menganalisa informasi yang ada dalam *phamplet*
- Siswa mempresentasikan hasil diskusi kelompoknya didepan kelas.

Kegiatan penutup

- Guru memberikan feedback
- Menyimpulkan materi pembelajaran
- Guru memberi tugas (mencari contoh-contoh *poster* dan *phamplet* secara berkelompok)

PERTEMUAN V

Kegiatan Awal

- Greeting dan sharing
- Mengecek kehadiran siswa
- Memberi penjelasan tentang ujian tentang *banner*, *poster*, dan *phamplet*.

Kegiatan Inti

- Siswa mengikuti ujian blok tentang materi yang berhubungan dengan *banner*, *poster*, dan *phamplet*

Kegiatan Penutup

- Guru memberikan feedback
- Membahas hasil ujian
- Member tugas tambahan bagi siswa yang belum mencapai standar

H. Alat dan Sumber pembelajaran

- Look Ahead 2
- English Text in Use
- Koran dan Majalah


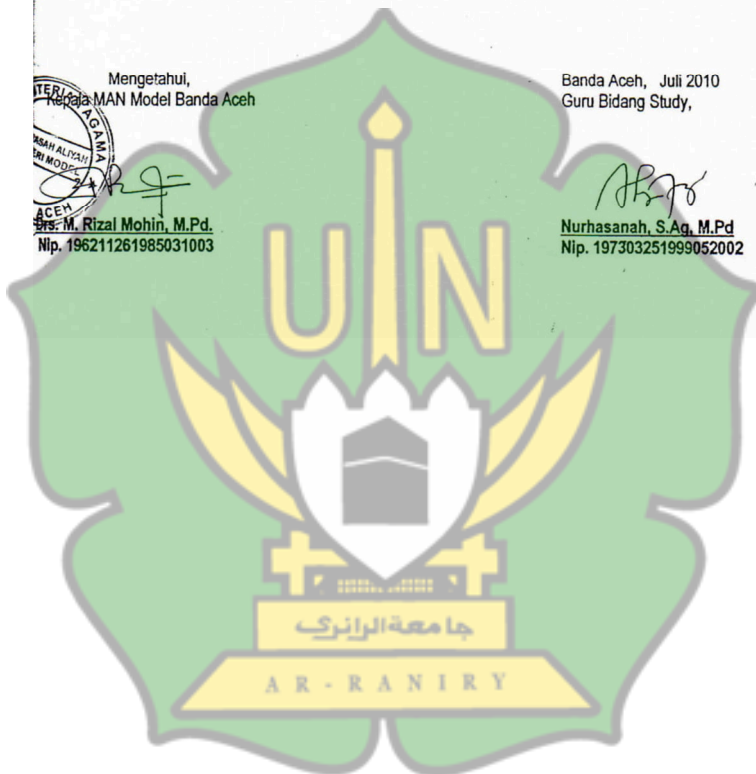
1. Penilaian

Teknik : Test tulis

Siswa menjawab pertanyaan berdasarkan teks banner, poster, dan phamplet.

Teknik : Performance

Siswa mencari contoh banner, poster, dan phamplet di koran atau majalah dan melaporkan di depan kelas.

Mengetahui,
Kepala MAN Model Banda AcehDrs. M. Rizal Mohin, M.Pd.
Nip. 196211261985031003Banda Aceh, Juli 2010
Guru Bidang Study,
Nurhasanah, S.Ag, M.Pd
Nip. 197303251999052002

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2. Place and Date of Birth : Langsa, 22 December 1986
3. Sex : Female
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5. Nationality : Indonesia
6. Address : Jl. Kali derih No. 7, Desa
Lieue, Kec. Darussalam, Kab.
Aceh Besar, 23373
7. Occupation : Student
8. Parents :
 - a. Father's Name : Abdul Manan Ishaq (The Late)
 - b. Mother's Name : Syarifah Syahuddin (The Late)
 - c. Occupation : -
 - d. Address : -
9. Educational Background :
 - a. Elementary School : MIN Tungkob Aceh Besar,
graduated 1998
 - b. Junior High School : MTsS Bustanul 'Ulum Langsa
Aceh Timur, graduated 2001
 - c. Senior High School MAN 3 Rukoh Banda Aceh,
graduated 2004
 - d. University : English Department of Tarbiyah Faculty
UIN Ar-Raniry, graduated 2011

Aceh Besar, 16 July 2011
The Writer

Fathimatuzzuhra