THE IMPLEMENTATION OF THE 1994 ENGLISH CURRICULUM
(A Case Study of The Implementation of The 1994 English Curriculum at Public SLTP 2 Jember in The First Cawu of 2000/2001 Academic Year)

THESIS

Presented as one of the requirements to obtain S-1 degree at the
English Department of the Faculty of Teacher Training And Education
the University of Jember

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DEDICATION

This thesis is honorably devoted to:

- My beloved parents. Bapak Sueb (in loving memory) and Ibu Saudah, thanks for your love and everything that you have given to me. You both have always been there for me. I love you

- Mbak Siti Chotidjah, S.Ag, my sweetest sister Masita. I love you all

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THESIS

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iv

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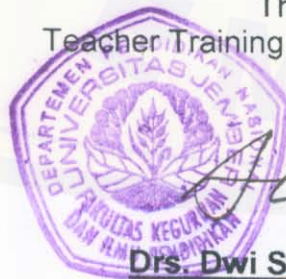
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v

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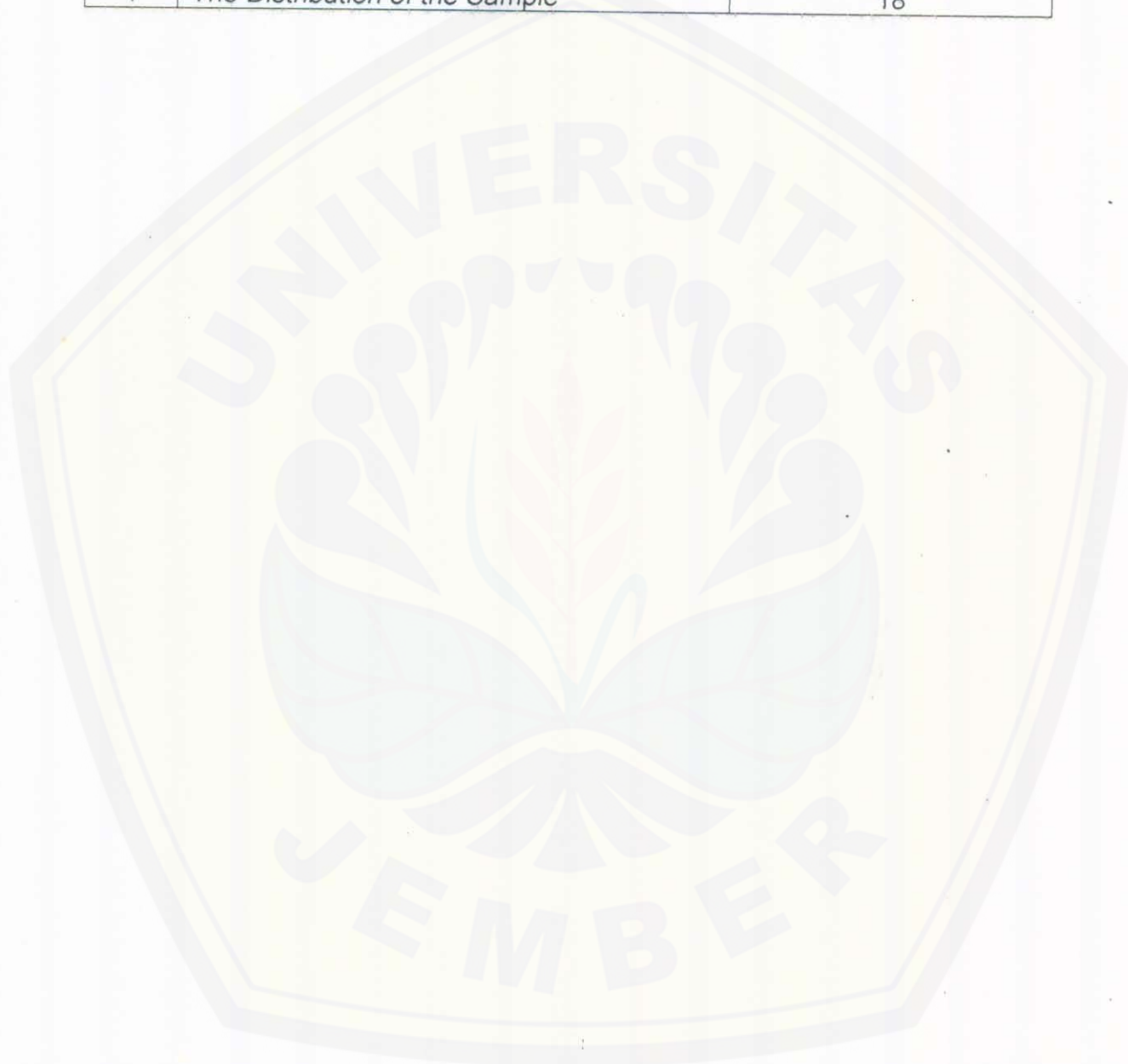
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TABLE OF CONTENT

LIST OF TABLE

No	Name of Table	Page
1	The Distribution of the Sample	18

ABSTRACT

Muchamad Sofan, 2001, **The Implementation of The 1994 English Curriculum (A Case Study of the Implementation of the 1994 English Curriculum at Public SLTP 2 Jember in the First Cawu of 2000/2001 Academic Year)**

Thesis, English Education Program, Language and Arts Department, Teacher Training and Education Faculty, The University of Jember

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Concerning with the teaching-learning process of English, English curriculum has a big role to attain the objective of teaching English. Since curriculum is important in the teaching-learning process, so it must have good values. In order to be able to gain the objective in the teaching-learning process, it is important to follow curriculum. Based on the the consideration above, the researcher conducted the research on the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year. The research problem was "How is the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year?". The objective of this research was intended to find out the information on how the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year. The purposive method was used to determine the research area. The respondents of this research were English teachers and the students of public SLTP 2 Jember. The researcher took 63 respondents as the samples. The proportional random sampling by lottery was the method used to take the samples of the students and population was used to take the samples of the English teachers. The methods of collecting data were questionnaire, observation, interview and documentation. The instrument used to collect primary data was questionnaire. In this research, the researcher used descriptive-qualitative method was used to analyse the data. The research found that the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year was not fully implemented.

Keywords : **implementation of the 1994 English curriculum**

I. INTRODUCTION

1.1 Research Background

The teaching of English is becoming more important as a compulsory subject in Junior High Schools, Senior High Schools, and also has now been made an optional local content subject in the primary school curriculum.

Concerning the teaching-learning process of English, English curriculum has a big role to attain the objective of teaching English. Since curriculum is important in a teaching-learning process, it must have good values. In order to be able to gain the objective in the teaching-learning process, it is important to follow curriculum

Dealing with curriculum, Saylor and Alexander (in Nasution, 1993:9) state that curriculum is the total effort of the school to go about desired outcomes in school and out-of-school situation. In addition, Taba (in Nasution, 1993:10) says that curriculum is a plan for learning. Curriculum has four components: (1). Objective, (2). Material, (3). Methodology, and (4). Evaluation (Kasbolah, 1993 :8)

The government has issued the 1994 English curriculum. This curriculum has been implemented nationally since the academic year of 1994/1995. The implementation of this curriculum is based on the decree of the Minister of Education 06/U/1994, dated February 25 1993. The 1994 English curriculum is implemented for all Junior High Schools and Senior High Schools.

Unfortunately, based on the latest research about the implementation of the 1994 English curriculum, Tjokrosujoso (1996:87) find out that generally Senior High Schools teachers do not yet implement the 1994 English curriculum in accordance with the principle required by the 1994 English curriculum, almost all the English teachers (94,1 %) never follow the in

1

service training about the 1994 English curriculum, and 23,5 % the English teachers do not make the teaching preparation as the 1994 English curriculum required. It means that the implementation of the 1994 English curriculum is not implemented well. Furthermore, Harsono (in Kasbolah, 1996) find that about 30 % of the teachers do not understand the basic principles of the curriculum yet. Most teachers do not write the lesson plans themselves. They use the ones developed by the team teacher in PKG/SPKG programs.

Based on the description above, it is reasonable to investigate the Implementation of the 1994 English Curriculum at Public SLTP 2 Jember in the First Cawu of 2000/2001 Academic Year.

1.2 The Research Problems

Determining the research problem is the first step in conducting a research (Arikunto, 1993:25). A problem appears when there is a gap between the hope and reality, or a gap between what should be and what is available.

1.2.1 The General Research Problem

Based on the background of the study, the problem of this study can be formulated as follows : how is the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year?

1.2.2 The Specific Research Problems

Based on the background of the study and the general research problem, the specific problems of this study can be formulated as follows :

1. To what extent is teaching preparation implemented at public SLTP 2 Jember as stated at the 1994 English curriculum?

2. To what extent is the material implemented at public SLTP 2 Jember as stated at the 1994 English curriculum?

3. To what extent is the teaching learning process implemented at public SLTP 2 Jember as stated at the 1994 English curriculum?

4. To what extent is the evaluation implemented at public SLTP 2 Jember as stated at the 1994 English curriculum?

5. To what extent is the obstacle faced by the English teacher in implementing the curriculum?

1.3 Operational Definition

1.3.1 The Implementation of the 1994 English Curriculum

The implementation of the 1994 English curriculum means conducting or applying the 1994 English curriculum throughout the educational levels for both the Junior High Schools (SLTP) and Senior High Schools (SLTA), are based on the decree of the minister of education 06/U/1993, dated February 25 1993.

1.3.2 Teaching Preparation

Teaching preparation is all teachers' activities planned before teaching learning process began.

1.3.3 Teaching-learning Process

Teaching learning process is all activities done by the teachers and students in the classroom.

1.3.4 Material

Material is all teaching subjects given by the teachers.

4

1.3.5 Evaluation

Evaluation is the activities to determine or to assess the value of the student's achievement.

1.3.6 Obstacle

Obstacle is the handicap faced by the English teacher in implementing the 1994 English curriculum.

1.3.7 SLTP

SLTP or Junior High School is the basic level education in the seventh untill ninth grade years.

1.3.8 Cawu (catur wulan)

Cawu (catur wulan) is the period of the teaching learning process within four month.

1.4 The Objective

The objective of the study is intended to find out the information on how the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year.

1.5 The Significance

The significances of the study are:
1. The finding of this study can be used by headmaster and teacher as a feed back to improve the implementation of the 1994 English curriculum.
2. The finding of this study can be used by English curriculum developer as an input to improve the curriculum and to evaluate the 1994 English curriculum.

3. The finding of this study can be used by other researcher as an input to investigate and conduct the research for further development of the curriculum, especially at public SLTPs.

II. REVIEW OF RELATED LITERATURE

2.1 The Theory of Implementation

Fullan and Pomrid as quoted by Rachmadie (1982:2) define that implementation is what an innovation consists of in practice. Furthermore, according to Marsh (1988:2) implementation is about putting a new curriculum into actual practice or uses it. It means that the implementation refers to the actual use of introducing new thing, techniques or ideas into real practice.

Pratt (1980:435) says that the concept of implementation by defining implementation with adoption. He states that adoption is the point at which users (school systems, schools and teachers) express acceptance of change.

It can be concluded that implementation is an innovation or putting curriculum into actual practice and the adoption of the change.

2.2 The Theory of Curriculum
2.2.1 Curriculum and Syllabus

According Romine (in Hamalik 1995:7) curriculum is interpreted as all the organized courses, activities, and experiences which pupils have under direction of the school whether in the classroom or not. Moreover, Gallen and Alexander (in Nasution, 1993:10) say that curriculum is sum total of the school efforts to influence learning whether in the classroom, play ground or out of school.

Besides, Taba (1962:425) explains that curriculum is a way of preparing students to participate as a productive member of community: consisting of objectives, organization of materials, the method of teaching

6

and evaluation. According to Tanner and Tanner (1980:24) curriculum is all planned learning outcomes for which the school is responsible.

The Legislation number 2 1989 stated that curriculum is an overall plan of instruction and methodology used as a guideline on the teaching-learning process. In addition, Beauchamp (in Sukmadinata, 1997:5) defines curriculum as a written document which may contain many ingredients, but basically it is a plan for the education of pupils during their enrollment in a given school.

From the point of view presented above, it can be concluded that the essential thing of a curriculum is learning experiences and under school or out of school responsibility.

Meanwhile, curriculum as a term is often confused with syllabus. Huda (1999:107) states that syllabus is a plan which a teacher translates in the classroom and it is a part of curriculum excluding the element of curriculum evaluation. In addition, Print (1993:7) says that syllabus is typically a list of content areas which are to be assessed. Sometimes the list is extended to include a number of objectives and learning activities. Syllabus is clearly intended to be a subsection of curriculum.

Yalden (in Tjokrosujoso, 1996:10) defines curriculum and syllabus as follows :

> "... the curriculum includes the goal, objectives, contents, process, resource, and means of evaluation of all the learning experiences planned for pupils both in and out of school and community through classroom instruction and related program... a syllabus is a statement of the plan for any part of the curriculum excluding the element of curriculum evaluation itself"

Based on the description above, it can be concluded that the term of curriculum has a wider scope than syllabus. Curriculum can contains syllabus while syllabus cannot contain curriculum.

2.2.2 The Functions of Curriculum

Inglis (in Hamalik, 1990:10) states that curriculum has some functions. The functions of curriculum are as follows.

1. The adjustive of adaptive function. An individual is expected to have well adjusted characteristic. This refers to, the environment which is always dynamic and changed.

2. The integrative function. The function of curriculum is to educate the integrated individual as the member of society. Integrated individual will contribute to the whole society itself.

3. The differentiating function. Basically, differences will encourage how the people think critically and creatively. Furthermore, It encourages social development to the society.

4. The propaedeutic function. The function of curriculum is to prepare the learners in order to be able to continue their study.

5. The selective function. Curriculum should be flexible in order to attract the learners in selecting their interest.

6. The diagnostic function. Diagnostic and guidance are needed to improve the learner optimally. This function is implemented by curriculum. It influences the development of the learner along with the philosophy, and objective of education.

2.2.3 The Components of Curriculum

The main components of curriculum are objective, material, strategy-media, and evaluation (Sukmadinata, 1997:102). The following section discusses those components in detail.

1. Objective

Curriculum objective has a big role and cover all of the components of curriculum. This objective can be classified into several levels : national, institutional, curricular and instructional objective. The national education objective has been stated in the preamble of the 1945 constitution. The institutional objective is the objective that is more specific than the national one. Each institution has its own objective which is different from the others. The curricular objective is the objective for each subject. After finishing the subject, the learners are expected to have certain qualification. The instructional objective can be divided into general instructional objective and specific instructional objective.

2. Materials

Sukmadinata (1997:105-106) states that gaining the objective of the teaching-learning process needs materials consisting of relevant topics and sub-topics. The topics and sub topics are arranged sequentially with the following caharacteristics.

a. Chronological sequence. Histories event, the scientific discoveries can be arranged by chronological sequence.

b. Causal sequence. By studying the cause, the learner will find the effect.

c. Structural sequence. Part of material of the subject has certain structure Arranging of sequential material needs an appropriate structure.

d. Logical and psychological sequence. Material can be arranged based on the logical sequence. Based on logically sequence, the material is arranged from the simple thing to the complex one. But, based on the psychological sequence, contrasted with the logic sequence. The material from the whole to the part, started from complex thing to the simple one.

e. Spiral sequence. The material focuses on the certain topic. And further, the topic will be developed and discussed deeply.

f. Backward chaining. In this sequence, the teaching activity is started from the last section and move backward to the first one.

g. Sequence based on hierarchical learning. The specific instructional objective of the subject are analyzed, to determine the appropriate material chronologically.

3. Strategy-Media

Rowntree (in Sukmadinata, 1997:107) divides learning strategy into exposition-discovery learning and groups-individual learning. Moreover, Ausubel and Robinson (in Sukmadinata, 1997:107) divide learning strategy into reception learning-discovery learning and rote learning-meaningful learning. Those strategies are explained as follows.

a. Reception/exposition learning-Discovery learning. In the exposition and reception, the materials are provided in the form of finished material. Learner is hoped to master it. On the other hand, in the discovery, the material is not provided in the form of finished material. Learner should be active to gather information, compare, categorize, organize and analyze the material in order to make conclusion.

b. Root learning-Meaningful learning. In the root learning, learners can master the material by memorizing. In the meaningful learning, teaching material priority is how the learner understand the meaning.

c. Group learning-Individual learning. The implementation of discovery learning needs learner' activity individually or in a group.

Furthermore, Rowntree (in Sukmadinata, 1997:108) states that teaching media is as the stimulus in the teaching learning process. In addition, Rowntree (in Sukmadinata, 1997:108)) says that the forms of

teaching media are as follows.

a. Interaction. This media presents direct communication between teacher and learner.

b. Reality is the form of real stimulus such as people, animals, things and events.

c. Pictorial is the media which shows the real picture, and real diagram variation.

d. Written symbol. This is the most general media. Kinds of this symbol are module, text books, magazines etc.

e. Voice record. The form of information can be served to the learner in the form of voice record. It can be served separately with pictorial media

4. Evaluation

Sukmadinata (1997:110) states that evaluation is essentially the process of determining to what extent the educational objective is being attained by curriculum and is used to know how far students have attained the objective. In addition Sukmadinata (ibid) says that there are two kinds of evaluation:

a. Evaluation of the learning process. It is conducted continuously to know all aspects of the implementation of the teaching learning process.

b. Evaluation of the teaching-learning result. This evaluation is conducted at the end of the program in order to know how far students have attained the objective.

2.3 The 1994 English Curriculum

The 1994 English curriculum covers the following components, those are (1) the objectives, (2) instructional materials, (3) teaching and learning process, and (4) evaluation.

2.3.1 The Objectives

At the end of junior high school level, students are expected to have reading, listening, speaking and writing skills through topics provided based on the level of development and interest with vocabulary mastery about 1000 vocabularies and appropriate structure (Depdikbud, 1999:1). This objective of curriculum is elaborated into the instructional objective, namely the instructional objective for the first grade, second grade, and third grade.

The instructional objective for the first grade is that with the mastery on vocabulary at about 500 words and appropriate structure through selected topics and sub topics, students are expected to have reading, listening, speaking and writing skills (Depdikbud, 1999:6)

The instructional objective for the second grade is that with the mastery of vocabulary about 250 new vocabulary items on the level of vocabulary at about 750 words and appropriate structure through selected topics and sub topics, students are expected to have reading, listening, speaking and writing skills (Depdikbud, 1999:10)

The instructional objective for the third grade is that with the mastery of vocabulary about 250 new vocabulary items on the level of vocabulary at about 1000 words and appropriate structure through selected topics and sub topics, students are expected to have reading, listening, speaking and writing skills (Depdikbud, 1999:14)

2.3.2 Instructional Materials

The instructional materials consists of reading, listening, speaking, and writing. These materials have been arranged and presented integratively. The language components such as structure, vocabulary, spelling, and pronounciation are not taught separately. They are presented integratedly to the teaching of functional skills or communicative

expressions and can be taught to support four language skills.

The language skill are presented in the form of topic. The topic according to the 1994 English curriculum for SLTP is the scope of discussion. The topic is elaborated into topics, and topics are elaborated into subtopics.

Other materials as stated in the 1994 English basic course outline are the use of language and its components. The use of language is related to the functional skills, while the language components are used to express the functional skills that include vocabulary, pronounciation and spelling. The language components are not presented separately but integratively in a communication expression.

The materials taken from functional skills must be related to the topic. The same function can be expressed by using different grammar or communicative expressions.

The other source is a list of vocabularies. In the 1994 English basic course outline, there are two kinds of list of vocabularies. The first list consists of the same words and classified according to the class.

2.3.3 Teaching Learning and Process

According to The Guide of Teaching and Learning Process (1994:3), teaching and learning process is an interaction between the students and the the teachers and among students in the instructional process. There must be components as follows : (1) the objective, (2) the students and the teachers, (3) the materials, (4) the methodology, and (5) the evaluation.

In organizing the teaching and learning process an English teacher should have the preparation for teaching English. The preparation that should be made are :

a. Instructional Analysis

Instructional analysis is the result of activity which is started since teacher studied the content of basic course outline (BCO) then analyze and explain how to serve the material. It has a function as outline to arrange teaching program. Such as annual planning, four monthly planning, unit lesson plan, and meeting lesson plan. The components of Instructional analysis are :(1) clarifying of topic or sub-topic, (2) selecting the effective and efficient method, (3) selecting the appropriate teaching media, and (4) time allocation (Depdikbud, 1994:22-23)

b. Annual Planning

Annual planning is a part of teaching program which consists of time allocation for each topic and sub-topic in a year. It has function as the outline in arranging four monthly planning. The main components of annual planning are topic, sub-topic, and time allocation (Depdikbud, 1994:27-28)

c. Four Monthly Planning

Four monthly planning is a part of teaching program which consists of time allocation for each topic and sub-topic in four month (cawu). The function of four monthly planning is as the outline to design unit lesson plan, as the outline of academic calendar, and as an effort to gain the effectively and efficiency of time allocation. The main components of four monthly planning are topic, sub-topic, and time allocation (Depdikbud, 1994:27-28)

d. Unit Lesson Plan

Unit lesson plan is a part of teaching program which consists of topic and serve in many meetings. The function of lesson unit is as the outline to arrange meeting lesson plan, so that teachers are able to teach effectively

and accurately (Depdikbud, 1994:30-31).

e. Meeting Lesson Plan

Meeting lesson plan is the preparation of teacher before they teach for each meeting. The function of this meeting lesson plan is as the outline to conduct teaching and learning process. The components of meeting lesson plan are specific instructional objective, material (including book and source used), learning activities, and evaluation (Depdikbud, 1994:35-36)

2.3.4 Evaluation
2.3.4.1 Formative Test

Formative test is conducted in order to get the data about the success, the failure, and the obstacle of the learner in their study. Formative test can be conducted when teaching and learning process is being or after having been given. The materials of formative test are topics, certain topics, or certain aspects of the topic that have been discussed (Depdikbud, 1994:76).

Conducting formative test needs analysis. This analysis is a daily analysis. Daily analysis is a test analysis conducted after giving formative test. The function of daily analysis is to get a feed back about how far student's mastery the material that has been given for each topic individually or classically (Depdikbud, 1994:37)

2.3.4.2 Summative Test

Summative test is conducted in order to get data about the student's achievement. This data are used to determine student's rank. The learning evaluation is conducted after many topics have been discussed. Usually, this test is conducted at the end of four monthly program (cawu), the end of

academic year. The materials of summative test are whole topics that have been discussed in certain time (Depdikbud, 1994:76-77)

III. RESEARCH METHODS

3.1 Research Design

Based on the research objective, this research belongs to a descriptive research. Arikunto (1993:208) says that in general, the descriptive research is a non-hypothesis research. Therefore it is not necessary to determine the hypothesis in conducting a descriptive research. So, it can be concluded that this research is not intended to prove a hypothesis, but to describe how the 1994 English curriculum is implemented at public SLTP 2 Jember in the first cawu of 2000/2001 academic year.

The research design chosen was a case study. According to Merriam (in Bogdan and Biklen, 1992:62) states that a case study is detailed examination of one setting, or single subject, a single depository of document, or one particular event.

3.2 Area Determination Method

This research used purposive method to determine the research area. It meant that the researcher took some subject of the research based on certain intention. Furthermore, Hadi (1997:82) says that to determine the research area, purposive method is used to determine the research area designed to achieve a certain goal.

This research was conducted at SLTP 2 Jember. It was chosen for some considerations, that were the location of the school which affected the research cost, and the researcher knew the school well, so the permission was obtained easily.

3.3 Respondent Determination Method

The populations of this research were all the English teachers and the students of public SLTP 2 Jember.

Dowdy and Wearden (1991:21) state that population commonly means a natural, geographical or political collection of people, animals, plants or objects, while sample is portion of a population.

Furthermore, Arikunto (1993:107) states that if the number of the population is less than 100 persons, the population research can be conducted, while if the number of population is more than 100 persons, the sampling research can be conducted, and the samples taken can be 10%, 15%, 20%, 25%, or more of the population. Therefore, the sampling research, especially proportional random sampling was used to determine students which was chosen as the respondents. This respondents were taken 10 % from the total population. Population was used for the English teacher respondents. It meant all of the English teachers were as a sample.

Table 1: The distribution of the sample

RESPONDENT	TOTAL POPULATION	SAMPLE
The English teachers	3	3
Students :		
Class IA	45	5
Class IB	46	5
Class IC	46	5
Class ID	45	5
Class IIA	47	5
Class IIB	47	5
Class IIC	47	5
Class IID	46	5
Class IIIA	48	5
Class IIIB	47	5
Class IIID	48	5
Total	563	63

3.4 Data Collecting Method

There were two kinds of data in this research : primary and secondary data. The primary data were collected by using questionnaires and secondary data were collected by using documentation, interview and observation.

3.4.1 Questionnaire

Arikunto (1993:124) states that a questionnaire is a number of written questions used to get information from the respondent about him/her. Moreover, Koentjoroningrat (1983:215) explains that a questionnaire is a list of connected questions given to the respondent. Besides, Nawawi (1983:117) define that a questionnaire is the way to collect information by writing certain questions to have responses in a written from the respondents.

Based on the statements above, it can be concluded that questionnaire is a method of collecting data that is arranged by using written questions in which the respondent answers it in a written form.

Dealing with the kinds of questionnaire, Hadi (1987:158) says that questionnaires can be divided into direct and indirect questionnaires.

Relating to this statement, Arikunto (1993:125) says that based on the response given, direct questionnaire is answered by a respondent about him/her. While indirect questionnaire is answered by a respondent about others.

Viewed from its item, Hadi (1987:158-160) states that a questionnaire consists of : filled-type and chosen-type questionnaires.

Arikunto (1993:124-125), meanwhile, argues that dealing with how to answer, questionnaires can be divided into open questionnaires and close questionnaires.

Based on the descriptions above, that is, the kinds and characteristics of questionnaires, this research used close questionnaires. The considerations of the use of close questionnaires in this research were: (1).

the data obtained were originally and directly given by the respondents, (2). there were some alternatives of answers in the questionnaires so that respondents can give the answers needed.

Based on the arguments above, questionnaires were used as the main method to get the primary data about the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year.

3.4.2 Documentation

Documentation is a method of collecting data by quoting the documentary sources systematically. Arikunto (1993:131) states that in conducting the documentation method investigated the written materials such as books, magazines, documents, note of meetings etc.

In this study, documentation was used to get the secondary data about the school description, that was the school location, lists of the English teachers and the school facilities.

3.4.3 Interview

Arikunto (1993:144) classifies three kinds of interview, they are:

1. Unstructured interview, in this type of interview, the interviewer carries out the interview with no systematic plan of questions
2. Structured interview, in this type of interview, the interviewer carries out the interview using a set of questions arranged in advance
3. Semi-structured interview, in this type of interview the interviewer uses a set of questions which are develop to gain specific information.

This study used free guided interview to get the secondary data about the qualification of the English teachers and students.

3.4.4 Observation

Hadi (1986) states that observation is searching and writing systematically the phenomenon happens. Meanwhile, Ali (1987:92) states that there are three kinds of observation, namely:

1. direct observation, in this observation, the researcher does the observation directly
2. indirect observation, in this observation, the researcher does the observation by using certain media
3. participate observation, in this observation, the researcher is involved in the observation

This study used direct observation to get the data dealing with the availability of facilities. The observation was conducted by the researcher and the assistant.

3.5 Data Analysis Method

The data obtained in this research was analysed with descriptive-qualitative method. Sumanto (1995:77), in this case, says that descriptive research tries to describe and interpret whatever existing, either condition or relation, opinion, process, effect or trends. A qualitative research, meanwhile, shows the quality of something, either situation, process, moment in words (Nawawi, 1983:49).

The criteria of good Implementation of the 1994 English Curriculum based on the 1994 English Curriculum for SLTP.

1. Teaching Preparation

a. The teacher should make instructional analysis, annual program, four monthly program, unit lesson plan, and meeting lesson plan
b. All of those teaching preparation should be based on the basic course outline (BCO) of the1994 English Curriculum

2. Teaching Materials

a. All of the material should be based on basic course outline (BCO)

b. Materials includes teaching 4 language skills and language components

c. Source of materials are not only text book but could be from other sources such as : radio, magazine, television, newspaper

3. Teaching Learning Process

a. Using meaningfulness approach

b. Four language skills are taught integratedly focused on reading skill

c. Language component are taught integratedly to the teaching of functional skill or communicative expression

d. Teacher are expected to have variation on teaching English

e. Teaching media are expected to be used optimally

4. Evaluation

a. Form of test/evaluation can be in the form of subjective test, objective test or combination

b. Evaluation can be done from daily evaluation/formative test and final evaluation/sumative test

c. Evaluation should be developed according to the procedures namely : (1) making table of specification, (2) writing test items, (3) conducting the test, (4) giving the mark by correcting students' answer sheet, (5) discussing the result of the test, (6) returning the result, (7) making test item analysis

d. Giving remedial evaluation to the students

IV. RESULTS AND DISCUSSION

4.1 Supporting Data

4.1.1 The Results of Documentation

Public SLTP 2 Jember is located at Jl. Panglima Besar Sudirman 20 Jember. There are 3 English teachers at public SLTP 2 Jember, all of them are full time teachers (civil servant teachers). The names of the teacher could be seen on Appendix 3.

The school facilities consists of: 12 classrooms (each class level has 4 classrooms), 2 laboratories (a physics laboratory and a computer laboratory), a library with 6193 books, a schoolyard, 9 toilets, a mosque, and a teacher's room including administration's room and principal's room.

4.1.2 The Results of Interview

Based on the interview conducted with the headmaster and the English teachers, students of public SLTP 2 Jember are good students and supported by experience teachers. Most of the teachers were graduate from S1 degree of reputable universities.

The English teachers were sent to join seminar, short course, workshop, and in service training related to the meaningfulness approach so that their teaching skill improved.

4.1.3 The Results of Observation

Based on the observation, all of the school facilities are relatively good (see Appendix 4). All of the facilities are used optimally. Most of the students and teachers use the facilities. It can be seen for example: library was always visited by most students and teachers to read and to borrowed some books. Computer and physics laboratories were used to practise computer and

teaching materials related to physic subject. The schoolyard was used for sport activities such as volleyball and basketball, routine ceremonial, and national celebration.

4.2 Primary Data

4.2.1 The Results of Questionnaire

4.2.1.1 The Implementation of Teaching Preparation

This study found that all of the English teachers always make teaching preparation such as instructional analysis, annual planning, four monthly planning, unit lesson plan, and meeting lesson plan. Those teaching preparations are based on the 1994 English curriculum. In the teaching-learning process, the English teachers teach the materials based on their teaching preparation.

4.2.1.2 The Implementation of the Material

It has been found that English textbook is the source material in teaching English. The English teachers always take the topics based on the 1994 English curriculum. The English textbooks used are published by Yudhistira, Bina Pustaka, and Intan Pariwara.

4.2.1.3. The Implementation of Teaching-Learning Process

The English teachers applied only meaningfulness approach as the teaching approach. Integrated method is used in teaching the four language skills including structure and vocabulary.

The English teachers sometimes use various techniques in teaching English such as group work, game, discussion, and role play. Discussion and group work are mostly used as the techniques in teaching English. The English teachers sometimes use media in teaching English. Pictures are the only media used in teaching English.

4.2.1.4 The Implementation of the Evaluation

Not all of the English teachers construct test items before administering the test. The English teachers always give daily test (formative test) to the students. Furthermore, not all of English teachers discuss the result of test after it was administered. Based on the test result, remedial test is always given to the students who got bad scores. To get the target of the study, teacher ussually conducted test analysis for the sake of the students' progress.

The test materials cover writing and reading skills. However, speaking and listening were never tested to the students. The test format was the combination between objective and subjective.

4.2.1.5 The Obstacle Faced by The English Teacher

This study found that most of English teachers stated that the obstacles in implementing the 1994 English curriculum were the language laboratory was not available and the other stated that he was not mastering well about meaningfulness approach.

4.3 Discussion

Based on the data gathered, this study found that the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year was not fully implemented.

Rachmadie (1982:74) states that the implementation of an educational innovation in school setting depends to a greater extent on the school people, notably, the principal and the teaching staff. In addition, Finnochiaro (1989:22) says that a teacher plays a very important role in an instruction since she/he is one of the factors determining whether the teaching will be succesful or not. In this case, teacher is said as the most important key factor. However, this study found that the English teachers as the key factor in

teaching learning process were not fully implemented the curriculum.

This study found that the English teachers were lack of teaching technique, they sometimes used various techniques and only use picture as media in teaching English. The English teachers mostly used discussion and group work as teaching techniques. This was based on the data taken from the English teachers and the students. In this case, the English teachers recognized that they sometimes used various techniques and the students stated that mostly the English teachers used discussion and group work in teaching English.

The English teachers never gave speaking and listening tests to evaluate the students' achievement or students' mastery in those skills. From the data taken, the students stated that the English teachers always gave writing and reading tests.

On the other hand, Kasbolah (1993:23) states that in facing the innovation of curriculum it is considered important for the teacher to understand the new curriculum including its components. It can be said that teacher should understand the curriculum well. But, this study found that the obstacles in the implementation of the 1994 English curriculum were: the availability of the language laboratory and not mastery well about meaningfulness approach. From the data taken, there was the English teacher stated that he was not mastering well about meaningfulness approach. The others recognized that the obstacles were due to the language laboratory which was not available yet.

Those are the indicators stating that the 1994 English curriculum was not fully implemented. This is in line with the other study about the implementation of the 1994 English curriculum. Tjokrosujoso (1996:87) found that in general, Senior High School English teachers in Malang did not yet implement the 1994 English curriculum.

The curriculum is one of the factors that determines whether the teaching will be successful or not. It can be said that curriculum should be implemented well in order to achieve the goal of national education.

V. CONCLUSION AND SUGGESTIONS

5.1 Conclusion

The results of this study were as follows:

1. The English teachers always made teaching preparation. Those teaching preparations were based on the 1994 English curriculum. In the teaching-learning process, the English teachers taught the materials based on their teaching preparation.

2. The English textbook was the source material in teaching English. The English teachers always took the topics based on the 1994 English curriculum.

3. The English teachers used only meaningfulness approach as the teaching approach. Integrated method was used in teaching four language skills, including structure and vocabulary. The English teachers sometimes used various techniques in teaching English such as group work, game, discussion, and role playing. They mostly used discussion and group work as the technique in teaching English. The English teachers sometimes used media in teaching English. Pictures were the only media used in teaching English.

4. Not all of the English teachers constructed test items before conducting the test. All of the English teachers always gave daily tests (formative test) to the students. Furthermore, not all the English teachers discussed the result of test after administering. Remedial test was always given to the students who got bad mark. To get the target of the study, teacher ussually conducted test analysis for the sake of the students' progress. Writing and reading skills were the test materials given by the English teacher. Speaking and listening were never to be given to the students. The test was given in the form of combination between objective and

subjective types.

5. The obstacle faced by the English teachers were: the availability of the language laboratory and mastery well about meaningfulness approach.

Based on the result of this study above can be concluded that the implementation of the 1994 English curriculum at public SLTP 2 Jember in the first cawu of 2000/2001 academic year was not fully implemented.

5.2 Suggestion

Based on the result of this study, some suggestions can be stated as follows

1. For the Headmaster

   a. Since, the implementation of an educational innovation in school setting depends to a greater extent on the school people, notably, the principal, the principal should recognize and realize that observation and supervision to the teachers are very important. The principal should know whether the teacher has implemented the curriculum or not in the classroom.

   b. The principal should provide the facilities in order to support the teaching of English.

   c. The principal is expected to give the opportunity to the English teachers to join in service training or short course, and the like related to the English curriculum or teaching English.

2. For the English teacher

   a. The English teachers are expected to understand deeply about the 1994 English curriculum, especially meaningfulness approach and implement it in the classroom.

   b. The English teachers are expected to be more creative in teaching English and improve their skills in teaching

3. For Further Researcher

This study found that the implementation of the 1994 English curriculum for SLTP is not fully implemented. So, it is expected for further researcher to conduct the research and investigate about it deeply.

4. For curriculum developer

The curriculum will applicable if the teachers are provided kind of skills in implementing the curriculum itself.
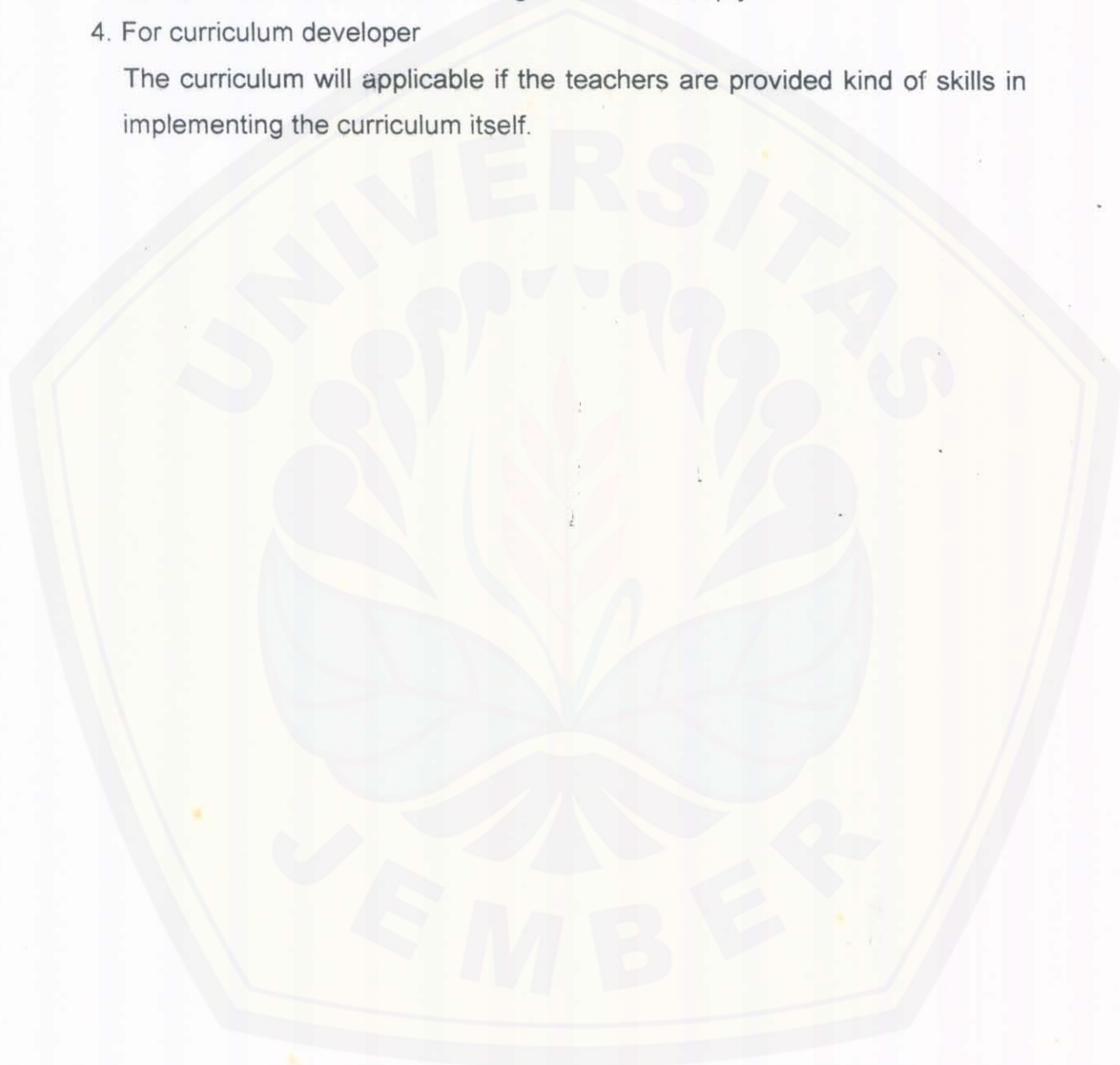
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Appendix 4

Observation Sheet

School   : Public SLTP 2 Jember

Target   : The Facilities

Nu.	Facilities	Condition	Note
1	Library	Good	With 6193 books (textbooks, news papers magazines) Visited by the teachers and students. Rush hours in the break time
2	Classroom	Good	Class I, II, III : 4 classroom with 48 seats for the students, 1 blackboard, 1 seat for the teacher.
3	Laboratory	Good	Physic Laboratory : Lack of laboratory instrument. Computer laboratory : 8 Computers IPA, full AC.
4	Teacher Room (one location with principal room and administration room)	Good	Too narrow and overcrowded
5	Mosque	Good	For religius activity
6	Toilets	Enough	Dirty, lack of water
7	Schoolyard	Good	Only one, for sports and ceremonial activities

Jember, Sept-October 2000

Observer

M. Sofan

Appendix 5

ANGKET UNTUK GURU

1. Angket ini khusus diperuntukkan bagi kepentingan penelitian
2. Dimohon dengan hormat untuk mengisi angket sejujur-jujurnya
3. Angket ini tidak menyangkut tentang penilaian anda sebagai guru
4. Peneliti menjamin segala kerahasiaan anda
5. Diucapkan banyak terima-kasih atas kerja samanya

Identitas Responden :

Nama   : ....
NIP   : ....
Status guru : PNS/GTT* (coret yang tidak perlu)

Lingkari jawaban yang anda anggap benar dan sesuai dengan kondisi yang ada

1. Persiapan apa saja yang Anda buat (dapat memilih lebih dari satu)
   a. AMP
   b. Prota
   c. Proca
   d. PSP
   e. RP
(Kami minta tolong untuk diberikan AMP/Prota/Proca/PSP/RP yang anda buat)
2. Apakah dalam membuat persiapan mengajar itu Anda mengacu pada GBPP?
   a. selalu
   b. sering
   c. jarang
   d. kadang-kadang
   e. tidak pernah
3. Apakah dalam proses belajar mengajar Anda mengacu pada persiapan yang anda buat
   a. selalu
   b. sering
   c. jarang
   d. kadang-kadang
   e. tidak pernah
4. Dari manakah Anda mengambil bahan pelajaran?
   a. Buku teks (sebutkan nama pengarang, judul, penerbit, dan tahun)
   ....
   b. Majalah
   c. Surat kabar
   d. Televisi
   e. Radio
5. Apakah setiap materi yang anda ambil dari pertanyaan B1 di atas sesuai dengan tema yang berada dalam GBPP SLTP
   a. Ya
   b. Tidak
6. Pendekatan apa yang Anda gunakan dalam mengajar bahasa Inggris (Anda bisa memilih lebih dari satu)
   a. Communicative Approach
   b. Meaningfulness Approach
   c. Oral approach
   d. Lain-lain (sebutkan ....)
7. Bagaimana anda mengajarkan 4 ketrampilan berbahasa Inggris?
   a. Integratif dengan penekanan pada ketrampilan membaca
   b. Terpisah-pisah antar ke-empat ketrampilan berbahasa
8. Bagaimana Anda memberikan pelajaran Stucture ?
   a. Terintegrasi dengan materi kegiatan berbahasa
   b. Hanya membicarakan stucture yang berkenaan dengan tema saja

5555555555555555555555

Appendix 5

9. Bagaimana Anda memberikan pelajaran vocabulary ?
   a. Terintegrasi dengan materi kegiatan berbahasa
   b. Hanya membicarakan vocabulary yang berkenaan dengan tema saja
10. Dalam memberikan materi apakah Anda menggunakan teknik yang beragam dan berbeda?
    (misalnya role playing, group work, discussion, game)
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah
11. Dalam kegiatan belajar mengajar media yang digunakan
    a. Laboratorium
    b. TV
    c. Radio
    d. Tape recorder
    e. Gambar
    f. Flash card
12. Apakah Anda membuat kisi-kisi soal untuk ulangan ?
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah
13. Apakah Anda mendiskusikan kembali soal-soal ulangan yang diberikan kepada siswa?
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah
14. Apakah Anda memberikan ulangan harian setiap akhir suatu pokok bahasan ?
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah
15. Bentuk-bentuk ulangan harian tersebut berbentuk
    a. Subyektif
    b. Obyektif
    c. Campuran
16. Apakah Anda memberikan kesempatan untuk mengadakan perbaikan nilai dengan memberikan ulangan tambahan ?
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah
17. Apakah anda membuat analisis ulangan harian bagi siswa
    a. Ya
    b. Tidak
    (kalau ya kami mohon diberi salah satu analisis ulangan harian yang anda buat)
18. Hambatan anda dalam Mengimplentasikan kurikulum 1994 dalam pengajaran Bahasa Inggris SLTP
    a. Belum menguasai betul pendekatan kebermaknaan
    b. Belum pernah mengikuti in service training mengenai implementasi kurikulum 1994
    c. Belum ada teks book yang sesuai
    d. lain-lain (tuliskan)..

19. Apakah anda mengalami hambatan dalam melaksanakan kurikulum 1994 khususnya tentang persiapan yang dilakukan sebelum mengajar (membuat satpel/PSP, AMP, RP, Proca, Prota)
    a. Ya   b. Tidak
    (jika jawaban "ya", teruskan pada pertanyaan nomor 20, jika "tidak" teruskan pada pertanyaan nomor 21)

20. Tuliskan hambatan paling utama yang anda temui (pada item pertanyaan no. 19) dalam mengimplementasikan kurikulum 1994
    a. Berkaitan dengan pembuatan/penyusunan satpel/PSP
    ....
    ....
    b. Berkaitan dengan pembuatan/penyusunan RP
    ....
    ....
    c. Berkaitan dengan pembuatan/penyusunan AMP
    ....
    ....
    d. Berkaitan dengan pembuatan/penyusunan Proca/Prota
    ....
    ....

21. Apakah anda mengalami hambatan dalam melaksanakan kurikulum 1994 khususnya tentang implementasi proses belajar mengajar (teaching approach, metode pengajaran 4 keterampilan berbahasa, implementasi tekhnik pengajaran, ketersediaan media)
    a. Ya   b. Tidak
    (jika jawaban "ya", teruskan pada pertanyaan nomor 22, jika "tidak" teruskan pada pertanyaan nomor 23)

22. Tuliskan hambatan paling utama yang anda temui (pada item pertanyaan no. 21) dalam mengimplementasikan kurikulum 1994
    a. Berkaitan dengan pendekatan pengajaran yang diterapkan
    ....
    ....
    b. Berkaitan dengan metode pengajaran 4 kemampuan berbahasa
    ....
    ....
    c. Berkaitan dengan penerapan tekhnik pengajaran yang beragam
    ....
    ....
    d. Berkaitan dengan media pengajaran
    ....
    ....

23. Apakah anda mengalami hambatan dalam mengimplementasikan kurikulum 1994 khususnya tentang implementasi evaluasi (membuat kisi-kisi soal, memberi score/scoring, membuat analisis ulangan)
    a. Ya   b. Tidak
    (jika jawaban "ya", teruskan pada pertanyaan nomor 24, jika "tidak" cukup sampai nomor ini saja)

24. Tuliskan hambatan paling utama yang anda temui (pada item pertanyaan 23) dalam mengimplementasikan kurikulum 1994
    a. Berkaitan dengan pembuatan kisi-kisi soal
    ....
    ....
    b. Berkaitan dengan pemberian nilai (scoring) ulangan/test
    ....
    ....
    c. Berkaitan dengan pembuatan analisis hasil ulangan/test
    ....
    ....

Appendix 6

ANGKET UNTUK SISWA

1. *Angket ini khusus diperuntukkan bagi kepentingan penelitian*
2. *Dimohon dengan hormat untuk mengisi angket sejujur-jujurnya*
3. *Angket ini tidak menyangkut tentang penilaian mata pelajaran anda oleh guru*
4. *Angket ini hanya dikumpulkan kepada peneliti bukan ke guru anda*
5. *Peneliti menjamin segala kerahasiaan anda*
6. *Diucapkan banyak terima-kasih atas kerja samanya*

Identitas Responden :
Nama   : ....
Kelas   : ....

Lingkari jawaban yang anda anggap benar dan sesuai dengan kondisi yang ada

1. Apakah Anda diberi pelajaran structure secara terpisah, misalnya pada satu pertemuan satu jam penuh digunakan untuk mengajar structure oleh guru Anda?
   a. ya
   b. tidak
2. Apakah Anda diberi pelajaran vocabulary secara terpisah oleh guru Anda, misalnya pada satu kali pertemuan satu jam penuh digunakan untuk mengajar vocabulary oleh guru anda?
   a. ya
   b. tidak
3. Apakah guru Anda memberi materi pelajaran dengan menggunakan teknik yang beragam dan berbeda/bervariasi (misalnya: Kerja kelompok, diskusi, permainan) ?
   a. Selalu
   b. Sering
   c. Jarang
   d. kadang-kadang
   e. tidak pernah
4. Apakah guru Anda dalam mengajar bahasa Inggris menggunakan media ?
   a. Selalu
   b. Sering
   c. Jarang
   d. kadang-kadang
   e. tidak pernah
5. Apakah Anda diberi test/ulangan secara rutin ?
   a. Selalu
   b. Sering
   c. Jarang
   d. kadang-kadang
   e. tidak pernah
6. Apakah ulangan yang diberikan guru Anda merupakan ulangan ketrampilan membaca/reading ?
   a. Selalu
   b. Sering
   c. Jarang
   d. kadang-kadang
   e. tidak pernah
7. Apakah ulangan yang diberikan guru Anda merupakan ulangan ketrampilan menulis/menulis ?
   a. Selalu
   b. Sering
   c. Jarang
   d. kadang-kadang
   e. tidak pernah

8. Apakah ulangan yang diberikan guru Anda merupakan ulangan ketrampilan mendengarkan/listening ?
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah
9. Apakah ulangan yang diberikan guru Anda merupakan ulangan ketrampilan berbicara/speaking?
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah
10. Apakah ulangan yang Anda kerjakan didiskusikan kembali oleh guru Anda ?
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah
11. Apakah Anda diberi ulangan tambahan (perbaikan) oleh guru Anda jika nilainya kurang?
    a. Selalu
    b. Sering
    c. Jarang
    d. kadang-kadang
    e. tidak pernah

Appendix 7

The Name of Respondents

1.	Agus Veriyanto, S.Pd	English teacher
2.	Christina. TB, S.Pd	English teacher
3.	Fauzi, S.Pd	English teacher
4.	Rhisky Dhani Hari Suprapto	Student
5.	Riska Adistya Rosyanti	Student
6.	Ceria Kharismaningrum	Student
7.	Miqdad Zuhdi	Student
8.	Ainuriza	Student
9.	Dimas Novergust Brahmanda	Student
10.	Ayu Hapsari	Student
11.	Desi Wulandari	Student
12.	Renny Indah Purnamasari	Student
13.	Herman Felani	Student
14.	Yessie AW	Student
15.	Dian Ariani	Student
16.	Arifianto	Student
17.	Nuriyatul M	Student
18.	Kuncoro Adi Putro	Student
19.	Detira Novita Ika Sari	Student
20.	Dani Yulianto	Student
21.	Iin Setyorini	Student
22.	Teddy Tejomukti	Student
23.	Tiara Arintadewi	Student
24.	Widi Prasetyawati	Student

Appendix 7

25.	Darwis Suryantoro	Student
26.	Nurul Fitria	Student
27.	Indah Mustikasari	Student
28.	Nur Inti Yanisa Fahira	Student
29.	Yulia Indarti	Student
30.	Dian Kartika	Student
31.	Muhammad Tri Handoko	Student
32.	Salman al Farizi	Student
33.	Annisa Rizkina Rosa	Student
34.	Eka Wandhani	Student
35.	Yulivatin Hasanah	Student
36.	Ari Sita Nastiti	Student
37.	Rizki Hari Yudo	Student
38.	Nugroho Hendra	Student
39.	Dianita	Student
40.	Stevia Rizki Permata S	Student
41.	Agustu Eko H	Student
42.	Parardhya Nugraha	Student
43.	Dwi Septianto	Student
44.	Andrean Perdana Saputra	Student
45.	Khusnul Amalia	Student
46.	Rizky Diah	Student
47.	Vonny Yudha Bayu	Student
48.	Widya Cahyadi	Student
49.	Mahesa Jenar	Student
50.	Karvina WP	Student

Appendix 7

51.	Ayu Miranti Widya	Student
52.	Destaria Hemawati	Student
53.	Wisnu Adi Kurniawan	Student
54.	Ana Mustikasari	Student
55.	Karina	Student
56.	Hertiana	Student
57.	Widya Kristanti	Student
58.	Indarisa Fil Haq	Student
59.	Bondan AW	Student
60.	Chalacina	Student
61.	Arief Firmansyah	Student
62.	Muhammad Izdan	Student
63.	Lutfia Osi D	Student