

***“THE PROBLEMS OF THE IMPLEMENTATION OF TEACHING  
VOCABULARY BASED ON SCHOOL - BASED CURRICULUM (KTSP)***

***(A Descriptive Study of Junior High School Teachers in Teaching Seventh Grade  
Students of Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo ) ”***



**A THESIS**

***Submitted to the Faculty of Teacher Training and Education  
Makassar Muhammadiyah University in Partial Fulfillment of the  
Requirement for the Degree of English Education***

**AL - HIKMAH WARSUKNI**

**10535 4501 10**

ENGLISH EDUCATION DEPARTMENT  
FACULTY OF TEACHER TRAINING AND EDUCATION  
MAKASSAR MUHAMMADIYAH UNIVERSITY

2015



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

APPROVAL SHEET

Title : The Problems of the Implementation of Teaching Vocabulary Based on School - Based Curriculum (A Descriptive Study of Junior High School Teachers in Teaching Seventh Grade Students of Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo)

Name : Al-Hikmah Warsukni

Reg.Number : 10535 04501 10

Program : English Education Department Strata I (S1)


Faculty : Faculty of Teacher Training and Education


Makassar, 26 November 2015

Approved by:

Consultant I

Consultant II

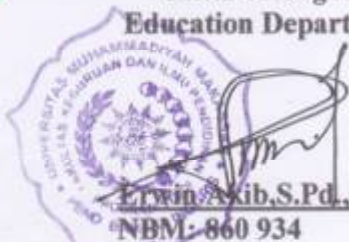
  
Erwin Akib, S.Pd., M.Pd

  
Drs. Abs. Waris Hamid, M.Hum

Dean of FKIP  
Makassar Muhammadiyah University

  
Dr. H. A. Sukri Syamsuri, M. Hum.  
NBM: 858 625

Head of English  
Education Department

  
Erwin Akib, S.Pd., M.Pd  
NBM: 860 934



UNIVERSITAS MUHAMMADIYAH MAKASSAR  
FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
PROGRAM STUDI PENDIDIKAN BAHASA INGGRIS

LEMBAR PENGESAHAN

Skripsi atas nama **Al-Hikmah Warsukni**, nim **10535 04501 10** diterima dan disahkan oleh Panitia Ujian Skripsi berdasarkan Surat Keputusan Rektor Universitas Muhammadiyah Makassar Nomor: **304 Tahun 1437 H/2015 M**, Sebagai salah satu syarat guna memperoleh Gelar **Sarjana Pendidikan** pada Jurusan Pendidikan Bahasa Inggris (S1) Fakultas Keguruan dan Ilmu Pendidikan Universitas Muhammadiyah Makassar pada hari Sabtu tanggal **13-14 November 2015**

13 November 2015 M

Makassar, \_\_\_\_\_

01 Shafar 1437 H

PANITIA UJIAN

Pengawas Umum : **Dr. H. Irwan Akib, M.Pd**

Ketua : **Dr. H. Andi Sukri Syamsuri, M.Hum**

Sekretaris : **Khaeruddin, S.Pd., M.Pd**

Penguji

1. **Drs. Abd. Waris Hamid, M.Hum**

2. **Ummi Khaerati Syam, S.Pd., M.Pd**

3. **Maharida, S.Pd., M.Pd**

4. **Tasrif Akib, S.Pd., M.Pd**

Disahkan Oleh :

**Dekan FKIP Unismuh Makassar**



**Dr. H. Andi Sukri Syamsuri, M. Hum**

**NBM: 858 625**

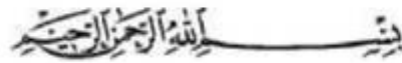
## TABLE OF CONTENTS

<b>TITLE PAGE</b> .....	i
<b>APPROVAL SHEET</b> .....	ii
<b>CONSELLING SHEET</b> .....	iii
<b>ACKNOWLEDGMENT</b> .....	v
<b>TABLE OF CONTEETNS</b> .....	vii
<b>CHAPTER I. INTRODUCTION</b>	
A. Background .....	1
B. Problem Statement .....	3
C. Objective of The Study .....	3
D. Significance of The Study .....	4
E. Scope of The Study .....	4
<b>CHAPTER II . REVIEW OF RELATED LITERATURE</b>	
A. Previous Related Research Findings.....	5
B. Some Pertinent Ideas.....	6
1. Vocabulary .....	6
a. Definition of Vocabulary .....	6
b. Types of Vocabulary .....	8
c. Some types in Learning English Vocabulary.....	9
d. The principles of Teaching & Learning Vocabulary .....	12
e. Techniques in teaching Vocabulary.....	14
f. The ways to increase our Vocabulary .....	19
2. School Based Curriculum .....	21

a. The Definition of Curriculum .....	22
b. The Definitions of School Based Curriculum.....	23
3. 2006 English Curriculum for Junior High School .....	24
a. The Conception of Curriculum .....	24
b. The Objective of Curriculum.....	27
c. The Component of Curriculum.....	30
C. Conceptual Framework .....	32
 <b>CHAPTER III . RESEARCH METHOD</b>	
A. Research Design.....	33
B. Population and Sample .....	33
C. Research Instrument .....	33
D. Data Collection .....	34
E. Technique of Data Analysis .....	34
 <b>CHAPTER IV. FINDINGS AND DISCUSSION</b>	
A. Findings .....	36
B. Discussion .....	39
 <b>CHAPTER V. CONCLUSIONS AND SUGGESTIONS</b>	
A. Conclusions .....	42
B. Suggestions .....	43
 <b>BIBLIOGRAPHY .....</b>	 44
 <b>APPENDICS</b>	



## ACKNOWLEDGEMENTS



*Alhamdulillah* Rabbiil *Alamin*, the writer praises to the Almighty Allah SWT. for His Blessing and Mercy so the writer could complete this thesis. *Salawat* and *Salam* are addressed to the beloved and the choose messenger, Muhammad saw.

The writer would like to express her deepest gratitude to those who have helped and supported her until this undergraduate thesis was finished. They are as follows:

1. **Dr. H. Irwan Akib, M.Pd**, the Rector of Makassar Muhammadiyah University and **Dr. Andi Sukri Syamsuri, M.Hum** as the Dean of FKIP Makassar Muhammadiyah University for their support and motivation during study at UNISMUH.
2. **Erwin Akib, S.Pd, M.Pd** as the Head of English Department of FKIP and **Ummi Khaerati Syam, S.Pd.,M.Pd** as the Vice of Head Department of FKIP also for their signature, support and motivation.
3. The writer indebted to the first consultant, **Ummi Khaerati Syam, S.Pd.,M.Pd** and the second consultant, **Drs Abdul Waris Hamid, M.Hum** who have given me guidance, correction, and support since the preliminary state of manuscript until the completion of the thesis.
4. My special heartfelt to my beloved parents; **Drs Faharuddin, M.M, St Salmiah** who always sacrifice, love, care, support for financial and pray for his safety and every success of mine.

5. The mean and the staff and all lectures of the FKIP UNISMUH especially to the lectures of English Department who taught me for many years.
6. **Drs. Anwar, M.M**, the head master of MTs Muhammadiyah Tallo and **Solihin, S.Pd**, the teacher of English and who sacrificed their time and activities for being sample of this research.
7. **Abdul Wahab Sagak, S.Ag, M.Pd.I**, the head master of MTs Muhammadiyah Syuhada and **Saleha, A.Md**, the teacher of English and who sacrificed their time and activities for being sample of this research.
8. Special to my close friends (**Riski, Inhar, Kak Lian, Irmha, Rahmawati Kadir, Nur Halimah, BLKI's Friends** ) and also my brother **Muh Khaidir Agung, S.Kom** and **Al Azhar Ramadhan**, that was give me support and love starting from the first semester until finish this thesis, of course for all my best friends FUN B class English Department 2010 for their support and encouragement to me.
9. Finally, for all everybody that could not be mentioned one by one, may Allah S.W.T. the almighty God be with us now and forever.

Billahi Fi Sabillilah Haq Fastabiqul Khaerat

Makassar, 2015

The Writer

**AL- Hikmah Warsukni**



**FAKULTAS KEGURUAN DAN ILMU PENDIDIKAN  
UNIVERSITAS MUHAMMADIYAH MAKASSAR**

*Jl. Sultan Alauddin Telp. (0411) 860 132 Makassar 90221*

---

**SURAT PERNYATAAN**

Nama : AL-Hikmah Warsukni  
Reg.No : 10535 4501 10  
Program : English Department / Strata 1 (S1)  
Title : The Problems Of The Implementation Of Teaching Vocabulary  
Based On School Based Curriculum (KTSP) (*A Descriptive of Junior  
High School Teachers in Teaching Seventh Grade Students of Madrasah  
Tsanawiyah Muhammadiyah in Kecamatan Tallo*)

Dengan ini menyatakan bahwa skripsi yang saya ajukan di depan tim penguji adalah hasil karya saya sendiri bukan hasil ciptaan orang lain atau dibuatkan oleh siapapun.

Demikian surat pernyataan ini saya buat dengan penuh kesadaran dan saya bersedia menerima sanksi apabila pernyataan ini tidak benar.

Makassar, Februari 2015

Yang membuat perjanjian

AL Hikmah Warsukni





**SURAT PERJANJIAN**

Nama : AL-Hikmah Warsukni  
Reg.No : 10535 4501 10  
Program : English Department / Strata 1 (S1)  
Title : The Problems Of The Implementation Of Teaching Vocabulary Based On School Based Curriculum (KTSP) (*A Descriptive of Junior High School Teachers in Teaching Seventh Grade Students of Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo*)

Dengan ini menyatakan perjanjian sebagai berikut:

1. Mulai dari penyusunan proposal sampai dengan selesainya skripsi ini, saya telah menyusun sendiri skripsi saya, tidak dibuatkan oleh siapapun.
2. Dalam menyusun skripsi, saya selalu melakukan konsultasi dengan pembimbing.
3. Saya tidak melakukan penjiplakan (plagiat) dalam menyusun skripsi ini.
4. Apabila saya melanggar perjanjian pada butir 1,2, dan 3 maka saya bersedia menerima sanksi sesuai dengan aturan yang berlaku.

Demikian surat perjanjian ini saya buat dengan penuh kesadaran.

Makassar, Februari 2015

Yang membuat perjanjian

AL Hikmah Warsukni

Mengetahui  
Ketua Jurusan  
Pendidikan Bahasa Inggris

Erwin Akib, Spd., M.Pd

NBM. 860 934

## **MOTTO**

**Barang siapa bertaqwa pada Allah, maka Allah memberikan jalan keluar kepadanya dan memberi rezeki dari arah yang tidak di sangka-sangka. Barang siapa yang bertaqwa kepada Allah, maka Allah jadikan urusannya menjadi mudah, barang siapa yang bertaqwa pada Allah akan dihapuskan dosa-dosanya dan mendapatkan pahala yang agung (QS. Ath-Thalaq : 2, 3, 4)**

**To:**

My lovely parents  
My lovely friends

## ABSTRACT

**AL HIKMAH WARSUKNI. 2015.** *The Problems of the Implementation of Teaching Vocabulary Based on School Based Curriculum (KTSP) (A Descriptive Study of Junior High School Teachers in Teaching Seventh Students in Madrasah Tsanawiyah Muhammadiyah In Kecamatan Tallo)*. English Education Department. The Faculty of Teacher Training and Education. Muhammadiyah University of Makassar. Supervised by Erwin Akib and Abd Waris Hamid.

This research aimed at finding out; To find out what are the teachers' problems in teaching vocabulary based on School Based Curriculum in the seventh grade students of MTs Muhammadiyah in Kecamatan Tallo.

This research was conducted through descriptive qualitative method. The research was conducted at MTs Muhammadiyah Tallo. The population was 2 teachers. The researcher took 1 the English teacher who teach in seventh grade students as sample. The researcher used two instruments in this research, they were: observation and interview.

Based on the data, it was obtained that the English teachers have less understanding about 2006 English Curriculum, Theoretical background of the 2006 English Curriculum , The lack of teaching learning facilities including the teaching and learning aids that helps the teacher, The limited time location in teaching learning process, and The lack of supplementary book. However, they have practiced 2006 English Curriculum in the field.

Referring to the data, the writer would like to offer some suggestions for Indonesian government and especially for the English teachers. First, the government should provide more funds to socialize the 2006 English Curriculum to all English teachers and conduct training. Second, government should provide facilities and supplementary books for the teacher and the students, which are appropriate with the curriculum. Third, the teacher should be more creative to make teaching and learning aid in order to make students understand. Fourth, the teacher should read books related to the curriculum and join the 2006 English Curriculum training.

## **CAPTER I**

### **INTRODUCTION**

#### **A. Background**

Indonesian government has been applying the School Based Curriculum (KTSP) as revision of curriculum 2004. It is stated in Government's Rule (*Peraturan Pemerintah no 19/2005*) which is also supported and issued in National Education Rule (*Peraturan Menteri Pendidikan Nasional RI no 24/2006*).

The curriculum in Indonesia has been changing and developing overtime. So far, as stated by Hartoyo (2011) in his handout about Curriculum and Material Development in English Language Teaching. The 2006 curriculum is also known as the "Kurikulum Tingkat Satuan Pendidikan (KTSP) or School-Based Curriculum (SBC)". The KTSP is designed in order that every school can develop the teaching and learning process according to the student's character and the situation of school. As a result, the teacher can develop his methods and techniques in the teaching and learning process and increase the students' competencies too.

Curriculum in Indonesia refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objective (Republic of Indonesia law, no.20 year 2003).

The model of competence in curriculum is to be based on the communicative competence, but it is also stated that teacher may use any kind of method, approach, and teaching technique. Even so, the learning process must be directed to the purpose of competence acquisition in which students are able to use the language in communication. The approach, method and the technique must be flexible. As a teacher, if one approach seems to be failing, teacher must readily adopt another strategy. The purpose of learning based on competence is to get the competence itself, therefore the approach, method and teaching activities depend on the instructional manager in line with the capacity and provided resource as long as the basic competencies can be reached (Depdiknas 2003:9).

Ikah (2006) Vocabulary is one important aspect in learning a foreign language. With a limited vocabulary anyone will also has a limited understanding in terms of speaking, reading, listening, and writing. It is true that it might be impossible to learn a language without mastering vocabulary. Vocabulary is one of the problems confronted by English language learners. Because of the limited vocabulary, the learners cannot communicate to others clearly. Sometime it is difficult to read, speak, listen, and write. Therefore the vocabulary must be on the first priority in English language teaching and learning.

Teachers act as facilitators or coaches, using classroom presentations or individual instruction to help students learn and apply concept in English subject. They plan evaluate, and assign lessons:

prepare, administer, and grade test: listen to oral presentation and maintain classroom discipline. Teachers observe and evaluate a student's performance and potential and increasingly are asked to use new assessment methods.

Because of vocabulary is very important to be taught, therefore vocabulary mastery must be on the first priority in English language teaching. teaching English to student of kindergarten school is presenting vocabulary since they meet English at the first time. Teaching English as early as possible will more invest on the children mind. According to Darjowidjojo in Trilani (2009), the language used to talk to young children is universal, talking about "here and now". It means that the first vocabulary that should be mastered by the young children is from the object surround them and which is real. Young children cannot imagine abstract thing or last event, they just interested in the objects name, properties, and relation between objects.

Based on the description above, the writer will conduct the research under the title "*The problems of the implementation of Teaching Vocabulary Based on School - Based Curriculum Development (KTSP) (A Descriptive Study of Junior High School Teachers in Teaching Seventh Grade Students of MTs Muhammadiyah in Kecamatan Tallo )* "

## B. Problem Statement

Based on the previous background above, the researcher formulated the problem of the research find out:



What are the teachers' problems in teaching vocabulary based on School - based Curriculum (KTSP) for the seventh grade students of MTs Muhammadiyah in Kecamatan Tallo ?

### **C. Objective of The Study**

In relating to the problem statement, the researcher decides objectives of the research find out:

To find out what are the teachers' problems in teaching vocabulary based on School Based Curriculum in the seventh grade students of Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo.

### **D. Significance of the Research**

The writer hopes that the study will give a significant input to the school principal; teachers and prospective teachers who might also find it relevant as reference to apply the newest curriculum. The writer also has great expectations for schools and curriculum developers in preparing and making the material more accurately in various ways as well as supplying any other supporting aspects it may need. Last, the writer hopes that she can get a more comprehensive and brief knowledge about curriculum and its complexity and can put into practices to keep up with most up-to-dated innovations.

### **E. Scope of The Study**

This study only focuses the English Teachers' problems in teaching vocabulary based on KTSP .

## CHAPTER II

### REVIEW OF RELATED LITERATURE

This chapter contains previous related researches, some pertinent ideas and conceptual framework.

#### A. Previous Related Research Findings

Some of the researchers related to the topic described in this research, find out :

1. Posner (2012) found that 85% curriculum is successful when the teachers know the big rule task of teaching those are coverage, mastery, management, positive affect and evaluation. In coverage (what kind of skill and experience that the student have to accomplish), mastery (the teacher have to mastery the knowledge), positive affect (a good teacher have to be a good effective affect), management (The teachers should manage the class, the teachers is like a manager in the drama). If all of the rule can be apply well in the classroom and if the school have a laboratory, field, and good facilities he think the curriculum will be success because the student can learned from the good facilities.
2. Jannah (2010) reported that a few simple changes can increase the quantity and quality of vocabulary that students learn. By creating word-rich environments through our vocabulary use and the inclusion of games, teachers establish their classrooms as word laboratories that encourage students to try out and play with new and unfamiliar words. The researcher point of view, there are many other ways to make the student

interest in learning not only establish the classroom as laboratory but also the teacher may use outdoor class to introduce the students new vocabulary.

3. Nirwati (1996) conducted a research on the improving the students' vocabulary through discovering techniques to the second year students of SLTP Datuk Ribandang. Her research was restricted to the vocabulary items presented were verbs, nouns, and adjectives. She found that the students have positive attitude toward the discovery technique.
4. Mula (2000) conducted that using a kind of teaching media, such as scrabble can interest the learners to learn vocabulary. They are challenge to find the words to run up the game.
5. Fitratullah (2004) pointed out that the students were motivated to learn English vocabulary through playing the alphabetic games because most of them enjoyed.

## **B. Some pertinent ideas**

### **1. School Based Curriculum**

In this sub section, the writer wants to present definition of curriculum and School Based Curriculum.

#### **a) The Definition of Curriculum**

At the time, the meaning of term curriculum in education is an educational expectancy that should be covered by student, purposed to acquire certificate by learning through a curriculum.

Studying through curriculum, students are able to get certificate (Hamalik 1994:3).

According to Saylor and William in Nasution write curriculum as “the sum total of schools effort to influence learning whether in the classroom, on the playground, or out of school. Harold views the curriculum as ‘all of activities that are provided for student by the school’, while other experts like B. Othanael

The curriculum is what happens to children school because of what teachers do. William B. Ragon explained that curriculum, traditionally, has meant the subject taught in school, or the course of the study. This tendency in recent decades has been used as the term in a broader sense to refer to the whole life and program of the school. The term is used to include all the experiences of children for which the school accept responsibilities (Ragon 1960:3).

#### **b) The Definitions of School Based Curriculum**

In 2006, our government has new regulation about education in Indonesia. The change is the curriculum from CBC (Curriculum Based-Competence) to be School Based Curriculum (KTSP).

Before we talk about School Based Curriculum furthermore, we need to look the definition from the word of *Kurikulum Tingkat Satuan Pendidikan* first. Curriculum is a set of

plan and the arrangement of purpose, material and method as the way to get the purpose itself , Depdiknas (*Kurikulum 2006:5*).

The term *Tingkat Satuan Pendidikan* refers to the level of education, i.e. primary school, junior high school, etc. Therefore, School Based Curriculum is operational of curriculum that is made and to be implemented in every level of education in Indonesia , Depdiknas (*Kurikulum 2006:5*).

The School Based Curriculum is the operational curriculum which is arrange by and done by in individual school. We can conclude the meaning about School Based Curriculum as a set of plan that made by the government in syllabus. Teachers can make the curriculum plan before they implement the material in class. Teacher can feel free in choosing the textbook, method, and media in implementing the curriculum.

## **2. 2006 English Curriculum for Junior High School**

Before talking about 2006 English Curriculum for junior high school, we need look at the conception of curriculum, the objective of curriculum, and the component of curriculum.

### **a) The Conception of Curriculum**

According to (McNeil: 1990:3-93) that prevailing conceptions of curriculum can be classified into four major categories, as follows :

(1) Humanistic Curriculum

Those with a humanistic orientation hold that the curriculum should provide each learner with intrinsically rewarding experiences that contribute to personal liberation and development. To humanist, the goal of education is dynamic personal process related to the ideals of personal growth, integrity, and autonomy.

The new humanists are self-actualizers, who view curriculum as a liberating process related that could meet the need for growth and personal integrity. The humanistic curriculum increases self-awareness; it allows learners to seek typical personal pattern in their own responses to a series of activities. Observing one's own feeling believed that self-awareness is to be best attained. A humanistic curriculum demands the context of an emotional relationship between student and teacher. The teacher must provide warmth and nurture emotions while continuing to function as a resource center. He or she should present materials imaginatively and created challenging situations to facilities learning. Humanistic teachers motivate their students through mutual trust.

## (2) The Social Reconstructions curriculum

Social Reconstruction is interested in the relationship between curriculum and social, political, and



economic development of society. They are also interested in the effect of the curriculum upon the community. The primary purpose of the Social Reconstructions curriculum is to confront the learner with the many severe problems that humankind faces. Social Reconstructions stresses societal needs over individual interests. They place primary responsibility on the curriculum to affect social reform and generate a better future for society. They emphasize the development of social values and their use in the critical thought process.

Social Reconstruction hold that all teachers are political persons who must choose either to serve whoever is in power (conservative) or present options to those in power (social reconstruction). Teachers must relate national, world, and local purposes to the students' goals. Students thus use their interest to help find solutions to the social problems emphasized in their classes. They are expected also to evaluate their own learning and reflect as a group about the actions they have taken. Social deconstructionists look at society with the intent of building a curriculum by which students can improve the real world.

### (3) The Technologist curriculum

Technologists view curriculum making as a technological process for achieving whatever ends policymakers demand. They consider themselves accountable by producing evidence, which indicates that their curriculum attains intended objectives. One weakness in the technologist' model for curriculum development is that it does not sufficient attention to implementation of the products and the dynamics of innovation. Efficiency and accountability are overriding values to the technologist.

### (4) The Academic curriculum

Person with an academic orientation see curriculum as the vehicle by which learners are introduced to subject matter discipline and to organized fields of study. They view the organized content of subjects as a curriculum to be persuaded rather than as source information for dealing with local and personal problems.

In general, people know there are two kinds of curriculum; formal and informal curriculum. The formal curriculum includes the plan organizational structure and the instructional delivery system, which are designed to help students achieve the learning goals, outcomes and objectives of the institution; the instructional plan which are

integral part of the instructional system of an institution, and; the evaluation system for determining the degree to which students achieve the specified outcomes. The informal curriculum (co-curricular or extra-curricular) is composed of other planned activities which are not directly related to particular class or subject but which are considered as supplementary to the formal curriculum. Many curriculum theories consider that the curriculum include all of the planned activities and events, which take place under the auspicious of educational institution-both formal and informal.

**b) The Objective of Curriculum**

Curriculum is something that schools sell to their customers. Curriculum can actually describe the qualification and outcome competences of the school program, and through curriculum, the school can make a plan to achieve those competence. Therefore, the better curriculum planned by school, the more customers are interested in that school. It is just similarly like quality assurance of the school that proposed the customers.

Some general objectives in organizing curriculum are written down in the Tucson Public School Guidance and

Counseling Services. These general objectives tie together the other phases of the curriculum:

- (1) To assist in making the educational process more personal, giving individual help to each child in accordance with his needs.
- (2) To bring about satisfactory mutual adjustment with their selves and others.
- (3) To help students make desirable personal adjustment with their selves and others.
- (4) To assist young people to discover their vocational, physical, educational and social possibilities
- (5) To help students recognize their moral responsibilities. To provide the students with experiences in the practices of making decisions.
- (6) To provide the teacher with background information for better understanding of students.
- (7) To provide leadership for in-service education for teachers to help the use the guidance program effectively.

According to D.C. Philips in Musgrave (1974:17) that curriculum should achieve something more basic. It should prepare the student in such a way that he could deal effectively with whatever facts turned up in the future. In addition, the way to

achieve this, is to make the student “at home” in the discipline he was studying, was for the curriculum to concentrate on structure.

(Wiryokusumo, et al, 1988:8-12),, which explains six functions of curriculum, as follows :

1) Curriculum must be able to arrange the condition of community in order to be brought to the school environment and made it as a course object.

2) The Integrating Function.

Curriculum must be able to prepare learning experiences which can educate individuals who could do an integration appropriate to the norms of community.

3) The Differentiating Function

The function of curriculum here is must be able to serve the development of individual potency that will live and enter in social environment.

4) The Prapaedetic Function

Curriculum must be able to prepare learners to continue their study of reach higher and deeper in knowledge with having more wide range.

5) The Selective Function

Curriculum must be able to do selection about learning experiences selectively to get mature programs to support and develop every student.

#### 6) The Diagnostic Function

Finally, the function of curriculum is to detect results. Curriculum reached the stage instructing students so they can understand themselves, give an instruction for their selves, and adapt with their environment and family, school and or ever their community.

#### c. The Component of Curriculum

A component of curriculum means some parts or section of the curriculum, which work functionally and in an integrated way. Commonly, curriculum has three components; goals, content and methods.

According to Nasution (2003:8) In the present study, there are six components are initially formulated, as follows :

##### 1. Objectives

The curriculum objectives are statements about what the curriculum should accomplish. Those statements may be made at many levels of inclusiveness, such as at the national level, for the entire school stage, for different grade level of schooling or for different subject matter areas. The objective, basically, is the objective of each educational program that will be given to the students. This includes the institutional, subject matter (curricular), and instructional objectives.



## 2. Curriculum Plan

The curriculum plan is a formal design for implementing the objectives. It is usually thought of as incorporating two important facets: the first defining curriculum content and second specifying teaching-learning processes. The curriculum plan is usually a written document that has emerged from a complex interactive process.

## 3. Teaching Methods and Learning Activities

The manner in which teaching and learning is finally carried out represents the real implementation of the objectives of the curriculum as mediated by the curriculum plan. It is obvious that discrepancies can arise between educational objective themselves, the plans derived from those objectives, and the real events that occur during the learning process.

## 4. Learning Materials

The materials utilized in the learning process include textbooks and exercise materials as well as a variety of other aids, such as museums and exhibitions.

## 5. Evaluation Procedures

Evaluation refers here primarily to pupil assessment, either formal or informal. Curriculum evaluation aims at improving and completing the students' education and strategy of implementing the program.

## **2. The Implementation of KTSP**

The implementation of curriculum is the actualization of written curriculum in the learning form which consists of program development, learning implementation, and the evaluation.

Kusnandar (2007) states that the implementation of KTSP is a process of applying the idea, concept, and policy of the curriculum in the learning activity so the students can master some competencies.

This suggests that the implementation of KTSP is a process which needs some of teacher's roles in the teaching and learning process. The teacher is not only responsible for teaching in the classroom but also able to manage the class administration. He is supposed to develop the annual program, the semester program, the daily program, the remedial program, etc.

## **3. Vocabulary**

### **a) Definition of Vocabulary**

There are many definitions of vocabulary that have been given by writers (experts), like:

Hornby in Rosminarty (2005:6) vocabulary is a list of word with their meaning, elements which is produced by someone to communicate each other.

John Read (2000:1) vocabulary knowledge of second language learners is both necessary and reasonably straightforward. It is necessary in the sense that words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed.

Thomas (2005:1796) states some definition of vocabulary:

- 1) A listing either selective or exhaustive, containing the words and phrases of a language with meanings or translations into another language.
- 2) The aggregate of words in the use or comprehension of a specified person, class, profession, etc.
- 3) All the words contained in a language.
- 4) A range or system of symbols, qualities, or techniques constituting a means of communication or expression, as any of the arts or crafts.

In Busran (2009) defines vocabulary as content and function words of language which are learned so thoroughly so that they become part of a child's understanding, speaking, and later reading and writing vocabulary. It also means words that have been heard or seen even though not produced by the individual himself to communicate with others.

John Read (2000) vocabulary knowledge of second language learners is both necessary and reasonably straightforward.

It is necessary in the sense that words are the basic building block of language, the units of meaning from which larger structures such as sentences, paragraphs and whole texts are formed.

Kathlen in Marsuni (2005) stated that vocabulary is the ability to recognize individual letters that form a word. While Penny Ur in Amiruddin (2004) said that vocabulary can be defined roughly as the words we teach in the foreign language”.

Based on some definitions above the researcher concludes that vocabulary is the composition of letters that arrange to be meaningful words and understood by particular people and use in speaking, listening, reading and writing.

#### **b) Types of Vocabulary**

Steel (2003: 859) vocabulary is all the words that somebody knows or that are used in a particular book, subject and etc.

Rasyid in Yakin (2008), classifies vocabulary of modern English into three types of words elements considered from point of the origin as:

- 1) The native is a vocabulary defined from other language.
- 2) The borrowed is a vocabulary that borrowed from other language.
- 3) The newly form is a vocabulary that make up any times material already in language.

Harmer (1991) distinguisher two types of vocabulary, they are :

- 1) Active vocabulary refers to vocabulary that the students have been through or learnt and which they are expected to be able to use.
- 2) Passive vocabulary refers to words which students will recognize, when they meet them but which they probably no be able to produce.

Schall in Amiruddin (2004) classified vocabulary into three types, namely:

- 1) Active vocabulary, the words are customarily used in speaking.
- 2) Reserve vocabulary, the words we know but we are rarely used them in ordinary speech. We use them in writing letter and searching for synonym.
- 3) Passive vocabulary, the words are recognize vaguely but we are sure of the meaning never use them is either speech or writing, we just know them because we see them before.

#### **c) Some Tips in Learning English Vocabulary**

Xianlong (2003: online) giving some tips learning English vocabulary as follow:

- 1) Learning Tip One: Read, Read, Read: Most vocabulary words are learned from context. The more words you're exposed to, the better vocabulary you will have. While you read, pay close attention to words you don't know. First, try to figure out their meanings from context. Then look the words up. Read and listen to challenging material so that you'll be exposed to many new words.

- 2) Vocabulary Learning Tip Two: Improve your context skills: Research shows that the vast majority of words are learned from context. To improve your context skills pay close attention to how words are used. Doing a search on a word using [dejanews.com](http://dejanews.com) (for searching newsgroups) will give you many examples of how that word is used in context. Play our Daily Context Vocabulary Quiz.
- 3) Vocabulary Learning Tip Three: Practice, practice, practice: Learning a word won't help very much if you promptly forget it. Research shows that it takes from 10 to 20 repetitions to really make a word part of your vocabulary. It helps to write the word - both the definition and a sentence you make up using the word - perhaps on an index card that can later be reviewed. As soon as you learn a new word, start using it. Review your index cards periodically to see if you have forgotten any of your new words.
- 4) Vocabulary Learning Tip Four: Make up as many associations and connections as possible.
- 5) Vocabulary Learning Tip Five: Use mnemonic (memory tricks).
- 6) Vocabulary Learning Tip six: Get in the habit looking up words you do not know. If you have a dictionary on your computer, keep it open and handy.
- 7) Vocabulary Learning Tip Seven: Play with words. Play scrabble, boggle, and do crossword puzzle. These and other word games are available for the computer, so you are not dependent on a partner to

play. Also try out the Franklin Electronic Dictionary that features built in word games.

- 8) Vocabulary Learning Tip Eight: Use vocabulary List. For the serious vocabulary student, there are many books that focus on the words most commonly found in standardized test, such as the SAT and GRE. There are also many interesting word by magazine, many kinds of the words in English magazine.
- 9) Vocabulary Learning Tip Nine: Take vocabulary test. Playing games that test your knowledge will help you learn new words and also let you know much progress you are thinking.
- 10) Vocabulary Learning Tip Ten: Get excited about word. Come to appreciate the sometimes-subtle differences between them. Do you know the difference between something that denotes something else and something that cannot test something else? If not, got look it up. Learn to say what you really mean and discover the joys of being to express yourself in writing. Your future can depend on how to rich your vocabulary.

#### **d) The Principles of Teaching and Learning Vocabulary**

Wallace in Farida (2004:10-11) indicates nine principles of teaching and learning vocabulary as follows:

##### 1) Aims

In teaching vocabulary, we have to be cleared about aims. How many vocabulary listed we expected the students or

learners to be able to do. If this first stage is not clear, the learning process will be difficult.

## 2) Quantity

Quantity or number of words to be taught should be the second concern. Five to seven words would be chosen if the teacher wants them to be students' active vocabulary. After gaining this target, the teacher should add one word to prevent the students confused discharged, and frustrated.

## 3) Need

Teacher should consider various meaning words, students' background and language need. Teacher should create the situation that encourages the students to communicate and get the words they need.

## 4) Frequent exposure and repetition

Certain amount of repetition is necessary and there must be evidence as indicator to see the students' achievement in learning. Teacher should measure recognition and production skills.

## 5) Meaningful presentation

Teacher introduces new words with clear explanation and decides what denotation or word reference, they intend to teach. The presentation should be perfect, meaningful and unambiguous.



6) Situation

Teacher should have a feeling to the students' situation and condition. This can be a tool for them to know when students are ready to accept the material.

7) Learning vocabulary in context

Words are very seldom in isolation. It is important for students to see the words in useful collection what the words occur in it. In other words, the words should appear in natural environment, amount the words they naturally collate with them.

8) Learning vocabulary in L2 and L1.

Teacher should use words of students' mother tongue to compare with those in the target language to see the similarity and difference of the words.

9) Guessing procedures in vocabulary

Guessing in one way to learn vocabulary. Students guess the words' meaning by hearing, sometimes read them in certain context, guess the meaning, and then use them in certain situation. So, it is smart chosen to get this technique in teaching vocabulary situation.

**e) Techniques in Teaching Vocabulary**

According to Allen (1983: 21-28) there are many techniques in teaching vocabulary for the beginner:

1) Commands are useful in vocabulary classes

When we ask students to respond physically to oral commands which use the new words, the activity is very much like what happens when one is learning one's mother tongue. Children have frequent experience in obeying commands during the early years of learning the mother tongue. Those experiences appear to play an important part in the learning of vocabulary.

2) Using real objects for vocabulary teaching

For helping students understand the meaning of a word, we often find that a picture is useful, if it is big enough to be seen by all members of the class but real objects are better than pictures whenever we have them in the classroom.

3) Other communication experiences for the classroom

There are many other ways to create a communication situation in the classroom. Suppose we have used a picture that shows a head with its various parts, hair, eyes, ears, nose, mouth. Those parts have been named in English. The students have printed the names in their notebooks with their copies of the picture. Now the stage is set for an experience in which students use those English words to communicate.

4) The value of the pictures that students draw

In several of the techniques which have been mentioned, pictures are made by students. Many teachers like to use pictures

the students themselves have made such pictures have certain advantages:

- They cost little or nothing.
- They are available even in places where no other pictures can be found.
- They do not require space for storing and filing as pictures from other source do.
- When someone has drawn a picture of a scene he knows the meaning of the English words that the teacher will use while talking about parts of his scene.

Scott (2004: 5) states some teaching vocabulary techniques, as follows:

1) Words are not enough

Don't rely on the spoken word only. Most activities for the younger learners should include movement and involve the senses. You will need to have plenty of objects and picture to work with, and to make full use of the school and your surrounding. Demonstrate what you want them to do. The balance will change as the children get older, but appealing to the senses will always help the pupils to learn.

2) Play with the language

Let the pupils talk to themselves. Make up rhymes, sing a song, and tell a story. Play with the language-let them talk

nonsense, experiment with words and sounds: 'Let's go-Pet's go', 'Blue eyes-blue pies'. Playing with the language in this way is very common in the first language development and is a very natural stage in the first stage of foreign language learning too.

### 3) Language as language

Become aware of language as something separate from the events taking place takes time. Most eight to ten years. Olds already have this awareness in their own language, the spoken word is often accompanied by other clues to meaning-facial expression, movement, etc.

### 4) Variety in the classroom

Since concentration and attention spans are short, variety is a must. Variety of activities, variety of paces, variety of organizations, variety of voices. Older pupils can concentrate for longer periods and you should allow them to do so, but you still need lots of variety.

### 5) Routines

Children benefit from knowing the rules and being familiar with the situation. Have system have routines, organize and plan your lessons. Use familiar situations, familiar activities. Repeat stories, rhyme, etc.

#### 6) Cooperation not competition

Avoid rewards and prizes. Other forms of encouragement are much more effective. Make room for share experiences, pupils are an invaluable source of language work and create an atmosphere of involvement and togetherness.

Group the children together whenever possible. This does not mean that they have to work in groups all the time, but most children like to have other children around them, and sitting with others encourages cooperation.

#### 7) Assessment

Even though formal assessment may not be a compulsory part of your work, it is always useful for the teacher to make regular notes about each child's progress. You may want to tell parents how their children are doing, and you should be talking to the children regularly about their work and encouraging. From the beginner this can be done in very simple terms stressing the positive side of things and playing down what the pupil has not been able master.

Harmer (1991) described some ways in presenting vocabulary, as follows:

##### 1) Reality

This way, the teacher brings the real object into the classroom and introduced to the students. In this case, the students

learn to recognize the words by seeing the reality words like *pen*, *ruler*, *ball*, etc.

## 2) Pictures

Teaching vocabulary through pictures is familiarly focuses on the object. Pictures can be used to explain meaning of vocabulary items: the teacher might draw pens, ruler, etc.

## 3) Mime, Action and Gesture

It is often impossible to explain the meaning of words and grammar either through the use of realia or in pictures. action, in particular, are probably better explained by mime (concept like running and smoking are easy to present in this way).

## 4) Contrast

This way, the teacher shows the students a word and asks the students to find out the contrast of the word. For example, the meaning of *full* by contrasting it.

## 5) Enumeration

This way requires the teacher to introduce words by enumeration them with their general and specific meaning. A word with a general meaning, for instance "vegetable", the teacher introduce this word and asks the students to find out some specific words relate to vegetable: such as potato, cabbage, carrot, etc.

#### 6) Explanation

This way, the teacher introduces words by explaining or describing the objects and asks the students to guess what the object is.

#### 7) Translation

This way, the teacher asks the students to translate the given words into their mother tongue (native language). This strategy is very useful for beginners.

### **f) The Ways to Increase our Vocabulary**

According to Beare (1997), there are many ways to increase our vocabulary. When working to improve your vocabulary it is important to know your goals in order to best choose the way in which you want to learn.

#### 1) Vocabulary Trees

Vocabulary trees help provide context. Once you have mapped out a few vocabulary trees, you will discover yourself thinking in vocabulary groups. When you see a cup your mind will quickly relate such words as knife, fork, plate, dishes, etc

#### 2) Create Vocabulary Themes

Create a list of vocabulary themes; include the vocabulary, a definition and an example sentence for each new item

### 3) Use Technology to Help You

Watching DVD is a great way to help you understand native speakers of English. Using all the fancy options watching individual scenes can help make DVD use into a vocabulary learning exercise.

### 4) Specific Vocabulary Lists

Rather than studying a long list of unrelated vocabulary, use specific vocabulary lists to help you prepare for the type of vocabulary we need for work, school or hobbies. These business vocabulary word lists are great for industry specific vocabulary items.

### 5) Word Formation Charts

Word formation is one of the keys to success for advanced level ESL (English Second Language) learners. Advanced level English exams such as the TOEFL, and Proficiency use word formation as one of the key testing elements. These word formation charts provide the concept noun, personal noun, adjective and verb forms of key vocabulary listed in alphabetical order.

### 6) Visual Dictionaries

A picture is worth a thousand words. It is also very helpful for learning precise vocabulary. There are a number of



excellent English learner visual dictionaries for sale. Here is an online version of a visual dictionary dedicated to jobs.

#### 7) Learn Collocations

Collocations refer to words that often or always go together. A good example of a collocation is to do your homework. These lists of important verb + noun collocations will help you learn some of the most important.

#### 8) Use a Corpus

Corpora are huge collections of documents that can track the number of times a word is used. By using corpora, you can find which words are often used together with target vocabulary words. Combining corpora use with vocabulary.

## **CHAPTER III**

### **RESEARCH METHOD**

#### **A. Research Method**

The researcher was applied descriptive qualitative method which way used described the problems of the teachers problems in teaching vocabulary based on KTSP at Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo.

#### **B. Population and Sample**

##### **1. Population**

The population of this research was consisted of 2 English teachers in Madrasah Tsanawiyah Muhammadiyah Tallo .

##### **2. Sample**

The total sampling of this research was consisted the English teachers who teach in the seventh grade students of Madrasah Tsanawiyah Tallo .

#### **C. Research Instrument**

The instruments of this research were observation and interview. Observation is to find out English teachers' activities in teaching English based on KTSP in the classroom. The Interview is a process of getting explanation by asking questions face to face between writer and respondents. The questions are 20 about the problems of teaching vocabulary based on KTSP. In this way, a free interview is used by which respondents can give the answers freely and writer manages interview

direction. One of the purposes of interviewing people is to find out what is in their mind what they think or how they feel about something.

#### **D. Data Collection**

1. The researcher attended the English teachers' problems in teaching vocabulary based on School-Based Curriculum (KTSP) Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo.
2. The researcher interviewed the English teachers based on their explanation or their condition through observation as well.

#### **E. Techique of Data Analysis**

The data get in this research were analyzed by descriptive qualitative method in the form of textual information on the problems of the implementation of teaching vocabulary based on School-Based Curriculum Development (KTSP). The data will get from the interview and transcribed into written transcript, and then were identifying, selecting, and also classifying based on the analyzing needs which were relevant to the topic of the research.

## CHAPTER IV

### FINDINGS AND DISCUSSION

This chapter consists of findings of the research and discussion. The findings of the research present the result of the Problems of the implementation of teaching vocabulary based on school based curriculum development (KTSP), and the discussion contains the description and interpretation of research findings.

#### A. Findings

This part discusses the result of the observation and interview which is based on the problem statements of the research. These problem statements are: What are the teachers' problems in teaching vocabulary Based on School Based - Curriculum Development (KTSP) in Madrasah Tsanawiyah Muhammadiyah Tallo.

To know the teacher's problems in teaching vocabulary Based on School Based - Curriculum Development (KTSP), the writer did the research in Madrasah Tsanawiyah Muhammadiyah Tallo. As the result, we got the data as stated below:

1. The lack of teaching learning facilities that the teacher uses when it is compared to the ideal facilities that the 2006 English Curriculum requires.
2. The competence to be achieve by language education

3. The students are lack of vocabulary, it makes students are not responsive in teaching learning process.
4. The student just focuses on translation word per word.
5. The students are not interested in learning vocabulary
6. The student does not confident when they responded the new words.
7. The lack of students pronunciation
8. Some of supplementary books are not available
9. The students cannot follow the teacher's explanation well, so that the teacher works more actively.
10. The teacher gets difficulties to explain to the students related to the culture between Indonesia and English.
11. The lack of teaching learning facilities including the teaching and learning aids that helps the teacher.
12. The number of the student is too big so that makes the teacher difficult when explaining about the materials especially in teaching vocabulary.
13. The limited time in learning vocabulary
14. The teacher is given vocabulary material 10 minutes every meeting in the. With this time allocation, teachers feel that the time is limited. This condition makes them quite hard to teach English vocabulary for the students.

## **B. Discussion**

Based on finding above, we can see that government had been trying to make guidance for teachers in teaching-learning process by making revision

the curriculum from Competence Based Curriculum (CBC) to School Based Curriculum (KTSP). In the School Based Curriculum, government hopes that the English lesson can help the students to communicate with others in the real life.

Moreover, the common problems that are faced by the English teachers of seventh grade of Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo are:

- 1) The English teachers in Madrasah Tsanawiyah Muhammadiyah still do not understand the 2006 English Curriculum .

This problem appears because the teachers do not have the 2006 English Curriculum training well and clearly. This problem almost happens in most of school at Madrasah Tsanawiyah in Kecamatan Tallo. The teacher should have more training about this curriculum. The English teachers at Madrasah Tsanawiyah in Kecamatan Tallo really comprehended that KTSP had important roles in the English teaching and learning process since it made the teachers determine and develop the methods and techniques in their teaching activities. However, they still used the 'old way teaching' like the 'teacher-centered' on the teaching and learning activity and they did not apply what was stated on the context of KTSP. These facts might be contradictory between the written curriculum and the curriculum practice (between theory and practice). One reason would be that the teachers understood that good concept for teaching and learning process, but they did not really know how to implement it in the classroom

activities. Another reason would be that they did not have enough effort to implement it. So, here the curriculum did not function as it was supposed to—as the guidance for the teacher in doing the teaching and learning process in class.

- 2) The lack of supplementary books that can be used by the teacher and students that are appropriate for the 2006 English Curriculum especially about vocabulary.

There are many books published by publisher which are not exactly appropriate for curriculum. Almost all the teachers in Madrasah Tsanawiyah in Kecamatan Tallo are using LKS to support the teaching learning process, because it is economically. Sometimes, the teachers use games to improve the students vocabulary.

- 3) Schools that are lack of teaching learning facilities, aid that support, and help the teacher and student activities in English lesson.

In Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo have enough funds to complete themselves with good teaching and learning facilities. Therefore, they only have very limited facilities to support the teaching and learning process. As a result, the students' achievement might be less satisfactory when it is completed to school with good facilities. Teachers require to submit proposal again to the education department that this school need funds to build facilities that does not exist in school in order to the teacher can be easy to deliver the material English subject and the students also can be easy to understand the materials.

- 4) The students still find difficulties to deal with vocabulary, writing, and pronunciation, and reading.

This becomes a problem in teaching learning process because they get difficulties when they join the English class. The teacher does not get response or feedback from student, it makes teaching and learning process is stuck. Teacher has to work more actively because the students are lack of language feature.

- 5) The number of the students in a class is too big so that it gives the difficulties to the teacher in explaining new words and makes scoring in teaching and learning vocabulary.

An ideal number of students for each class are suggested that is around 20 to 25 students. The school cannot reduce the number of the students for each class by placing them in other classes, because the school has limitation of facilities, including the classroom , and the teacher.

- 6) The Time allocation is provided in English teaching is not enough. English is given four hours a week for one class and each hour lasts for 45 minutes.

With this time allocation, teachers feel that the time is limited. This condition makes them quite hard to teach integrated English skills and develop the students' competencies. Another solution concerning the time allocation in learning English could be by having extra-curricular English



Program to provide more exposure to learn English, and as a result, it may be able to develop the students' English.

The existence of the National Examination demands the students to master English well in order to get the minimum standard score.

## CHAPTER V

### CONCLUSIONS AND SUGGESTIONS

#### A. Conclusion

From this study, the writer can conclude that the vocabulary material in KTSP is the way for students to communicate with others in the real life. Government gives Standard Competence and Basic Competence to be the guidance and manual to develop the basic materials, teaching-learning process and the indicator of the expected competence achievement.

Moreover, the teachers' problems in the implementation the 2006 English curriculum for the junior high school at seventh grade students in Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo are:

1. The English teachers in Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo still do not understand the 2006 English Curriculum.
2. The lack of supplementary books that can be used by the teacher and students that are appropriate for the 2006 English Curriculum especially about vocabulary.
3. The lack of teaching learning facilities, aid that support, and help the teacher and student activities in English lesson.
4. The student still find difficulties to deal with vocabulary, grammar, and pronunciation.

5. The number of the student in a class is too big so that it gives the difficulties to the teacher in explaining and making scoring in vocabulary material.
6. The limited time in teaching learning vocabulary.

**B. Suggestion**

In order to implement the 2006 English curriculum well, the writer proposes the following suggestion;

1. The government should give more attention to the implementation of 2006 English curriculum. The attention can be done by providing more funds to socialize the curriculum to all English teachers or conducting practical training about this curriculum.
2. The government should provide the facilities and supplementary books for the teachers and the students that are appropriate for the curriculum.
3. The teachers should get more understanding about the curriculum by reading all book related the curriculum and joining the 2006 English curriculum training.
4. The teacher should more creative in the teaching learning process and use the teaching learning aids appropriately.

## BIBLIOGRAPHY

- Allen, Virginia French. 1983. *Techniques in Teaching Vocabulary*. England. Oxford University Press.
- Amiruddin. 2004. *Enriching of the Vocabulary of the Second Year Students at SMUN 1 Walenrang Kab. Luwu by Using Jumble Letters*. Thesis. Faculty of Language and Arts UNM.
- Beare, Kenneth. 1997. *How to Improve Your Vocabulary*. Retrieved on 22<sup>nd</sup> June (2009) from <http://esl.about.com/od/engilshvocabulary/ht/htvocab.htm>
- Busran. 2009. *Teaching Vocabulary Through Morphological Analysis at the Elementary Class of New Generation Club (NGC)*. Makassar. A Thesis of UIN.
- Depdiknas. 2004. *Kurikulum 2004. Stndar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Pertama dan Madrasah Tsanawiyah*. Jakarta.
- . 2003. *Standar Kompetensi Mata Pelajaran Bahasa Inggris Sekolah Menengah Atas dan Madrasah Aliyah*. Jakarta.
- . 2006. *KTSP Mata Pelajaran Bahasa Inggris SD/MI, SMP/MTs, SMA/MA*. Jakarta.
- . 2006. *Model Silabus dan Rencana Pelaksanaan Pembelajaran*. Jakarta.
- Farida, Dian. 2004. *Increasing Students' Mastery of English Vocabulary through word snake game*. Makassar. A Thesis of FBS UNM.
- Fithratullah, *Using Alphabetic Games to Motivate The Students' of SMU Negeri 2 Soppeng to Learn Vocabulary*. Thesis FBS UNM Makassar, 2002.
- Hamalik, O. 1994. *Kurikulum dan Pembelajaran*. Jakarta: PT Bumi Antariksa.
- Harmer, Jeremy. *The Practice of English Language Teaching*. London: Longman Group.1991.
- Ikah. *The Correlation Between Students' Achievement in Vocabulary and Reading Ability*. Thesis. Faculty of Tarbiyah and Teachers' Training State Islamic University Syarif Hidayatullah. Jakarta, 2007

- Jannah, Nuriyah Fathul. 2010. *Improving The Students' vocabulary Mastery Through Montessori Method*. Surakarta. A Thesis of Muhammadiyah University of Surakarta.
- McNeil, J.D. 1990. *Curriculum A Comprehensive Introduction*. London: Scott, Foresman/ Little, Brown Higher Education. A division of Scott, Foresman and Company.
- Musgrave, P.W. 1974. *Contemporary Studies in the Curriculum*. Sydney: Angus and Robertson PTY LTD.
- Nasution, S. 2003. *Pengembangan Kurikulum*. Bandung: Citra Adirya Bakti.
- Nunan. *Language Teaching Methodologi. A Task Book for Teacher*. New York: Precentice Hall Interntional, 1991.
- Ragon, and William B. 1960. *Modern Elementary Curriculum*. USA: Hat, Rinehart and Winsto Inc.
- Read, John. *Assessing Vocabulary*. United Kingdom: Cambridge University Press Bakti Sdn. Bhd.2000.
- Rosminarty. 2005. *Improving The Vocabulary of The First Tear students of SMA Negeri Mare Through English Magazines*. Makassar. A Thesis of FBS UNM.
- Scott. A, Wendy & Lisbeth. 2004. *Teaching English to children*. United State of America. Longman Group UK limited.
- Steel, Miranda. 2003. *New Oxford Dictionary*. Selangor Darul Ehsan: Penerbit Fajar Bakti Sdn. Bhd.
- Sulfiana Ekatrina Harahap. 2014. The Problems faced by English teachers in developing syllabus based on School Based Curriculum Development (KTSP) At Junior High School PONRE, BONE REGENCY (*A Descriptive Study on English Teachers at SMPN 2 PONRE Bone Regency*). Makassar. A Thesis of Muhammadiyah University of Makassar.
- Thomas, Mark. *Collins English Dictionary*. England. Harpercollins Publisher, 2005.

- Trilani. 2009. *Teaching English Using Montessori Method to Improve the Students' Vocabulary Mastery (An Action Research at ABA Kindergarten Tulas Karangdowo Klaten)*. Surakarta. Thesis of Muhammadiyah University.
- Wallace, Michael J. *Teaching Vocabulary*. Oxford ELBS, 1989.
- Wiryokusumo, et al. 1988. *Dasar-dasar Pengembangan Kurikulum*. Jakarta: PT. Bina Aksara.
- Xianlong, Fan. *The Ten Best English Vocabulary Learning Tips*. Retrieved in 2010 from <http://readinglessonplans&comprehension-vocabulay/tips.php>. 2003.
- Yakin, Handra. 2008. *The Application of Total Physical Response to Improve the Vocabulary Achievement of the Second Year Students of Junior High Islamic Boarding School Ummul Mukminin*. Thesis of UIN MAkassar.

## CURRICULUM VITAE



The researcher, Al Hikmah Warsukni was born on March 18<sup>st</sup>, 1993 in Ujung Pandang. She is the first daughter of the marriage Drs Fahrudin, M.M and St Salmiah She has two brothers, Muh Khaidir Agung, S.Kom and AL Azhar Ramadhan.

In 1998 studied at Elementary School namely SD Inpres Tangkala 2 Makassar. In 2004 she studied at Junior High School namely SMPN 36 Makassar. In 2007 she studied at Senior High School namely SMK Komputer Mutiara Ilmu Makassar. Afterwards, she registered in Muhammadiyah University of Makassar by choosing English Education Department of Teacher Training and Education Faculty.

At the end of her study, she could finish her thesis with the title ***“THE PROBLEMS OF THE IMPLEMENTATION OF TEACHING VOCABULARY BASED ON SCHOOL - BASED CURRICULUM (KTSP) (A Descriptive Study of Junior High School Teachers in Teaching Seventh Grade Students of Madrasah Tsanawiyah Muhammadiyah in Kecamatan Tallo ) ”***

e-mail : [Alhikmahwarsukni23@gmail.com](mailto:Alhikmahwarsukni23@gmail.com) : phone : 082292555465

**Lembar Observasi Aktivitas Guru**

Nama Guru :

Kelas :

Hari/ Tanggal :

No	Aspek Penilaian	Kategori	
		Ya	Tidak
<b>A.</b>	<b>Persiapan</b>		
1.	Guru mempersiapkan rencana pelaksanaan pembelajaran (RPP) dengan seksama		
2.	Tujuan pembelajarannya dinyatakan dalam kalimat yang jelas dalam RPP		
3.	Materi pembelajaran yang akan diberikan memiliki kaitan atau dapat dikaitkan dengan materi pembelajaran sebelumnya		
4.	Guru mempersiapkan media pembelajaran		
5.	Guru mempersiapkan seting kelas untuk pembelajaran		
6.	Guru mempersiapkan siswa secara fisik dan mental		
<b>B.</b>	<b>Presentasi/Penyampaian Pembelajaran</b>		
8.	Guru menyampaikan tujuan pembelajaran yang hendak dicapai		
9.	Guru memotivasi siswa, menarik perhatian agar mengikuti proses pembelajaran dengan baik		
10.	Guru menjelaskan materi pembelajaran dengan teknik-teknik tertentu sehingga jelas dan mudah dipahami siswa		
11.	Pembelajaran dilaksanakan dalam langkah-langkah dan urutan yang logis		



12.	Petunjuk-petunjuk pembelajaran singkat dan jelas sehingga mudah dipahami		
13.	Materi pembelajaran baik kedalaman dan keluasannya disesuaikan dengan tingkat perkembangan dan kemampuan siswa		
14.	Selama proses pembelajaran guru memberikan kesempatan untuk bertanya kepada siswa		
15.	Apabila siswa bertanya, maka guru memberikan jawaban dengan jelas dan memuaskan		
16.	Guru selalu mengajak siswa untuk menyimpulkan pembelajaran pada akhir kegiatan atau akhir sesi tertentu		
<b>C. Metode Pembelajaran/Pelaksanaan Pembelajaran</b>			
17.	Pembelajaran dilakukan secara bervariasi selama alokasi waktu yang tersedia, tidak monoton dan membosankan		
18.	Apabila terjadi suatu permasalahan maka guru dapat bertindak dengan mengambil keputusan terbaik agar pembelajaran tetap berlangsung secara efektif dan efisien		
19.	materi pembelajaran sesuai dengan tujuan pembelajaran yang telah ditetapkan		
20.	selama pembelajaran berlangsung guru tidak hanya berada pada posisi tertentu tetapi bergerak secara dinamis di dalam kelasnya		
21.	Apabila tampak ada siswa yang membutuhkan bantuannya di bagian-bagian tertentu kelas, maka guru harus bergerak dan menghampiri secara berimbang dan tidak terfokus hanya pada beberapa gelintir siswa saja		

22.	Guru untuk mengenali dan mengetahui nama setiap siswa yang ada di dalam kelasnya		
23.	Selama pembelajaran berlangsung guru memberikan reinforcement (penguatan) kepada siswa-siswanya dengan cara yang positif		
24.	Ilustrasi dan contoh dipilih secara hati-hati sehingga benar-benar efektif dan bukannya malah membuat bingung siswa		
25.	Media pembelajaran di dalam pelaksanaan pembelajaran digunakan secara efektif		
26.	latihan diberikan secara efektif		
27.	Guru selalu bersikap terbuka dan tidak menganggap negatif apabila siswa melakukan kesalahan dalam proses belajarnya		
<b>D. Karakteristik Pribadi Guru</b>			
29.	Guru sabar terutama untuk memancing respon siswa		
30.	Guru berupaya memancing siswa agar terlibat aktif dalam pembelajaran		
31.	Guru bersikap tegas dan jelas		
32.	Penampilan guru menarik dan tidak membosankan		

## Appendix

### LIST OF INTERVIEW QUESTIONS

For English teacher:

1. Apakah guru mendapatkan Pelatihan Kurikulum 2006 (KTSP) sebelum mengajar disekolah ?
2. Dimana guru mendapatkan pelatihan kurikulum ?
3. Apakah guru memahami latar belakang teoritis dari KTSP ?
4. Apakah guru mendapatkan modul pengajaran di sekolah berupa buku paket atau LKS?
5. Kendala apa saja yang dihadapi oleh peserta didik dalam mempelajari bahasa inggris utamanya pada materi vocabulary ?
6. Bagaimana cara guru meningkatkan kosa kata peserta didik?
7. Sebutkan tips-tips yang digunakan oleh guru untuk meningkatkan kosa kata peserta didik ?
8. Bagaimana alokasi waktu yang di tetapkan, khususnya dalam pelajaran bahasa inggris? Karena KTSP hanya menyediakan waktu cuman 32 jam. Jelaskan !
9. Bagaimana cara guru memaksimalkan waktu dalam proses belajar bahasa inggris di dalam kelas ?
10. Apakah guru menggunakan media dalam proses belajar mengajar dalam pembelajaran bahasa Inggris pada materi vocabulary? Jelaskan !

11. Bagaimana cara guru bahasa inggris mengambil waktu untuk memberikan pengulangan terhadap siswa yang memperoleh nilai yang kurang bagus? Jelaskan !
12. Apakah terdapat perpustakaan di sekolah ini yang menyediakan buku-buku dalam bahasa inggris terutama buku tentang vocabulary?
13. Bagaimana cara guru melakukan proses pembelajaran jika fasilitas di sekolah tidak memadai? Jelaskan !
14. Apakah guru sendiri merasa kesulitan dalam proses pembelajaran jika fasilitas seperti laboratorium bahasa tidak ada ?
15. Apakah alokasi waktu yang di sediakan untuk mata pelajaran bahasa inggris sama atau berbeda dengan mata pelajaran lain? Jelaskan !
16. Bagaimana jika guru tidak dapat menyelesaikan materi yang ada di buku paket atau LKS?
17. Menurut pendapat guru, fasilitas apa saja yang dapat meningkatkan prestasi siswa khususnya dalam pelajaran bahasa inggris ? bagaimana pula dengan tidak memadainya fasilitas sekolah, apakah dapat menunjang atau mengurangi minat siswa untuk belajar bahasa inggris ? jelaskan!
18. Bagaimana cara guru menyesuaikan alokasi waktu dengan materi-materi ajar? Karena, biasanya waktu yang di tetapkan tidak sesuai dengan materi yang akan di ajarkan. Misalnya, materi yang kita ajarkan luas namun waktu yang di tetapkan sedikit. Jelaskan !
19. Bagaimana materi ajar yang terdapat pada KTSP dan kurikulum 2013? Apakah ada perbedaan? Jelaskan sesuai dengan pemahaman anda !

20. Metode pembelajaran yang bagaimana sehingga siswa dapat memahami pelajaran bahasa inggris dengan baik khususnya dalam pelajaran "Vocabulary" dengan kurangnya fasilitas yang di sediakan di sekolah?