DECONSTRUCTION OF PROCESS STANDARD IMPLEMENTATION ENGLISH LEARNING AT SMP SALAFIYAH DARUL FALAH MATARAM

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Abstract

The SMP Salafiyah Darul Falah had acquired good accreditation "A" for private school in Mataram so the process standard includes learning targets and learning administration should have been implemented properly but it isn't suitable as reality. This study focuses on how is the process standard implementation of English learning at SMP Salafiyah Darul Falah from deconstruction theory. This will study all alements include to process standard from planing, action, and evaluation. Based on the problem above that is analyzed from deconstruction and hegemony theory for good school profill in English learning process is quality of English learning management haven't been optimal that is coused by mindset of teachers is more oriented toward cognitive and fulfillment of administrative requirements. The pattern of teacher-oriented to cognitive influenced by patterns of thought, demands from a leadership in school and from government. Another thing that causes unoptimal English learning management is the low teachers professionalism, supervisors professionalism also are low.

Keywords: *English learning, Deconstruction process, Process standard implementation, SMP Darul Falah Mataram*

Introduction

English is a tool to communicate at formal and informal stuation for this global era. Communication is to understand and express information, thoughts, feelings, and develop science, technology, and culture. Ability to ccommunicate in the sense is the ability of discourse, namely the ability to understand and produce spoken text and writen realized in the four language skills, i.e. listening, speaking, reading and writing. The fourth skill is used to respond or create a discourse in public life. Therefore, the eye English lesson aimed to develop skills so that graduates are able to communicate and discourse in the English language in particular literacy levels.

Curriculum which is implemented in Indonesia currently is the school based curriculum or "Kurikulum Tingkat Satuan Pendidikan" or hence called "KTSP". This curriculum must be different from school to school eventhough each school has similar level, but they have some different characteristics. However, the curriculum should be developed under the guidance of national standardized curriculum which is formulated by BNSP (Badan Standar Nasional Pendidikan 2006).[1] Eventhough, every school may have different curriculum, but basically it is led to meet the national standard. If this curriculum applied appropriately, most schools may have different contents, because the contents they select depend on some components surroundingthe school, for example, the students, teachers, staffs, facilities, environment, etc.

Furthermore, the sequence of the contents in KTSP may also varies as long as it does not break the principles. The problem is whether the contents and the arrangement of the contents go with the theories proposed by some experts of curriculum. Therefore, in this paper, the writer will discuss what and how the contents are arranged in KTSP.

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[1] Badan Standar Nasional Pendidikan (BSNP), *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah.* (Jakarta: Badan Standar Nasional pendidikan, 2006)

Criticism regarding the quality of education in Indonesia is very much raised by education experts, researchers in education, and caregivers education. Suparno et al.[2] states that education in Indonesia was having a big problem. Problems encountered include (1) the quality education is still low; (2) learning system in schools is inadequate; and (3) a moral crisis that struck our society. Tilaar[3] suggests that the decline of the quality of national education is not located the ability of intelligence Indonesian students, but due to the Unequal opportunity to obtain good education to children in this nation. In addition, the quality of training of teachers, learning opportunities available within school and community, as well as optimal costs needed in the quality of education that apparently has not been equally enjoyed by children of the nation. As well known that the quality of education is not only determined by curriculum (content standards), but also by factors such as students> mastery of the content that has been outlined in the curriculum and the availability of learning resources which adequate. Hasairin[4] states that the quality of education in Indonesia far behind the countries in the world cannot be separated from the neighbors and responsibilities for all parts of Indonesia. Components that should be is responsible for all interested parties (stakeholders) in the world education, good teachers, parents, the Department of Education, Ministry of Religious Affairs, Institutions for Education Quality Assurance (LPMP), and the Parliament which oversees field of education. In addition, the particular role as institution LPTK crawler teacher personnel is very important.

As responce of critiques, indonesion government develop curriculum to KTSP after changing some times. The first curriculum

[2] Suparno Paul, SJ, R Rohandi, G. Sukadi, St. Kartono. *Reformasi Pendidikan: Sebuah Rekomendasi.* (Yogyakarta: Kanisius, 2002), p. 9.

[3] Tilaar, *Standarisasi Pendidikan Nasional: Suatu Tinjauan Kritis*. (Jakarta: Rineka Cipta, 2006), p. 5-6.

[4] Ashar Hasairin, "Upaya Peningkatan Kualitas Pendidikan Indonesia Melalui Peningkatan Sumber daya Guru". *Kumpulan Abstrak Konvensi Nasional Pendidikan Indonesia* VI, 17-19 November, 2008, p. 10

has a name Subject Plan 1947 (Rencana Pelajaran 1947). At that time, Indonesia>s education curriculum in the Netherlands and Japan education system influenced. Rencana Pelajaran 1947 organized to replace the Netherlands education system. The curriculum was developed as development conformism, which emphasizes the establishment of the Indonesian people character.[5]

In the year 1952, Indonesia experienced curriculum improvement. In the year 1952 is the name given Unravels Subject Plan 1952 (Rencana Pelajaran Terurai 1952). This leads to the curriculum of national education system. The 1952 curriculum is that every lesson plan must consider the content of subjects connected with everyday life.

In 1964, Indonesia improved the national education curriculum, which is known as the Education Plan 1964. Curriculum 1964, is critically concerned with science, so that the learning program focused on Pancawardhana, namely the development of moral, intellectual, emotional (artistic skills), and physical.

Changes in the structure of the education curriculum Pancawardhana become the soul of Pancasila, knowledge base, and a special skill, written in the Curriculum 1968. Curriculum 1968 has a goal to form a human Pancasila sincere, strong, and healthy physical, enhance skills and acumen physical, moral, moral character, and religious.

The curriculum 1975 prepared as a substitute for the curriculum 1968, where changes were made using the following approach. a. Goal-oriented, b. Integrative approach adopted in the sense that any lessons have meaning and role of support to the achievement of goals more integrated, c. Emphasizing the efficiency and effectiveness in terms of resources and time, d.Confessional approach instructional system, known as development procedure of Instructional System (Pengembangan Prosedur Sistem Instruksion-

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[5] Nana Sudjana, *Pembinaan dan Pengembangan Kurikulum di Sekolah Kejuruan.* (Bandung: PT SInar Baru, 1989), p. 20

al). That system always leads to the achievement of specific goals, can be defined and measured in the form of student behavior. e. Influenced behavior psychology that emphasizes the stimulus to response and training (drill).

By the year 1983, the curriculum 1975 is considered no longer compatible with the needs of the community and the demands of science and technology. In general, the basic curriculums 1975 change to the curriculum 1984 are there is a clash between the field of study curriculum materials with the ability of the students; there is a gap between the program and the implementation of the curriculum in schools; too much curriculum content to be taught; Procurement of new courses (such as in high school) to meet the needs of employment.

Curriculum 1984 has characteristics, namely Oriented to the instructional goals. Based on the view that the students learn in school is very limited, and then learning in the classroom must be functional and effective. Therefore, before choosing or set of teaching materials, which must first be defined is what the goal should be achieved by students; The approach of teaching is based on students with student's active learning system (Cara Belajar Siswa Aktif, CBSA). CBSA is a teaching approach that provides the opportunity for students to actively engage the physical, mental, intellectual, emotional, and with hope that students get the maximum learning experience, both in cognitive, affective, and psychomotor; the lesson material is packed using spiral approach. Spiral is the approach used in the packaging of teaching materials based on the width and depth of learning materials. The higher the class and school levels, the more knowledgeable in the materials and lessons provided; provide concept of science before exercises. Concepts must be based on the understanding, then after the training given to understand. To support the understanding, tools used to help students understand the concept; the material

is given based on the level of maturity or readiness of students; and using the skills of the process. Skills in the process of learning are the approach that emphasizes how to acquire knowledge and communicate results. This approach should be done with effective to achieve the goal lessons.

Implementation of education in the schools based on a set curriculum. One of the innovations developed in the form of government to improve the quality of education is making innovations in the field of curriculum. Curriculum 1994 need to be refined as lagai response to structural changes in the government>s centralized desentralistik as a logical consequence the implementation of Law. 22 and 25 of 1999 on Regional Autonomy.

Curriculum developed at this time given the name of Competency-Based Curriculum. Competency-based education focuses on developing the ability to do (competence) duties in accordance with certain performance standards that have been set. Competency Based Education is education geared toward preparing to perform indivisuals identified competencies.[6] This means that education efforts to the preparation of the individual device that is capable of doing the competence have been determined. The implication is the need to develop a competency-based curriculum as a learning guide.

Competence is the knowledge, skills and values reflected in the basic habits of thinking and acting. The habit of thinking and act consistently and continuously could allow someone to become competent, in the sense of having knowledge, skills and values fundamental to do something.[7] Basic idea to use the concept of competency in the curriculum are a. Competence in connection with the students> ability to do things in different contexts; b. Competence describes learning experience that students are to be

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[6] Hamalik Oemar, (Ed.), *Pengantar Pendidikan Dasar dan Umum*. (Jakarta. Balai Pustaka, 1995), p. 89

[7] Puskur, Balitbang DIKNAS. *Kebijaksanaan Umum Pendidikan Dasar dan Menengah*. (Jakarta: Depdiknas, 2002)

competent. c. It is a competent study results (learning Outcomes), which explains the things done after the students through the learning process. d. Reliability students the ability to do something must be defined clearly and in a broad standard that can be achieved through the performance can be measured. Competency-Based Curriculum and the plan is a device about the competence and results of study that should be achieved students, assessment, learning activities, resources and the empowerment of education in the development of the school curriculum. Competence-oriented curriculum based on: (1) and the results show the expected impact on the students themselves through a series of meaningful learning experience, and (2) diversity can translated in accordance with their needs.

Each study has a set of results indicators. The indicator is to answer the question, "How do we know that students have been achieving results that are expected to learn?". Teachers will be using indicators as a basis for assessing whether students have reached the study results as expected. The indicator is not to be defined with a narrow range, that is not intended to restrict the activities of students, is also not intended to determine how the teachers do. For example, if the indicators that students able to explain certain concepts or ideas, then this can be indicated with the writing, presentation, or through a performance or perform other tasks.

National education should be able to ensure equality of education opportunities, improving quality and relevance and efficiency of education management. Equity realized the opportunity of education programs in 9-year compulsory education. Improvement of the quality of education is directed to improve the quality of Indonesian human through cognitive, affective, and sports that have the competitiveness in facing global challenges.[8]

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[8] E. Mulyasa, *Kurikulum Tingkat Satuan Pendidikan: Suatu Panduan Praktis.* (Bandung: PT Remaja Rosdakarya, 2006), p. 10

Increasing the relevance of education is intended to produce graduates with the appropriate charges based on the needs of potential natural resources of Indonesia. Increasing the efficiency of education management is done through the implementation of school-based management and management of education is planned, effective and sustainable.

The implementation of Law No. 20 of 2003 on National Education System is described in a number of regulations, among others, Government Regulation No. 19 Year 2005 on National Education Standards. Government Regulation is landing on the need to provide structured and carried out eight national education standards, namely: (1) the content of standards, (2) a standard process, (3) graduate competency standards, (4) the standard of teachers and staff>s, (5) standard facilities and infrastructure, (6) management standard, the standard financing, and (7) assessment of educational standards.

Substantially, the (read: naming) Education Unit Level Curriculum (KTSP) to further implement the existing regulations, namely PP No. 19/2005. However, the essence and the content of the direction of development are still characterized by the achievement of packages of competence(and not on a thorough not subject matter), namely: a. Emphasis on student competency ketercapaian both individual and classical; b. Results-oriented learning (learning outcomes) and diversity. c. It is in learning to use the approach and methods vary; d. Source of learning not only teachers, but also other sources of learning that meet the educational elements; e. Emphasis on the assessment process and results of study in an effort to control or achievement of a competency.

The level of literacy includes performative, functional, informational, and epistemic. At the performative level, people are able to read, write, listen, and talk to the symbols used. At the Functional level, people are able using language to meet the needs

of daily living such as reading newspapers, manuals or instructions. At the informational level, people are able to access knowledge of language skills, while at the level of epistemic people are able to express that knowledge into the target language.[9]

Learning English in SMP targeted so that learners can achieve namely functional level communicate orally and writing to finish dayly problem, while for SMA is expected to reach informational level because they are prepared to continue their education to college. Epistemic literacy levels considered too high to be achieved by learners SMA for English in Indonesia to work as a foreign language.

English Subjects at SMP intended that learners have the following capabilities.[10] 1) Develop competence to communicate in oral and written form to reach the level of functional literacy. 2) Have an awareness of the nature and importance of English for enhance the nations competitiveness in a global society. 3) To develop students understanding about the linkages between language with culture.

Based on the theory of planned that the functions and objectives of English learning has signaled a positive thing, which is to realize students can develop competence to communicate in oral and written form. Beside that, the learners should have an awareness of the nature and importance of English for enhance the nation>s competitiveness in a global society and develop students understanding about the linkages between language with culture. However, these expectations and demands will be difficult to achieve it in English Learning and the learners are still considered as a difficult subject and a scourge for learners. Ignorance of learners on the use of English in daily practices of the cause they quickly get bored and not interested in English lesson. In ad-

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[9] B. Well, "Apprenticeship in Lieracy". Dalam *Interchange* 18, 1(2): 1987, p. 109–123

[10] Badan Standar Nasional Pendidikan (BSNP). *Panduan Penyusunan Kurikulum Tingkat Satuan Pendidikan Jenjang Pendidikan Dasar dan Menengah.* (Jakarta: Badan Standar Nasional Pendidikan, 2006), p. 129

dition, English monotonous learning strategies, learning methods are less varied, and learning resources are limited so English learners have low motivation.

The SMP Salafiyah Darul Falah had acquired good accreditation "A" for private school in Mataram so the process standard includes learning targets and learning administration should have been implemented properly but it isn't suitable as reality as result of observation not all process standard hadn't been applied well.

This study focuses on how is the process standard implementation of English learning at SMP Salafiyah Darul Falah from deconstruction theory. This will study all alements include to standard process from planing, action, and evaluation.

From this research is expected to obtain an overview of English learning management in SMP Salafiyah Darul Falah mataram NTB Province. Then it obtained a fundamental answer regarding influential factors both visible and hidden for English learning management. In addition, the obtaining explanations about impact and meaning of English learning Management on school improvement at SMP Salafiyah Darul Falah. Then, Based on the interpretation of data so, can be made conceptual reconstruction about quality of English learning. In addition to these, by dissecting deeply about English learning management is expected to obtain findings that can be used as cornerstone of education quality improvement.

Review of Related Literature

1. Standard of Content on School Based Curriculum Termed (KTSP) Of English

First, conception of Content. Content is the subject matter of the teaching– learning process and it includes the knowledge (facts, concepts, generalizations, principles, and so forth), processes or skills associated with subjects or whatever being learned.

Zais[11] quotes the definition of content proposed by Sayler and Alexander as "Those facts, observation, data, perceptions, discernments, sensibilities, designs, and solutions drawn from what minds of men have comprehended from experience and those constructs of mind that recognize and rearrange these products of experience into lore, ideas, concepts, generalizations.[12]

Second, focus on language. This content involves linguistic skills, situation, topics or themes, communicative functions, competencies, tasks, content (speaking, listening, reading, writing), and genre. Each will be described below. The genre is communicative event or whole text which accomplishes certain purposes within a social context. A course organized around genre or text would involve learners in understanding and analyzing texts on a number of levels including the lexico grammatical level, the discourse level, and the sociocultural level.

Third, focus on learning and the learners. The content is divided into three points as affective goals, interpersonal skills, and learning strategies. The first point is called the affective goal which is concerned with the learners' attitude toward themselves, learning, and the target language and culture. The second point is interpersonal skill involving how a speaker interacts with others to promote learning, for example, building a learning community and learning how to learn with others. the third point is learning strategy which is focused on how a speakes learns. They are cognitive and metacognitive strategies used to learn effectively and efficiently, such as monitoring speech or developing strategies for remembering vocabularies.

Forth, Focus on social context; sociolinguistic skills, sociocultural skills, and sociopolitical skills. Sociolinguistic skills involve

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[11] Robert Zais, *Curriculum; Principles and Foundations*. (New York: Harper & Row. Publisher, 1974), p.324

[12] John Galen Saylor; William M. Alexander, *Curriculum Planning for Modern School*. (Canada: Published by Holt, Rinehart & Winston of Canada Ltd, 1966)

choosing and using the appropriate language and extra linguistic behavior for the setting, the purpose, the roles, and the relationship. These skills include knowing the level of politeness, more formal speech with peers and with foreigners, exhibiting appropriate extralinguistic behavior, and etc.

Then, sociocultural skills involve understanding cultural aspects of identity, values, norms, and customs. Sociocultural skills are rooted in intercultural understanding in the sense that a speaker must understand his or her own cultural identity, values, norms, and culture in order to know how much he or she can adapt to the target culture.

Finally, sociopolitical skills involve learning to think critically and take action for effective change in order to participate effectively in one community. These skills include how to navigate systems such as medical, schools, and employment systems, to know one's right and responsibilities within them, and to take action to make positive changes. Having analyzed the explanation above, the writer can draw conclusion that to produce competent students, teacher can include all contents in her or his design and nothing can be neglected. Since the students who can understand the language in written or oral forms, but can not use it appropriately or they can speak fluently but use incorrect grammar, they will not be skillful in English. However, he or she must choose the priority in any levels. At junior High school, for example, the focus on language must be the priority. While, theleaning and learners' focus, and the focus on social context can come later after they understand the language in a broader sense.

2. Choosing Course Content

Zais states that the content selection must be based on aims. Goals, and objectives of curriculum. Whatever will be selected is the one that is effective and efficient in bringing the realization of

curriculum aims. Therefore, judgment about priorities is necessary. He then proposes four criteria of content selection as significance, utility, interest, and human development. Print, adds some criteria of content selection instead of the criteria proposed by Zais. They are significance, validity, social relevance, utility, learnability, and interest.[13] Significance is related to how essential and basic it is to the discipline or theme under study. The students' competence to interact such as asking and giving help, and asking and giving opinion are not crucial for acquiring whole English. But, what is basic and very crucial for them at this stage is developing their motivation and building their vocabulary needed to speak and comprehend oral and written text.

3. Contents and Sequencing

According to Zais,[14] sequence is defined as the order in which curriculum content is presented. He quoted Leonard, (1950: 70) about three considerations in sequencing: 1) what criteria should determine the order of succession of the materials of instruction, 2) what follows what and why? and 3) what is the most desirable time for learners to acquire a certain content? Sequences are decided based on the following principles. They are governed by the simple to complex, according to prerequisite learning, from whole to part, and chronological sequence (Zais, 340-41). Thus, the distributions of the contents throughout the course are sequenced bay the above consideration.

Deciding the content distributions since the beginning will avoid unsystematic arrangement of the content, so it can be easier for the students to learn the contents. Therefore, curriculum designers need to plan the scope and the sequence of the content. The criteria of content selection are also expanded by Richard (2002:149-51) by adding the need (important to the students'

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[13] Murray Print, *Curriculum Development and Design*. (New York: Allen & Unwin, 1988), p. 145-150

[14] Robert Zais, *Curriculum; Principles ...*, p. 340

lives), and spiral sequencing (recycling of the items to ensure that learners have repeated opportunities to learn them) to the criteria mentioned above.

Process Standard of English in School Based Curriculum Termed "KTSP"

Processes Standard for primary and secondary education units include planning the learning process, the implementation of the learning process, learning outcomes assessment, and supervision of the learning process. In order to reform the national education system has set the vision, mission and strategy of development of national education.

National education vision is the realization of the education system as a social institution that is strong and authoritative to empower all citizens of Indonesia develop into a human quality so capable and proactive answer the challenges of the times are always changing. The vision associated with a predetermined set of principles to provide education to serve as a cornerstone in the implementation of education reform.

One such principle is organized as a process of acculturation education and empowerment of learners that lasts a lifetime. In the process needed that provide exemplary teachers, build the will, and develop the potential and creativity of learners.

The implication of this principle is a paradigm shift in the educational process, namely from the teaching paradigm to a learning paradigm. Learning is a process of interaction of learners with teachers and learning resources in a learning environment. The learning process needs to be planned, implemented, evaluated and monitored in order to run effectively and efficiently.

Given the cultural diversity, diversity of background and characteristics of learners, as well as the demand to produce graduates who are qualified, the learning process for each subject must be

flexible, varied, and meet the standards. Learning process on each unit of primary and secondary education should be interactive, inspiring, fun, challenging, and motivating learners to actively participate and provide enough space for innovation, creativity, and independence in accordance with their talents, interests, and physical and psychological development of participants' learners.

In accordance with the mandate of the Government Regulation No. 19 of 2005 on National Education Standards one of the standards to be developed is a standard process. The standard process is a national education standards relating to the implementation of learning in the educational unit to achieve the competence of graduates.

Processes Standard contains minimal criteria learning process in primary and secondary education units in the whole territory of the Unitary Republic of Indonesia. This process standard applies to primary and secondary education in formal, either on the system or on a package of credit semester system.

The process standard includes planning the learning process, the implementation of the learning process, learning outcomes assessment, and supervision of the learning process for the implementation of the learning process effective and efficient.

1. Syllabus Development

Syllabus is a lesson plan on a and / or groups subjects/specific theme which include standards of competence, basic competence, subject matter/ learning, learning activities, indicatorsof achievement of competencies for assessment, assessment, time allocation, and learning resources.[15]

There are some steps, namely, produced independently by the teacher if the teacher in question able to recognize the characteristics of learners, school conditions /Islamic school and the en-

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[15] Gobeli, V. C., "Development of a Curriculum Model for Planning Life Skills for 4-H Young People". *Dissertation*. (Boston: Boston University, 1989)

vironment; If the subject teacher for one thing cannot be implemented the syllabus development independently, then the school / Islamic school may seek to form groups of subject teachers to develop syllabusus which will be used by the school / Islamic School; All classroom teachers at SD/MI, from class I to class VI, preparing a syllabus together. In SMP/MTs for the science subject integrated and social studies lessons arranged together specific teacher; School/ Islamic School which has not been able to develop a syllabus independently, should join with other schools/islamic schools through forums of subject teacher and teacher activities center (MGMP/PKG) to develop jointly a syllabus that will be used by schools/Islamic School (Madrasah) in scope MGMP/local PKG; and Department of Education/Department of its own affairs. The local government in the field of religion can facilitate syllabus by forming a team of teachers experienced in their respective fields.

The Steps Syllabus Development are first, Assessing Competence Standard and Basic Competence; Reviewing standards of competence and basic competencies lessons that are listed on the Content Standards, with pay attention to the following points; order based on the hierarchy of concepts disciplines and or the level of difficulty of the material, not necessarily in the order in SiIlabus; Linkages between standard and basic competencies in subjects; linkages between standard and basic competencies interlesson.

Second, Identify the Topic/Learn**g.** Identifying subject / learning that support the achievement of basic competence with respect to: a. potential of learners; b. relevance to regional characteristics, c. the level of development of physical, intellectual, emotional, social, and spiritual learners; d. usefulness for learners; e. scientific structure; f. topicality, depth, and breadth of learning materials; g. relevance to learners> needs and demands environment; and h. Time Allocation.

2. Developing Learning Activities

The learning activities are designed to provide an experience learning that involves mental and physical processes through interaction between all learners, students with teachers, the environment, and other learning resources in order to achieve competence basic. The learning experience is to be realized through use a variety of learning approaches and centered on the learner. The learning experience includes life skills need to be mastered learners.

The things that must be considered in developing activities learning is as follows. 1) The learning activities are prepared to provide assistance to educators, especially teachers, in order to implement the learning process in a professional manner. 2) The learning activities include a series of activities that should be learner sequentially to reach basic competencies.3) Determination of the sequence of learning activities must be in accordance with the hierarchy concept learning materials. 4) Formulation statement in the minimal learning activities contains two elements that reflect identifier management of students> learning experience, that student activities and material.

3. Formulate Competency Achievement Indicators

Indicators are markers of achievement of the basic competencies characterized by behavioral changes that can be measured are includes attitudes, knowledge, and skills. Indicators developed in accordance with the characteristics of learners, subjects, educational unit, the potential of the area and formulated the verb measurable operational and / or can be observed. Indicators are used as a basis for preparing assessment tools.

4. Determination Type Rate

Rate achieving basic competencies of learners do based on indicators. Assessment is done by using test and non-test in the form

of written or oral, observations performance, attitude measurement, assessment of the work in the form of duties, projects and / or products, the use of portfolios, and self-assessment. Assessment is a series of activities to obtain,nanalyze, and interpret data about the process and results learners are carried out systematically and continuous, so that into meaningful information in decision-making. Things that need to be considered in the assessment.

a. Ratings directed to measure the achievement of competence.

b. Assessment using reference criteria; ie based on what learners can be done after following the process learning, and not to determine one>s position to the group.

c. The planned system is a scoring system sustainable. Sustainable in the sense that all the indicators are billed, then the results were analyzed to determine the competence base which has been owned and which have not, and to know the difficulties of learners.

d. The results were analyzed to determine the assessment of follow-up. Follow-up in the improvement of the learning process next, remedial programs for students whose achievement competence under the criteria of completeness, and program enrichment for students who have met the criteria completeness.

e. The assessment system should be tailored to the learning experience taken in the learning process. For example, if learning to use the approach to the task of observation then the field should be given a good evaluation process (Process skill) eg interview techniques, as well as product / results make a field in the form information needed.

5. Define Time Allocation

The allocation of time on each basic competency based the number of weeks of effective and time allocation of subjects per Week by considering the number of basic competence, breadth, depth, complexity, and the level of interest basic competencies. Alloca-

tion of time specified in the syllabus an estimate of the average time to master competencies needed basis by diverse learners.

6. Determine the Source of Learning

Learning resources are references, objects and / or materials used for learning activities, in the form of print media and electronic sources, as well as the physical environment, natural, social, and culture. Determination of learning resources based on competency standards and the basic competencies and subject matter / learning activities learning and competence achievement indicator.

A. The Meaning of Deconstruction Theory

Deconstruction has a broader, more popular, and a narrower, more technical sense. The latter refers to a series of techniques for reading texts developed by Jacques Derrida, Paul de Man, and others; these techniques in turn are connected to a set of philosophical claims about language and meaning. However, as a result of the popularity of these techniques and theories, the verb "deconstruct" is now often used more broadly as a synonym for criticizing or demonstrating the incoherence of a position. Deconstruction made its first inroads in the United States through departments of literary criticism, which sought new strategies for interpreting literary texts. As a result, deconstruction became associated and sometimes confused with other trends, including reader response theory, which argues that a text>s meaning is produced through the reader>s process of encountering it.

Deconstruction attacked the assumption that these structures of meaning were stable, universal, or ahistorical. However, it did not challenge structuralism>s views about the cultural construction of human subjects. Social theories that attempt to reduce human thought and action to cultural structures are sometimes called "antihumanist." Ironically, then, deconstruction suffered

the curious fate of being an antihumanist theory that neverthe-less was often understood in the United States as making the rad-ically subjectivist claim that texts mean whatever a person wants them to mean. The misunderstandings that deconstruction has engendered are partly due to the obscurity of despite Derrida›s insistence that deconstruction is not a method, but an activity of reading, deconstruction has tended to employ discernable tech-niques. Many deconstructive arguments revolve around the anal-ysis of conceptual oppositions. A famous example is the opposi-tion between writing and speech.[16]

The deconstructor looks for the ways in which one term in the opposition has been "privileged" over the other in a particular text, argument, historical tradition or social practice. One term may be privileged because it is considered the general, normal, central case, while the other is considered special, exceptional, peripheral or derivative. Something may also be privileged be-cause it is considered more true, more valuable, more important, or more universal than its opposite. Moreover, because things can have more than one opposite, many different types of privileg-ings can occur simultaneously. One can deconstruct a privileging in several different ways.

For example, one can explore how the reasons for privileging A over B also apply to B, or how the reasons for B›s subordinate sta-tus apply to A in unexpected ways. One may also consider how A depends upon B, or is actually a special case of B. The goal of these exercises is to achieve a new understanding of the relationship between A and B, which, to be sure, is always subject to further deconstruction.

Deconstruction is useful here because ideologies often oper-ate by privileging certain features of social life while suppressing or deemphasizing others. Deconstructive analyses look for what is deemphasized, overlooked, or suppressed in a particular way

[16] M. Fayadil, *Derrida, Filsafat Modern*.(Yogyakarta: LKiS, 2005)

of thinking or in a particular set of legal doctrines. Sometimes they explore how suppressed or marginalized principles return in new guises. For example, where a field of law is thought to be organized around a dominant principle, the deconstructor looks forexceptional or marginal counterprinciples that have an unacknowledged significance, and which, if taken seriously, might displace the dominant principle.

Based on the understanding and intent deconstruction as an analysis, namely decompose, releasing, opening, or dissect a possible motivation or ideology hidden behind the social text (the actual behavior of humans) or all find the meaning of the text. Therefore, activities of educational practice as a text, and the cultural activities dissected the truth about the management English learning in SMP Salafiyah Darul Falah. It was known that the theory of deconstruction will be used to explain the problem of unity, because in this research and analysis deep surgical management of learning about English at SMP Salafiyah Darul Falah, factors influenced, impact and meaning associated with improving the quality of the learning process in schools.

B. Theory of Hegemony

The starting point of the concept of Antonio Gramsci on hegemony that a class and embers exercise the power of the classes below violence way and persuasion. In a note to the works of Machiavelli, Gramsci using the *centaur* of Greek mythology, that is, half beast half man as a symbol of the double perspective, which is an act political forces and consensus, authority and hegemony, violence and courtesy. Hegemony is not the dominance by using power, but the relationship approval by using political and ideological leadership. Hegemony is a consensus organization.[17]

Antonio Gramsci was born in Ales a small town in Sardinia Italy, on January, 22, 1891. According to Joseph Femia there are sev-

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[17] Roger Simon, *Gagasan-Gagasan Politik Gramsci*. (Yogyakarta: INSIST dan Pustaka Pelajar, 1999), p. 19-20

eral stages of development in politics life and ideas of Gramsci. The first period spanning between the years 1914–1919 was years of political insight and intellectual formation. In this period although Gramsci was a young socialist militant and revolutionary, very idealistic philosophical orientation. Most of his writings are in the socialist newspaper, revealing both the cultural conditions and his desire to instill awareness of the workers through education. The second period is about 1919–-1920, a span of time in where Italy stricken by a lot of commotion factories and strikes.

From the establishment of the Italian Communist Party in 1921 until the entry of Gramsci to some prisoners fascist under Mussolini, classified by Femia as a period Gramsci third of life. The last period, was started in 1928 Gramsci sentenced for 20 years until his death in 1937 due to bleeding brain. In this period Gramsci planned depth investigation to political experience, both in terms of historical and philosophical more large. Between the years 1929–-1935 he completed 32 notes totaling approximately 3,000 pages. Writing is called Quaderni (Prison Notebooks). In this is compiled Gramsci's arrangement, themes, interests, principles and concept.[18]

This hegemony theory is used to dissect the problems of the above study especially the second and third issues, namely the factors that influence and the impact and meaning, both visible and hidden, on the management of English learning in SMP Salafiyah Darul Falah Pagutan. This matter used for the practice of education in the specific educational units to be reviewed of the theory of hegemony that education policy imposed on schools are very closely related to the interests of power. Similarly, teachers in implementing the learning process in the classroom cannot escape from the domination for certain interests. Interests that may occurred be able to be an attempt to retain power (*status quo*), imaging efforts, perhaps even attempt commoditization.

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[18] Patria Nezar dan Andi Arief. *Antonio Gramsci Negara & Hegemoni*. (Yogyakarta: Pustaka Pelajar, 2003), p. 41-42

C. Finding and Result of the Research

1. Planning of English Learning

The main information that is used to obtain an answer to English lesson planning problem is the document the learning device obtained from the documentation, and interviews. Documents examined by the learning device refer guidelines manufacture learning device then do the interpretation. Interviews related lesson plans in interpretation and juxtaposed with the data document. Two of these information as a reference for the interpretation and make inferences.

Interviews were conducted in English teachers, principals, and supervisors. Basic thoughts of interviewing teachers, principals, and supervisors because as a maker lesson plan, while the head principals and supervisors act as watchdogs and supervisors on duty monitor, examine and assess the learning device made by the teacher.

In the document assessment carried out by examining the learning device in the form of syllabus and lesson plan (RPP) created by the teacher. In the interview, the questions focused on the mechanisms of syllabus arrangement and learning programs, difficulties experienced in planning, as well as things, either supporting or inhibiting, arrangement of lesson planning. Guidelines presented at the interview, In the next dish writing informants coding, to shorten the resources. Encoding informant in question presented the list of informants.

Based on observation and interview, the planning of English learning process isn't done as lesson plan stages decided in rule government or theory, such as socialization, technical development, workshops, discussions, and writing lesson plan. Discussion and writing learning program at level *MGMP* done at school. Making learning setts of equipment done less perfect because of support facilities and including funds from school management.

2. English Learning Implementation

Main data used to determine the implementation of English learning is the observation of learning. Because limitation, he doesn't ovserved all learning activities, but he conducted observation only six times. For information on supporting the implementation of learning is result Interview. iinterviews were conducted in English teachers, students, principals, and supervisor. English teacher are interviewed because they carried out learning, both in the classroom and language center . Meanwhile, students are interviewed because they acquire learning directly. . In addition, principals, and supervisors are interviewed because they have a duty to supervise learning so that they have the information/data relating to implementation of learning undertaken by teachers. observation activities for teachers based on the teaching process standards on aspects of learning process implementation by observing the correspondence between planning and implementation of teaching process is carried out.

Based on interview and observation on 4 English teachers about lesson plan preparation and suitability between lesson plan and implementation of English learning in classroom can be described that two English teachers always bring and prepare lesson before starting class and the others seldom perepare it. The teachers often teach materials or method used, or learning activities that is unsuitability between lesson plan (RPP) and implementation of English learning in classroom. This is can be seen when he observed, one of the teacher write Narrative text in lesson plan and use GBS method, but he/she teach *direction* as English material and use CTL mthod.[19]

3. Rating System

Scrutiny of the documents related to assessment, including lesson plan. In the plan implementation of learning, there is a sec-

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[19] Observation on February, 22, 2016 at SMP Salafiayah Darul Falah.

tion which describes the evaluation tools and rubrics assessment. Theoretically the problems outlined in evaluation tool should be related and it is a measure of the achievement of standards competence and basic competence, which is derived in the form of indicators of learning outcomes and learning objectives. The questions presented in the evaluation tool in accordance with the concept of matter lesson. Results of scrutiny of documents related learning tools with the assessment, it turns out that assessment tool created by the teacher is in conformity with what ought to be assessed. Problems that have been made reflect tool measuring whether or not learning objectives achieved. Overall about who made already appropriate and can be used to measure the achievement of basic competence in their principal discussion.

Affective domain assessment is planned inside setts of learning equipment between teacher and other teachers varied, both in terms of format as well as aspects assessed. These aspects assessed are on a learning implementation plan namely disciplinary aspect, activity, cooperation, honesty, and ethics. In the lesson plan created by other teachers of aspects assessed, namely aspect of teamwork (management), initiatives in doing practical work (assessment), the ability to ask (reception), shows positive results (appreciation), and presented the results of languge laboratory (Responsiveness).

Rating psychomotor domain setts of learning equipmentn between teacher and another teacher varied, both in terms of format and aspects assessed. These aspects are assessed on one format psychomotor assessment, ie aspects of use of tools and materials, the use of working procedures, the way observation, how to terminate the process, restore tools and materials. In the lesson plans created by other teachers, aspects of psychomotor in small discussion activities, namely discussions with active, courageous express opinions, do not interrupt the discussion, presenting the results of discussions in a structured, scientific, and open.

At the time of observation in affective domain rating classroom isn't conducted and teachers do not carry assessment guidelines. Affective ratings domain should be conducted, both when in learning process in classroom whether or not. When Teachers do domain affective rating, should use the guidelines or assessment rubric developed itself in accordance with the perception of each teacher. Some teachers were observed when carrying out practical, they don't assess *psychomotor domain*. domain psychomotor Rating should be carried out, at the time of learning in the language laboratory. However, in reality in the classroom is not done, but the rating of psychomotor in student report cards.

Conceptually that in teachers' mind about assessment activity has been good and in accordance with established standards, but it is new seen in lesson planning. In fact the practice of assessment, not all types of assessment and appraisal planned to do well. Teachers have been not assess the attitude yet and performance as planned. However, teachers have been assessed the results of learning well in assessing students> cognitive domain.

In national eduacation regulation, 41, 2007 stated the ratings made by teachers to learning outcomes to measure the level of competence achievement of learners. In addition, it is used as preparation materials a progress report learning outcomes and improve the learning process. appraisal done consistently, systematically, and programmed using the test and non-test in written or oral form, observation of performance, attitude measurement, work assessment in the form of coursework, projects and/ or product, portfolio and assessment self.

Kunandar suggested that in the assessment of learning includes three domains, namely cognitive, affective, and psychomotor. Cognitive related to thinking skills, including the abilities to memorize, understand, apply, analyze, synthesize, and ability

to evaluate. [20] Affective domain includes the character›s behavior, such as feelings, interests, attitudes, emotions, and values. Competence of students in the affective domain associated with ability to receive, respond, assess, organize, and has good character.

Students on psychomotor competency involves the ability to perform reflexes, basic movement, motion perception, capable of physical movement, skilled movements, beautiful and creative movement. In conjunction with the assessment psychomotor, Leighbody, suggests elements skills that can be measured, namely, (1) the skills of finishing work, (2) skills in using tools, (3) the ability to analyze and plan to complete work procedures, (4) ability to make decisions based on the application of the information provided, and (5) the ability to read, using diagrams, pictures, and symbols. [21]

Some indicators of cognitive competence among suggests meaning, list, describe something, tell a story, outlining something happens, expressing ideas, differentiate, ompare, interpret data, explain the basic ideas, recounted by own words, identify, formulate problems, find problems solutions, predict, prepare the assessment criteria, choosing the best solution, and suggest a new strategy. Indicators affective competencies, for example happy reading, happy to work on the problems, likes to write, responsible for task, obey the rules, express their feelings, respond to the opinion, apologizing for something wrong, show empathy, deep reflection, and introspection.

Another indicator of affective domain, namely appreciate the role, accept the advantages and disadvantages of self, has character indicated with diligent, punctual, disciplined, independent, objective in view and solve the problem. Indicators in the sphere of psychomotor competence adjusted with the kind of learning/

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[20] Kunandar, *Guru Profesional Implementasi KTSP dan Sukses dalam Sertifikasi Guru.* (Jakarta: PT Raja Grafindo Persada, 2007)

[21] Mulyasa. *Implementasi Kurikulum Tingkat Satuan Pendidikan.* (Jakarta: PT Bumi Aksara, 2008)

activities, such as sports, dance, work in workshop or laboratory work. Skills of Basic are different balls with dancing or laboratory work. Therefore, the indicator can be developed in accordance with activities concerning reflexes, basic movement, skilled movements, beautiful and creative movement.[22]

4. Supervision of English learning process

Supervision is one element of English learning management in classroom. Supervision of learning is done by supervisor of local Department of education and head master or other school leaders. Oversight mechanisms must do, namely monitoring, supervision, evaluation, reporting, and follow-up. To know English learning oversight traced by interviewing teachers, principals, and supervisors. Basic considerations to interview teachers because teachers are object observed, while the principals and supervisors are people who are obliged monitoring of learning. Interview material focused on supervision forms, supervision intensity, and related matters.

According to teachers' view that English teacher supervision of outside parties, in the case, were commissioned by the Ministry of Education has not been optimal. Supervisory more emphasis on administration form of learning setts. Meanwhile supervision to class in learning process is very limited, almost non-existent. Guardianship done generally associated with new regulations or new policies of government, and more in nature of information. There is a very disappointing teacher when the supervisor assigned instead of a program not suitable as English. Teachers' statements concerning the supervision of teachers from result interview as following. "Supervisory here Bambang, just one time in one semester. First he delivered a prepared learning device, if any new information, communicated to us."[23]

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[22] Kunandar, *Guru Profesional* …

[23] Bambang, Supervisor at SMP Salafiayah Darul Falah, *interview*, on February, 20, 2016

Summarizes information from several informants who were interviewed, the teacher, head master, and supervisors can be divided into a few things based on expertise supervisory, the intensity of supervision and follow-up surveillance. The Field of supervisor expertise who oversees English teacher at SMP Salafiyah Darul Falah isn't from English program.

Related to intensity of English learning supervision done by supervisor of education unit according to English teacher at SMP Salafiyah Darul Falah. Teachers hope that monitoring regular is conducted by supervisory, not just come then teachers were asked to fill out the form, as the evidence of supervision, whereas no activity was carried out. Teachers stated that surveillance was minimal because the supervisor who oversees English learning no English expertise.

In the process of reporting the results of monitoring, supervision, and evaluation the learning process is reported to stakeholders. The follow-up of supervisory activities as following. 1) Strengthening and awards are given to teachers who have fulfilled standard. 2) Strike didactic given to teachers who do not fill standard. 3) Teachers are given opportunity to train or worshop as follow up.[24]

Discussion

Based on the study of English learning management includes lesson plans, implementation of learning, assessment learning, and learning control described above, it can be stated that implementation of process standards in the management of English learning process have not filled standard yet, namely planning aspect of learning, assessment in cognitive, and internal supervision by principals. planning activities learning meets quality standards, in terms of both process and product resulting.

Aspects of the learning process implementation, aspects of assessment in affective and psychomotor area, as well as aspects of

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[24] Peraturan Menteri Pendidikan Nasional Nomor 41 Tahun 2007.

external oversight. So, of the four components indicated in the standards process, including planning, implementation, assessment, and supervision of learning process, aspects of learning implementation, learning assessment, and supervision of learning have not been found optimal learning standards.

Deconstruction as a method of interpretation may imply that text deconstructed is actually removing clutter and unclear with deconstructive techniques. Deconstruction is a strategy explaining which means to release, unlock, and intended. It is more as strategy parse the structure and meaning in the text field. based on this interpretation of the phenomena obtained about English learning process in good satus good accreditation "A".

Patterns of thinking teachers who always complied with the above structure, related the hegemonic power plays. The starting point of the concept of Antonio Gramsci about hegemony stated that a class and its members run power to the classes below with force and persuasion. In the above problem is clearly seen that students are under hegemony and symbolic violence and persuasive by teacher, then the teacher hegemonized by headmaster, meanwhile, the principal hegemonized by government. Here there has been a structured hegemony invisible, as a mutual agreement. These conditions resulted student had lost some of their rights to obtain a complete learning experience, in order the development potential and balanced herself thoroughly.

Hegemony is the ideology in which there are values and interests hegemonic group experienced by other groups, as has been the property of their own and have been approved. The dominance of a social class against the other class, through the success embed view of life, social relations, as well as the relationship of humanity to be accepted as something that is considered correct or natural by people who actually subordinate. implementation of hegemony and its success is determined by agreements. The deal

happened through the learning process or may occur because of education relationship (educational relationship).

This educational relationships that form civil within basic of the authority. Here the role of social ideological institutions, such as law, education, mass media, religion, and others as an arena of struggle hegemony. In this respect, social institution, such as schools and other educational institutions will not be never neutral, but it is the glue of hegemony in society. With In other words, hegemony is bound to interests of the ruling social groups. Gramsci Theory on hegemony highly influential in policy formulation education, namely (1) war position and (2) democratization of social life.

Professional teachers are teachers whose competence required to perform the task of education and teaching. Competence here includes knowledge, attitudes, and professional skills, both personal, social, and academic. In other words, a professional teacher is a person whose ability and expertise in the field of teacher so he is Able to perform its duties and functions as a teacher with maximum ability. Professional teachers are well-educated and well-trained and has a rich experience in the field.

Basic ability of teachers professionalism include material master eye lessons and curriculum, management learning programs, managing a classroom, using media and learning resources, master educational foundation, manages the learning interaction, assess student achievement for the sake of teaching, to know functions and counseling services program, recognize administration of the school, as well as to understand the principles and interpret the results of educational research for teaching purposes.

The Successful of curriculum implementation at school based KTSP is determined by teacher because of how good the educational facilities if teachers do not understand and do their job properly, the results of learning implementation would not be

satisfactory. Therefore, an increase in the competence and professionalism of teachers will support the successful implementation SBC. In relating to, the effort to improve professionalism, beside to increased self competence required courage to speak the truth which is believed in accordance with applicable regulations.

Conclusion

Based on observation and interview , school which acquired good accreditation "A" haven't been done perfectly as in accordence to process standard in curriculum "KTSP". This can be analyzed from some aspects. Namely lesson plan written by teachers wasn't arranged as lesson plan procedures decided in rule government or learning theory; The implementation of English learning in classroom wasn't appropriate with lesson plan (RPP) or diffrent between action and planning; Teachers didn't have assessment guidelines of *affective and psychomotor aspect* in classroom, although they should be carried out; and related to intensity of supervisor commissed by government had not been optimal. Supervisory more emphasis on Administration form of learning setts. Meanwhile supervision to class in learning process is very limited, almost non-existent.

Based on the problem above that is analyzed from deconstruction and hegemony theory for good school profill in English learning process, The quality of English learning management haven't been optimal that is coused by mindset of teachers is more oriented toward cognitive and fulfillment of administrative requirements. The pattern of teacher to cognitive influenced by patterns of thought and demands from a leadership in school and from government. Another thing that causes unoptimal English learning management is the low teachers professionalism, supervisors professionalism also are low. It mean, the self-confidence is a independent professional, creative, and understand the duties and functions have not been optimal.[ ]

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