**(Indonesian to English Translation)**

**EVALUASI IMPLEMENTASI KURIKULUM MATA PELAJARAN BAHASA INGGRIS DALAM PENCAPAIAN STANDAR KOMPETENSI LULUSAN (SKL) DI SEKOLAH MENENGAH PERTAMA BERSTANDAR NASIONAL DI JAWA BARAT**

Penelitian ini bertujuan untuk mengidentifikasi efektifitas implementasi kurikulum Bahasa Inggris dalam pencapaian standar kompetensi lulusan di Sekolah Menengah Pertama berstandar nasional di Jawa Barat. Penelitian ini menggunakan pendekatan kuantitatif dan kualitatif dengan metode penelitian evaluatif. Data dikumpulkan menggunakan kuesioner, analisis documenter, observasi dan interview. Hasil analisis mengindikasikan bahwa, pertama, tingginya efektifitas implementasi kebijakan standar proses pendidikan. Ke dua, beberapa komponen kurikulum sekolah memiliki nilai yang rendah, seperti tujuan pengembangan kurikulum sekolah, komponen pendidikan berbasis mutu, dan tujuan pembelajaran. Ke tiga, sejumlah guru bergantung pada pihak lain dalam mengembangkan silabus dan rancangan pembelajaran; dan pengetahuan guru tentang pendekatan, metode, dan teknik instruksional perlu diperbaiki. Ke empat, kegiatan mengajar dan pembelajaran guru dikategorikan pada level yang tinggi untuk kompetensi sosio-kultural, linguistik, dan wacana; sedangkan kompetensi tindakan dan strategies berada pada kategori medium. Penggunaan sumber belajar oleh guru juga pada kategori medium. Hasil belajar siswa menunjukkan hanya kompetensi linguistik yang berada pada kategori medium. Empat kompetensi lainnya (kompetensi aksional, sosio-kultural, strategis, dan wacana) dan penggunaan sumber belajar berada pada kategori rendah. Ke lima, kualitas evaluasi kurikulum sekolah pada sekolah menengah pertama berstandar nasional tergolong tinggi menyangkut penggunaan, kelayakan, kesopanan, dan ketepatan.

**Kata Kunci:** evaluasi implementasi, kurikulum Bahasa Inggris, Standar Kompetensi Lulusan, Sekolah Menengah Pertama Berstandar Nasional

**EVALUATION OF THE IMPLEMENTATION OF ENGLISH SUBJECT CURRICULUM IN MEETING GRADUATE COMPETENCE STANDARDS AT NATIONALLY STANDARDIZED JUNIOR SECONDARY SCHOOLS IN WEST JAVA**

***Abstract***

*This study aimed at identifying the effectiveness of implementation of the English curriculum in meeting graduate competence standards in Nationally Standardized Junior High Schools in West Java. Evaluative research method to CIPP model and quantitative and qualitative approaches were used. Data collected by using questionnaire, documentary analysis, observation and interview. Analysis indicated that, first, effectiveness of implementation of policy on standards of Education Process was high. Second, some school curriculum components had low scores such as objectives of school curriculum development, excellence based education component, and instructional objectives. Third, some teachers counted other parties in developing syllabus and lesson plans; and teachers’ knowledge on instructional approaches, methods, and techniques need to be improved. Fourth, teachers’ teaching and learning activities categorized into high levels of social-cultural, linguistic, and discourse competences; and were in medium level of action and strategic competences. Teachers’ uses of learning resources were medium. Students’ learning attainments showed only linguistic competence categorized into medium level. The other four competences (Actional, socio-cultural, strategic, and discourse competences) and use of learning resources categorized into low level. Fifth, quality of evaluation of school curriculums at nationally standardized junior high schools was high in term of utility, feasibility, propriety, and accuracy.*

***Key words****:* *Implementation Evaluation, English Curriculum, Graduation Competence Standard, Nationally Standardized Junior High Schools.*