

CHAPTER II

REVIEW RELATED LITERATURE.

A. Teaching and Learning English.

Before starting to explain about teaching and learning English, based on Gage (1962) teaching is a form of related influential aim at changing of behavior prospective of another person. According to Abdurrahman (1999:37) learning is impact by cleverness and mastery of children throughout learning and teaching sustain the child ability by doing learning activities.

Teaching and learning English itself is divided into three ways of learning : (teaching learning English for foreign language, teaching and learning English for second language, teaching and learning English for third language) that of course have a different ways to teach and learn based on , different problems ,student ability and behavior, and others. Halliday (1979/1980)

Moreover Cohen and Dornyei (2004:170) for more factors like duration and intensity of the course , the characteristic and abilities of the teacher, the appropriates of the teaching methodology, the quality of textbook, the size and composition of the learner group, amount of teaching language learning practice opportunity, and characteristic of the language learner.

Teaching and learning English for foreign language is teaching English for people and student that used English language for; in addition the language for first language is learnt from parent and even call mother tongue.

For teaching English for second language learner occurs after their children they learn the first language too acquired. For example if someone is born in USA they have English as a second language but when they move into Japan, it is a must to learn Japanese language as their second language. One of the expectations that used for the English learning model is a native speaker. Almost teacher, student and bilingual are measured by how close they grammar, vocabulary and pronunciation. Cited from Stern (1983:341) truly of native speaker aspect, such competency and proficiency of language knowledge is important points to become references for second language learning concept used in teaching language.

The last kind of teaching and learning English is teaching and learning English for third language. It means the learner is rarely used another language except mother tongue. The aim of this kind of teaching and learning is to acknowledge them and added new language for any reason like, apply for job, school abroad and others. In other hand a learners from third language is who never learning acquired or did not acquire by learning two languages for example in Indonesia there are two official languages, first is Indonesia language second is appropriate with region if in java so used Javanese and English language isa foreign language. Jorda (2005) stated that third language acquisition and multi-language acquisition have the same process. A third language acquisition is regarded from learning a second language. Moreover Cenoz, (2000) said that learning second and third language had commonly characteristic. Beside they are also having different variations of learning language, perceived distance between

two languages, and social culture between two languages included learning process.

B. Component of language Teaching and learning.

Component of teaching and learning process are important for teacher can do or cannot do well in classroom to give lesson. : (1) Learners or student is a subject who study engaged and information. (2) Teachers are who gives lessons and teach student as a subject of teaching and learning process.(Edge, 1993:1) Furthermore in language learning has some factors: (1) the internal factor like age its mean a young it's always exciting to learn new things. Motivation its important cause without motivation like force is never having a good result. Intelligent learners with high intelligence can have a better comprehension. (2) External factors is a condition of learner from outside school that can affect them such experience, methodology of teaching and learning, facility, physical facilities.(Ellies, 1994)

C. Language skills.

Language skills or four skills of English in particular are set capabilities that allow comprehending and producing spoken language for proper and effective interpersonal communication. These skills are Listening, Speaking, Reading and Writing in the context of language acquisition. Cited from Harmer (2007), the four skills of English language demand much language activation as being part of learners.

1) Listening skills.

Listening is ability to comprehend verbally communicated information and providing agrees with feedback. It is described as an ability to sound. According to Brown (2001:247) “listening is the most important part of language learning and teaching because in the classroom student is more active in listening than other skills. Its means listening is first skills should well know and it also important to daily life activity. Furthermore, Russell in Hasyuni (2006:8) listening skills is listening with several aspects (comprehension, attention, appreciation). And next, the activity of listening itself needed skills of language (pronunciation, vocabulary mastery, writing, speaking and reading). Listening also can defined capability of hearing or get attention, but it’s different between hearings and listening, heard one basic of function to get information without any further process and only acquiescent activity (passive), whereas listening is a complex of listening also learns about word spelling, meaning every word and sound it’s called active process.

2) Speaking skills.

Speaking skills is ability to communicate writing or spoken to getting information, ideas, and others. According to Brown, (1994 ;), Burns and Joy, 1997) speaking is active process of form that involved produce, receive and processing information. Furthermore (Nunan (in Kayi, 2006:1) speaking is one of usefulness of language for example is fluently, also is a process to build and

shared the meaning by used verbal or non-verbal of symbol that can be found in any kind of context.

3) Reading skills.

Reading skills is understanding symbol and meaning that start from eye into written form (letters, punctuation marks and spaces) continued by brain to change it into word, sentences, and paragraphs. Reading itself had two ways deliver it, reading in mind and reading with sound. Harmer states (2007: 99) reading is useful skills for example it's used in language acquisition. It's equip student avoid more or less understand of what they read, do more reading and student be able to get improvement.

4) Writing skills.

Is one form of communication indirectly to get information or ideas is done when they are too shy to speak up in public. Stated by Gaith (2002: 1) writing are elaborating processes that extend writers to find more thought, ideas its function to make it easily visible and concrete.

D. Curriculum.

Curriculum is a set of plan and rules about aim, content, and lesson material, along with a way that is used as a directive of activity implementation of learning for achieving the purpose of education. It is stated that School curriculum is content and a process in spite of formal or non-formal where learners get knowledge and comprehension, skills development, changing behavior, appreciation, and value under school help (Doll in Olivia 1991:7). The curriculum

contains content (subject matter), statement of purpose (terminal objective), sequence of the order, pre-assessment from entry skills that are qualified for the student when started learning content (Jean in Olivia 1991:7).

From all the statements above, it is explained that a curriculum is a set of plan and rules that continued for practical and for theory. Also a curriculum must have for mentally and physically development for preparing the students of the skills needed that appropriate to school level, student ability, school facilities.

a) Principle of Curriculum.

According to Sukmadinata(1997) said principles of curriculum is apart become into, (1) principles – General: relevance, flexibility, continuity, practical, and effectiveness, (2) specific principles: principles with respect to educational objectives, content selection principles With regard the selection of teaching and learning process, the principle regarding the selection of media and learning tools, and principles regarding the selection of assessment activities.

Based on Hernawan et al. (2002) there are five principles: (1) the principle of relevance, (2) the principle of flexibility, (3) the principle of continuity, (4) the principal of efficiency and (5) the principle of effective. Principle of relevance is a curriculum must have internally and externally relevance. Curriculum internally has relevance between component of the curriculum itself (goals, materials, strategies, organization and evaluation). And externally curriculum had relevance to demand of science and technology (epistemologies relevance)

E. Lesson Plan

The lesson plan is teacher guided detailed description of the course of instruction for an individual lesson or a teacher's document used to plan a lesson. Cited from Dick in (Allyn and Bacon, 1996) planning a lesson plan becomes important things to bring lesson to effective directly. And lesson plan activity what in real situation in classroom between student and teacher. Also based on Anderson, (1989) planning is a process of teacher to visualize and produce draft to guide of their action in future.

From the definition above lesson plan is a guided made by the government and developed by the school that used to teacher know what the lesson that long, the methods must use. Also lesson plan for arranging activity of student in the classroom and the interaction between teacher and learners.

Component of lesson plan based on Hunter (02, 2016) any several steps to made lesson plan (1) Anticipatory Set is too activated of agreement of knowledge and participation to help them of related today lessons they learn. Focus of attention, short practice on related learning. (2)Objective/Purpose is for establish what will student get or able to do after end of learning. Understand about goal of curriculum standard. (3) Instructional Input its knowledge will teacher to deliver it to their student so they can easily understand the objective lesson. (4) Modeling is step that aim to teacher for demonstration the lesson so student can able to imitate and able to do it by their self. This method also functions for example finished product. (5) Checking for Understanding teacher duty to known student able to do lesson by checking

used such as learn in group, pop quiz, and other. This methods do to check student understand about teacher explain lesson. (6) Guided Practice in this step it let your student do by their self but still in teacher as helper and to checking of mistake and show them how to correct it. (7) Independence Practice after do some guided practice teacher give student to do like homework or make a group discussion for discus with their friend but do as individual.

F. K13.

Curriculum 13 is the latest and revision of latest curriculum that is curriculum 2006 but still used some point from the previous. Curriculum 13 is being prepared for future needed; in this curriculum every level of school is free for arranging the standard of their student after graduation. Stated on(Kemendikbud, 2014:4) curriculum 2013 is made to prepared Indonesian in a process to have capability of living in globalization and era of technology, productive, innovative, effective and can contribute to real social life, nation, country and world, by developing of curriculum based competencies, it can to design attitude, knowledge and skills.

G. History of Indonesian Curriculum.

1) Curriculum 1947.

The first curriculum being formed during of freedom era and still mingle with intervenc of colonialist a prove is the name is leer plan and more popular used than curriculum / English, at that era still influenced Dutch colonial and Japan .at

next year's leer plan is changed into curriculum 1947 and changed it all like more for independent and more think about Pancasila. At new development content are the lists of subject and teaching hours, the outline of teaching. Also in this curriculum arrange about education of mentally and attitude. These are awareness of state and society, subject matter associated with daily events, attention to the arts and physical.

2) Curriculum 1952.

After Indonesia gets freedom they decide to change the curriculum from curriculum 1947 into curriculum 1952, the biggest difference from previous has used the national education system. Also the most important feature is in curriculum 1952 each of lesson plans should have the attention of contents associated with daily activities.

In curriculum 1952, cited from Djauzak Ahmad (director of Elementary Education MONE 1991-1995 periods) truly in the curriculum more detailed subject also syllabus subject area clear. One teacher teaches only one subject. Its mean one subject of the lesson is only taught by one teacher.

3) Curriculum 1964.

This curriculum is changed again of concept than previous like learning process is active, creative, and productive. The concept of guiding made student can or able to think of their own and solved a problem by themselves.

Curriculum 1964 focused on (developing creativity, taste, intention, work and morale) as known by Pancawardhana. Hamalik, (2004) states that became a feature of this curriculum 1964 the government at that time would have a longing for society to get an academic lesson for provisioning at the elementary level. The development of: morality, intelligence, emotions, skills, and physical.

4) Curriculum 1968.

These curriculums 1968 constitute a renewal of curriculum 1964 by changed curriculum structure of education from pancawardhana pancasila soul into coaching, knowledge base, and special skills. Also, curriculum 1968 is an apparent of change of orientation on curriculum 1945 implementation about a genuine and consistent. Cited from Djauzak curriculum 1968 only loaded main of the lesson plan, the contents of lesson only theoretic focus and didn't have a relevancy of actual problems in the field or realistically.

Curriculum 1968 of education objectives aim is to assert in an effort to authorize Pancasila true man, capable and healthy physical, improve intelligence and physical skills, morals, manners, and religious belief. The content itself of this curriculum is focusing on enhanced of intelligence and skills and to developing healthy and strong physically.

5) Curriculum 1975.

Curriculum in this era was too emphasizing on purpose, for more efficient and effective education. One of the backgrounds that is happening because the

effect of concept management area, it is called MBO (Management by Objective). Stated (Mojito), at that era of these curriculums has a terminology “lesson unit “that means lesson plan every unit of discussion. Every lesson plan detailed informed (*Tujuan instructional umum TIU, tujuan instruksional khusus TIK*), the subject matter, lesson instrument, teaching and learning process, and evaluation.

6) Curriculum 1984 (perfectible curriculum 1975).

Curriculum 1984 used approach by skills, although emphasized on process approach, but the main factors still important. This curriculum also known as curriculum 1975 student as a subject of learning. This called CBSA or SAL (student active learning). One pioneer that creates curriculum 1984 was Semiawan, chief executive curriculum department of national education period 1980-1986. Because still have some trouble happen like a very crowd classroom, ineffective of learning methods and models.

7) Curriculum 1994 (supplement curriculum 1999).

This curriculum is made for perfectible previous curriculum 1984 and implemented agrees with Law no. 2 years 1989 national education system. The things change impact to system divided lesson time, by the change semester system to caturwulan system. Stated of (Mudjito) teaching purpose emphasized comprehension, concept, and skills of finished and solving problems. These curriculums create to combine from previous curriculum. “In essentials want to combine between curriculum 1975 and curriculum 1984, between approach process.”

8) Curriculum 2004 (CBC (Competency Based Curriculum)).

Curriculum 2004 or know also CBC that means it should three main principals: choosing right competency, specific indicator evaluation to establish success attainments of competency, and development of learning. This curriculum has been responsive for demand reform, include² of Law no. 1999 on local government, Law No. 25 of 2000 concerning the provincial government as an autonomous region, and MPR Decree No. policy IV/mpr/1999 director of national education.

Curriculum 2004 takes base comprehension cited from Puskur (2002:55) said the curriculum is knowledge, skill, basis of value that reflection in the habit of thinking and action. The habit of thinking and action inconsistent and continuity can make competence of the person.

9) Curriculum 2006(KTSP /SBC Education Unit Level Curriculum).

Curriculum 2006 or know as SBC is an operational, educational curriculum developed by and implemented in each unit of education in Indonesia. SBC legally mandated by Law No. 20 Year 2003 on the National Education System and the Indonesian Government Regulation No. 19 Year 2005 on National Education Standards. Preparation of SBC by the start of the school academic year 2007/2008 with reference to the Content Standards (SI) and Competency Standards (SKL) for primary and secondary education, as published by the National Education Minister, respectively No. 22 of 2006 and No. 23 of 2006, as

well as SBC Development Guide issued by the National Education Standards. Meanwhile Hartoyo basically curriculum 2006 is developed from standard content by school itself based on context and potentially. The causes of it won another school have different implementation and different characteristic, on the other hands competency based education is a kind of education that for prepared student in an individual manner to execute identified competencies.

10) Curriculum 2013.

Curriculum 2013 is completed, modified, and latest from previous curriculum. The history of the curriculum is starting to be implemented in the school at 2013/2014 but still for specific school and then launched in July, 15 2013 by the ministry of education. For the latest in year's 2018 curriculum 2013 being updated it called HOTS or higher order thinking skills. PPK or *penguatan pendidikan karakter* (reinforcement character education) it's meant every lesson must consist (appreciate other, tolerance, helping each other) also 4C these are, communication that mean student or learners can have a proper communication when they practice and in real places, also for teachers when in a classroom when teaching and learning time, critical thinking let student to thinking by search and research of a lesson, problems solving that student it must finished of problems, creativity and innovation in here teacher and student to make new methods of study or for teacher is new methods that makes study time is more fun.

H. Principle of 2013 curriculum.

Effective learning should pass through a good phase that appropriate with permendikbud No 22 year 2016, learning phase must refer on standard content and cover arranging the lesson plan, and prepared the media and at junior high school seventeen resources, a set of learning score, and scenario of learning. Arranging syllabus and lesson plan adjusted with the learning approach that used, and component along with format syllabus and lesson plan appropriate with legal legislation. There are: 1) the different of individual learners among other like the ability in the beginning, intellectual level, talent, potential, interest, the motivation to learn, ability of social emotion, style of learning, special need, speed of learning, background of culture, norm, value, and the environment of learners. 2) Participation active of learners. 3) Centre on learners for encourage of study, motivation, interest, creativity, initiative, inspiration, innovation and independently. 4) Development culture of reading and writing that designed for expanding reading hobby, comprehension various kind of literature, and expression on various kind of writing form. 5) Give feedback and follow –up lesson plan load programs give positive feedback, strengthening, enrichment, and remedy. 6) Emphasizing on connections and integrated between base competence, lesson material, learning activity, indicator achievement competence, scoring, and sources of study on one of the integrity learning experience. 7) accommodation learning thematic-integrated, integrated across subjects, integrated learning aspect, and diversity of culture. 8) application technology information and communication in integrated.

Next step is the important step where methods that has been chosen will implementation in operations at various activity that centered on the student and should oriented on accomplishment for all aspects competency that are knowledge, skills, and attitude.

Implementation learning should close nicely. In closing activity, the teacher with students as individual or groups does reflection for evaluation whole activities, give feedback, do follow –up activities, and inform next learning activity next meeting.

I. Supporting and contrasting toward the 2013 curriculum.

Every launched of new curriculum, certain cause two sides, one side is support with the new curriculum without hesitation cause they think if it can change education more better it called supporting side. One side is contrast with support said in contrasting side thinking if change curriculum must need more research and if it can with other ways like development of previous curriculum shouldn't change.

Supporting side said curriculum 2013 is made for perfectly the previous one and also hoped for better education in Indonesia. Said that Arsjad education system it like technology system needed more than only one supported like software, hardware and brain ware that mean (facilities, curriculum and teacher).the problem of curriculum like did not support of appropriate facility, distribute of teacher in region still unequal, also teacher quality.

On contrasting side said k13 still have many problems to solve like when first launched impressively sudden and less prepare in socialization like still

many teacher unprepared of using it in the classroom, readiness of the student itself for receive k13 methods . Stated by Sulisty (head chief of Persatuan guru Republic Indonesia) policy from government for implementing curriculum based observation integrative neglected readiness teacher it 'self. Still, many teachers confused about the concept of curriculum 2013. Government didn't consider about the different condition of teacher, particularly teacher in secluded area they did not ease to adapt with new curriculum in certain.

