

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter the researcher will explain about language teaching and the 2013 curriculum.

2.1 Teaching and Learning a Language

2.1.1 The Nature of Language

In this worlds there are many number of language also many speakers of various language. Naturally, language used to link each other with certain purpose. Language is a system that speakers, writers, and singers exploit purposefully. It is used to do things, not merely report them, describe them, and discuss them, (Finegan, 2008, p. 22).

The significant elements of language are generally sequences of sounds that are either words, significant parts of words, or word groupings. What distinguishes each of these elements is that it is the outward sign of specific idea, whether of a single image or concept or of a number of such images concepts definitely connected into a whole, (Sapir, 1921, p. 14).

2.1.2 The Place of English Language

Today, the most used language that has become a global language is English. Therefore, this should be a network in the era globalization that should be integrated in all the aspect of life such as economic, culture, social, politic, education, etc. Paul Lewis (2009) as in Shobikah (2017), which indicates that English puts ranked 3rd as the language most used in countries worldwide,

recorded a total of 172 languages. English is known that it have been use by more than 112 countries around the world including the countries of the ASEAN region and 328 million users of the language. Thus the global status of English is partly due to the number of people who speak it.

In Indonesia, English has been grown tremendously since early 1990s and recognized as the most significant foreign language since 1980, Alwasilah (1997) as in Mappiasse et al (2014). On the other side, a complete social account of English in Indonesia from independence to the present would necessarily involve information about the role that English has played in society at large and in particular in ,any areas such as business, politics, education, and the media, (Lauder, 2008). So that, it will make learning English inevitable.

2.1.3 English Language Teaching and Learning

In Indonesia, English considered as a foreign language that is taught from elementary school up to university level. In order to prepare for global competition, the school graduates are provided equipped with English language. Because of it, they have a good competence of using English in real communication that will be very useful for competing with international job seeker. In other words, by mastering English will bring influence on their career path better.

Moreover, English divides into 4 skills: reading, writing, listening, and speaking.

1. Listening

According to Nunan (2003, p. 24), listening is an active purposeful process of making sense of what we hear. Listening skill considered as a respective skill. That is, it requires a person to receive and understand incoming information.

There are two types of aural texts: monologue and dialogue. Monologues are being produced by only one speaker while dialogues are being produced by two or more speakers, (Nunan, 1991, p. 21).

2. Speaking

Speaking is the productive aural or oral skill. It consists of producing systematic verbal utterances to convey meaning, (Nunan, 2003, p. 48). Written and spoken language has many difference in significant ways, (van Lier, 1995, p. 88) as in Nunan (2003, p. 48).

Spoken language : Auditory, temporary, immediate reception, prosody (rhythm, stress intonation), immediate feedback, planning and editing limited by channel.

Written language : Visual, permanent; delayed reception, punctuation, delayed or no feedback, unlimited planning, editing, revision.

3. Writing

According to Nunan (2003, p. 88), writing can be defined by a series of contrast:

1. It is both a mental and physical act.

At the basic level, writing is the physical act of committing words or ideas to some medium like inked onto parchment or an e-mail message typed into a computer. On the other hand, writing is the mental work of inventing ideas, thinking

about how to express them, and organizing them into statements and paragraphs that will be clear to a reader.

2. Its purpose is both to express and impress.

Writers typically serve two masters: themselves and their own desires to express an idea or feeling and readers, also called the audience, who need to have ideas expressed in certain ways. Writers must then choose the best form for their writing a shopping list, notes from a meeting, a scholarly article, a novel, a poetry are only a few of the choices. Each of these types of writing has a different level of complexity, depending on its purpose.

3. It is both process and a product.

The writer imagines, organizes, drafts, edits, reads and rereads. This process of writing is often cyclical, or sometimes disorderly. Ultimately, what the audience sees, whether it is an instructor or a wider audience, is an product an essay, letter, story, or research report.

The style of writing is the way how the writer using the language to convey the meaning. In line with it, it is not always within the constraints but more widely using accepted conventions such as grammar, spelling, punctuation, etc.

2.2 Curriculum in Language Teaching and Learning

2.2.1 The Definition and Function of Curriculum

Curriculum is a tool that used by teacher to teach the students. It has the function to help the teacher. Furthermore, curriculum is a guideline to execute the teaching and learning activities in the classroom. Curriculum is the sum total of the

schools' effort to influent learning whether in the classroom, on the playground, or out of school, Saylor et al as in Rohman (2015).

According to Wamendik (2014), there are 4 functions of curriculum as bellow:

1. Curriculum as material

It consists of planning oriented and represent of theoretical view. It used in Indonesia. Teacher is undergoing the teaching process and deliver the material whatever they know appropriate with syllabus that has determined.

2. Curriculum as product

As result oriented, represent of productive view. The freedom of the way of conveying the lesson material must achieve the standardization that are having all competency that has formulated.

3. Curriculum as process

As action oriented but this is not use in Indonesia because it affected bu individual needs. As the result, the outcome of learning will get different than students' talent.

4. Curriculum as contextual praxis

Using system approach: Material>process>product

(concept: theory>practical>productive)

Mastery of the material is obtained through a continuous action-reflection.

From the discussion above, it can be concluded that the function of curriculum for the teachers is used as a tool to implement the learning programs in

order to achieve educational goals or school goals. That is the reason that teacher should understand how does curriculum works.

2.2.2 The Development of Curriculum in Indonesia

In the history, curriculum has exist before Indonesia become Independent state and it used as politic tools. Since Indonesia claimed as independent nation in 1945, the curriculum be modified and adjusted into Indonesian interests that fundamentally the value of Indonesian's glorious as the reflection in Indonesian. In the post-independence, curriculum has been changed in several times in year 1947, 1952, 1964, 1968, 1975, 1984, 2004, 2006, and 2013. Its development influenced are the logic consequences of the alteration of politic system, social, culture, economy, and technology. All curriculum are developed based on Pancasila and UUD 1945. All these be differentiate in the emphasis of the principal of the educational goal also the approaches in realizing, Rosari et al (2017).

According to Asri (2017), the 1947 curriculum focused on the cognitive domain, character education, and behavior, thus the material includes awareness of the state and community, the material is also associated with daily activities and giving attention to art and physical education. Meanwhile the 1952 curriculum focused on character education, behavior, and cognitive aspects. Additionally, the development expanded at that time it was called Pancawardhana Development which included creativity, sense, imitation, work, and morals.

Additionally, the 1964 curriculum, the way of learning is carried out by the method of guided mutual cooperation. In addition, the government also applies Saturday as a hybrid day which have the purpose to give freedom to students to

practice activities in the fields of culture, art, and sports in accordance with the interests of students. Further, the 1968 curriculum. In its implementation, the 1968 curriculum was submitted to each school or teacher. Nationally, it only contains material, methodical, and evaluation objectives. This means that the nuances of autonomy has been developed in 1968 curriculum. Then, the 1975 curriculum, in this curriculum, the concept of education is determined from the center, so that the teachers does not need to think to make the concept of learning to be implemented.

Moreover, the 1984 curriculum. The special characteristic of this curriculum is in the teaching approach which is centered on the students through active student learning method. The subject matter is also given in a spiral concept which means the higher the class level, the deeper the subject matter is. In addition, the method of delivering material is not just lectures, practice methods have also begun to be used so that learning become more effective and efficient to accomplish the learning objectives. Then, the 1994 curriculum is intended to answer the needs of social needs in the future, so that it requires certain skills as part of the capital of living independently. So that, education is directed at forming the character of children who have basic abilities ready to work with good skills so that they can be useful wherever they do.

Farther the 2004 curriculum, Competency-based curriculum is a curriculum concept that emphasizes the development and mastery of competences for student through various activities and experiences in accordance with national education standards. Beyond, the 2006 curriculum is an operational curriculum compiled and implemented by each education unit. The implementation of 2006 curriculum is

carried out by educational units with regard to and based on competency standards and basic competencies developed by the National Education Standards Agency.

2.2.3 The 2013 Curriculum

The newest curriculum applied in Indonesia is 2013 curriculum. The purpose of 2013 curriculum is to prepare Indonesian to have life skill competence as an individual and citizen who are faithful, productive, creative, and able to contribute in society, nation, and mankind life, (Permendikbud No. 68/1/2013).

The 2013 curriculum is curriculum of values that occupied by character building. The values can be tracked from the core competences, abbreviated with KI-1 to KI-4. KI-1 is designed for spiritual competence, KI-2 for social competence, KI-3 for knowledge competence, and KI-4 for learning process through with KI-1, KI-2, KI-3 can be observed. The learning paradigm encompass direct and indirect learning model. Indirect model refers to KI-1 and KI-2. These two competences have no specific learning materials as it is integrated into cognitive and psychomotor domains, (Ahmad, 2014).

Competencies of graduates of this curriculum is the improvement and balance between soft skills and hard skills which include aspects of competence, attitudes, skills, and knowledge. Competencies that were originally derived from subjects turned into subject developed for competencies, (Asri, 2017)

According to Wamendik (2014). The 2013 curriculum has some characteristics in learning process reinforcement, they are as follows:

1. Using scientific approach through observation, asking ,thinking, and trying

2. Using knowledge as the basic to drive the learning process for all subjects
3. Guiding the students to find out something or no need to explain
4. Emphasizing on speaking skill as communication tool, transferring knowledge and logical thinking, systematic, and creative

During learning process, learners are facilitated to engage activity develop their potential. In line with it, 2013 curriculum takes a role as the core to plot the process of teaching strategy to facilitate student be more active, (Permendikbud, No. 81A, 2013)

2.2.4 The 2013 Curriculum in English Subject

Competencies in 2013 curriculum are set forth in KI-1 (Spiritual Competencies), KI-2 (Social Competencies), KI-3 (Knowledge Competencies), and KI-4 (Skills Competencies). Competencies 1 and 2 are applied to all subjects at the same level of education, while competencies 3 and 4 are different for each subject and each level. In language learning, KI-3 only covers grammar and vocabulary, while KI-4 includes skills competencies, such as listening, speaking, reading, and writing, (Soenoewati, 2015).

According to Khasanah (2015), conceptually, 2013 curriculum is competency and character based. Learners as subject of study will be led to develop various competences according to the potential of each. On the other side it uses a scientific approach.

Wamendik (2014), there are several stages to implement scientific approach:

1. Observation

Observing is a deliberate and systematic activity to study a social phenomenon or real object through utilization of the five sense, (Hosnan, 2014, p.40) and involving descriptive skill (Halonen, et al., 2003) as in Nugraha et al (2017). So that, in this stage teacher should conceptualize learning activity for student in the classroom.

2. Questioning

Questioning is the process of constructing knowledge in form of concepts of social function in particular material, procedure of structure text through group discussion or class discussion (Kemendikbud, 2013; Abidin, 2104; Mulyasa, 2014; Nugraha: 2017). In this stage, student presents questions from what have been observed in the previous stage for gaining more information and comprehension to the material

3. Experimenting

In this stage, student get real or authentic learning, for example they have to do experiments. In doing experiment, the students have to read other sources or collect extra information by several ways such as doing experiment, observation, and interview, reading texts, books or other sources or functional texts. Therefore, teacher has a role as the director to manage students' activity of collecting data and its process, (Permendikbud No. 81a, 2013).

4. Associating

In this stage, student and teacher are engaged into learning activities such as text analyzing, and categorizing, (Nugraha, 2017). Furthermore, associating process must through of processing information that has been collected from the result of experimenting and observing activity. The information collected, to find solutions from variety sources that have different opinion to the contrary. Thus, student is expected to be able to relate the result of learning or experimenting to the reality, (Permendikbud No. 81A, 2013).

5. Communicating

In this stage, students communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face various changes, (Nugraha, 2017). So that, student will learn how to interact with respect, empathy, and receive the strength and weakness also support each other. In the post event, teacher gives feedback, suggestion, and more information relates to the material. In this case, interaction between teacher and student have been running.

