

CHAPTER II

LITERATURE REVIEW

This chapter presents the following subtopics: (1) the definition of curriculum, (2) the function of curriculum, (3) the changes of curriculum, (4) the 2013 curriculum, (5) the excellences of 2013 curriculum, (6) the implementation of 2013 curriculum, (7) the problems of 2013 Curriculum implementation in English teaching, and (8) previous related studies.

2.1 The Definition of Curriculum

Curriculum is considered as a guideline to enforce the process of education. In relation to this, there have been numerous experts who opine about the definition of curriculum. According to Mulenga (2018), curriculum is regarded as all the selection, organization, integration, innovation, and evaluation in educational experiences prepared for students consciously or unconsciously to reach the goal of education. Furthermore, Su (2012) perceived curriculum as a medium of getting specific educational goals and objective. Tinsale (2016) defined curriculum as a mixture of philosophical perspectives, the learners' and teachers' experience, teaching methodologies, and wanted and unwanted outcome needed in institutional education. Afterwards, Lunenburg (2011) views that curriculum is a means which encompasses content, learning experience, behavior objectives, lesson plan, and nontechnical approach. Finally, the definition of curriculum is also asserted in Undang-Undang Nomor 20 Tahun 2013 about the system of national education that curriculum is a set of plan and settings which covers goals, content, materials, and methods used as the guidance in the process of learning and teaching enforcement in order to achieve the educational goals (Widyastono, 2015, p.7). Wahyuni (2016) proposed that curriculum is a guidance

in educational field. It is therefore important to provide teaching materials and also the methods for the implemented curriculum in order for learning achievement. Astriya (2017) states that there are some points to understand in designing teaching and learning preparation namely formulation of learning objectives, selection and organization of teaching materials, selection of learning sources, learning methods, and assessment. It can be concluded that curriculum is a set of equipment used in education which involves every necessary components to achieve the goal of education.

2.2. The Functions of Curriculum

It is obvious that the presence of curriculum as the guidance of education has important position to achieve the educational goal. According to Sanjaya (2011) curriculum has a variety of functions namely for teachers, headmasters, supervisors, parents, and particularly students as described below (as cited in Widyastono, 2015).

2.2.1 The function of curriculum for teacher is as a guidance to enforce the process of learning activity. Jhadav and Patankar (2013) conveyed that curriculum can supply information to teachers about teaching methods and strategies, psychology of learners, learning materials, learning evaluation, and so on. Kennedy (1996) has found that teacher can understand about the change in curriculum if they are given a chance to utilize a certain curriculum. This means that curriculum can help teacher to get involved in curriculum changes. Thus, curriculum can function to direct teacher about everything related to curriculum in learning activity.

2.2.2 The function of curriculum for head master is to organize plans and schooling programs. According to Widyastono (2015), organizing academic

calendar, proposing infrastructures at school to the school's committee, proposing all the school's activity such extracurricular and other activities are synchronized with the implemented curriculum. Jonyo (2019) has shown that a headmaster has an important role in curriculum implementation because his/her responsibility is to monitor everything at school including curriculum. In summary, the function of curriculum for headmaster is concerned with organizing every program at school.

2.2.3 The function of curriculum for supervisor is a guidelines for school's supervision. Ali and Al-Harashah (2013) have revealed that a supervisor takes action in curriculum in order to evaluate the progress of education such as students' educational achievements for its objectives at school. After that, Bekoe et al. (2017) concluded that the role of supervisor in curriculum is monitoring performance, giving feedback, and evaluate the improvement of activity in classroom. Therefore, supervisor and supervision have to collaborate each other. Essentially, curriculum might be a guidance for supervisor in evaluating the process of education.

2.2.4 The function of curriculum for learners' parents is to help and direct them to supervise students' learning. A study conducted by Kostandinova (2012) discovered that the position of curriculum in learners' parents is to establish a cooperative communication between school and parents in order to monitor the pupils' behaviour in learning. Then, a research conducted by Olibie (2014) uncovered that teachers have to rescue parents understand why their involvement is very valuable in curriculum implementation because it functions to monitor their children' success at school. Hence,

learners' actions in curriculum implementation aims to see the students' learning progress.

2.2.5 The function of curriculum for learners is as their guidelines in learning.

According to Jagersma (2010), the challenges of plan is not only affected by the inadequacy of educational system, and limited communication but also affected by students' participation. This means that students' learning progress is the measurement of successful curriculum implementation. Then, a study conducted by Wiyono (2018) indicated that the success of curriculum implementation will influence students' learning achievements. Therefore, the quality of curriculum utilization is important to increase for helping students get their learning goals. Pointedly, the role of curriculum in students is to direct them in learning.

2.3 The Changes of Curriculum

Basically, curriculum is dynamical because it is based on the influential issues emerging in education itself. This means that curriculum can be revised because of main reason namely to simplify and increase the quality of education. According to Gruba et al. (2004), there are nine factors which trigger the changes of curriculum. They are influential individuals, financial pressures, staffing issues as workload, students' view point, students' abilities, pedagogical arguments, government regulation, the national and international accreditation bodies, and academic fashion. In line with it, Yeung et al. (2012) have found that the purpose of curriculum is to illustrate the changes of curriculum orientation to respond the demand of current globalization, modernization IT boom, and social knowledge by following the development of generic skills. As conducted by Moreno (2007) revealed the dynamic curriculum enables the mapping of curriculum

transformation for systematic ways, accounting for tension, and contradiction in educational system. Then, Hovil and Hendriks (2006) found that the dynamical curriculum model in education is to demonstrate the possibility for planning and the development of diversification. In brief, the changes of curriculum occurs based on a variety of educational needs.

2.4 The 2013 Curriculum

2.4.1 The Concept of 2013 Curriculum

The 2013 curriculum is a new curriculum which emphasizes students' activeness and independence in learning. Shafa (2014) states that learning process in the 2013 curriculum prioritizes learners to be more active and independent. Therefore, the learners are given a chance to increase their competency by themselves. Alinawati (2013) assets that the 2013 curriculum is a new one applied in Indonesia to flesh out the previous KTSP curriculum. Afterwards, Gunawan (2017) also states that the 2013 curriculum emphasizes to build students' characters, increasing relevant skills, based on students' interests and necessity. According to Mulyasa (2013), the 2013 curriculum is a set of educational guidance implemented in Indonesia by practicing students' independence in order to upgrade their knowledge, assess the value of characters in the form of good morality (as cited in Ekawati, 2016, p. 86). In short, the 2013 curriculum is a set of new educational guidance oriented to make learners active in learning by implementing students' independence in learning.

2.4.2 The Components of 2013 Curriculum

A curriculum has to have a relevance such as demands, necessity, condition, and social development. Then, it also has to be relevant with each its components.

Alinawati (2013) mentions some components of curriculum such as objective, content, and evaluation.

2.4.2.1 Objective

This is a component which aims to establish curriculum concerned with every goal to be achieved or to be oriented to achieve the outcome from the curriculum. Kapur (2018) found that the objective of curriculum should be designed as where someone is willing to step so that the goal of he/she wan to achieve can be gotten well. Then, designing clear goals will help the process of creating the curriculum in line with the process of its implementation.

2.4.2.2 Content

The content of curriculum is everything given to students during learning and teaching activity based on the each studies. In relation to this, Bain and Siddique (2017) mention that the content is one of the four important aspects of curriculum along with objectives, methods, and evaluation. The, Hassan (2013) claims that the content of curriculum is a set of reality, thoughts, design, and presented ability. This means that the content of curriculum has to be a framework for goal and knowledge to be mastered by students. According to Meuret and Bonnard (2010), students' works have a great distribution to their academic achievement. Callies and Denhiere (2002) have encountered that the students' previous understanding or knowledge in very influential aspect to expand the new knowledge. A study conducted by Ilmiah and Nur (2018) has shown that it is important for teacher to give information about the next materials orientation so that the students can know what they have to prepare and this enables the students to like the materials. Alinawati (2013) mentions some components of curriculum,

such as: objective, content, and evaluation. The point is the content of curriculum has to cover every necessity for the goal of education.

2.4.2.3 Methods

It is a very important component because the method and strategy used in curriculum determines whether the materials given can achieve the educational goal or not. Wahyuni (2016) has found that curriculum is a guidance in educational field. It is therefore important to provide teaching materials and also the methods for the implemented curriculum in order for learning achievement. A research conducted by Dorgu (2016) found that the implementation of curriculum in learning activity is a very serious thing to be concerned with and it is therefore important to do it through effective methods for effective implementation as well. Hence, curriculum methods for its implementation is a vital necessity for effective implementation.

2.4.2.4 Evaluation

This component aims to form the curriculum to take action as the method of measurement in order to analyse whether the goal of education can be achieved or not so that the user of the curriculum can improve when a problem encountered for its improvement. According to Agrawal (2004), evaluation in curriculum implementation is an important part in order to decide what students need to learn. Then, Stack (2005) states that the function of evaluation in curriculum is to make sure for the quality of the implemented curriculum. Therefore, evaluation is an unavoidable aspect to be given attention to the curriculum implementation.

2.5 The Excellences of 2013 Curriculum

Every curriculum used as the guidance in education has certain objective such the 2013 curriculum which aims to make students active and independent in

learning. This means that the implementation of a curriculum has eminences in education in order to improve the quality of education. Talaumbanua (2014) states that there are three excellences of the 2013 curriculum namely encouraging students creativity and innovation, infusing integrated character, educational equality, teachers are obligated to follow trainings. After that, according to Amin (2013), there are a number of excellences in the 2013 curriculum as described below:

1. Students are demanded to be active, creative, and innovative
2. Evaluation is related to every aspect, it is not only from examination score but also from politeness, religion, practice, attitude, and so on.
3. This curriculum provides the development of integrated character for all study programs.
4. This curriculum is based competency in relevance with the function and objective of national education.
5. Competence portrays holistically attitude, performance, and knowledge.
6. Some of competencies needed are matched with necessity.
7. The 2013 curriculum is sensitive about the social changes.
8. Assessment system is directed to based competency assessment
9. This curriculum does not need an elaborated document because it has been provided by the government
10. It promotes contextual learning process.
11. Increasing teaching motivation through professional, pedagogical, social, and personal competencies.

12. Handbooks and document are provided completely to support teachers in the process of reading and implementing literacy, to supply teachers' ability in designing lesson plan, and to utilize scientific approach well.

2.6 The Implementation of 2013 Curriculum in English Teaching

The implementation of 2013 curriculum in English teaching aims to achieve the successful English teaching in orientation to increase students' English proficiency. Therefore, the English teachers have to understand every aspect in the process of 2013 curriculum implementation in English teaching. Astriya (2017) states that there are three aspects to be concerned in the implementation of 2013 curriculum as explained below:

2.6.1 Teaching and Learning Preparation.

In the process of 2013 curriculum implementation about teaching and learning preparation, English teachers have to understand how to design teaching and learning preparation based on the syllabus. In relation to this, there are some points to understand in designing teaching and learning preparation namely formulation of learning objectives, selection and organization of teaching materials, selection of learning sources, learning methods, and assessment.

2.6.2 Teaching and Learning Process.

In the process of 2013 curriculum implementation about teaching and learning process, English teachers have to understand three activities to be enforced based on Permendikbud No. 81 A year 2013 namely the first is pre-activity (greeting and checking the students attendance, preparing and motivating the learners before running learning process, asking the students about previous lessons, introducing new materials to students, and explaining the materials chronologically as directed in syllabus) Widyastono (2015) states that in the

process of learning and teaching enforcement in order to achieve the educational goals. Then, Jhadav and Patankar (2013) conveyed that curriculum can supply information to teachers about teaching methods and strategies, psychology of learners, learning materials, learning evaluation, and so on. According to Hollin (2011), teachers' preparation before teaching is very important to provide instructional direction. A study conducted by Lamba et al. (2014) have encountered that concentration in teaching and learning has a great impact on the students-teachers' development. A research conducted by Filgona et al. (2020) has encountered that it is very important for the teacher to give motivation to students for better learning achievement. A study conducted by Redondo (2013) revealed that the students should be aware of the importance of motivation in learning because it is a very influential component to support the development of education.. The second is whilst-activity (observation, questions, experiments, association, and communication). Maganathan (2008) has encountered that it is very important to invite other related materials about the object of learning because it in in in line with the condition of what students' needs. A study conducted by Nikoopour and Farsani (2011) have discovered that materials should be developed in the form of conforming it for the students' different background for instruction in ELT. According to Purwanti et al. (2017) have uncovered that teachers' strategies to ask students' attention are very influential necessity to be applied in teaching English in order to invite the students concentration on the lesson topic. Al-Omairi and Al Balushi (2015) have shown that asking students' attention in English class is very significant aspect to do because students' attention helps them to catch the information conveyed in ongoing English class. According to Zhang et al. (2010), asking some questions

helps to check students' comprehension and connects to what teacher teaches in classroom. Lee and Kinzie (2011) have found that the function of teachers' questions is to create interaction in learning environment so that the teacher can see whether the students have understood what is being discussed or not. Mahmud (2015) has found that the students' questions in classroom activity distributes effective comprehension to the materials discussed. Musingafi and Muranda (2014) have shown that students' questions in class promotes good impact on the students' learning improvements. The last is post-activity (reflection). Nurhayati et al. (2018) revealed that summarizing technique in English teaching such as teaching reading has a good significance to increase students' materials comprehension. A research conducted by Ozdemir (2018) has also encountered that summarizing technique in teaching is very effective such as in teaching writing skills because it can help them to develop their written skills. A research conducted by Filgona et al. (2020) has encountered that it is very important for the teacher to give motivation to students for better learning achievement. A study conducted by Redondo (2013) revealed that the students should be aware of the importance of motivation in learning because it is a very influential component to support the development of education. According to Mufutau (2013), planning materials is a very important part in teaching because it give the next orientation about what to do. It is therefore necessary known for maximal actualization of lesson. Jhadav and Patankar (2013) conveyed that curriculum can supply information to teachers about teaching methods and strategies, psychology of learners, learning materials, learning evaluation, and so on.

2.6.3 Assessment.

In the process of 2013 curriculum implementation about assessment, English teachers have to understand three competences which have to be comprehended by English teachers namely competences of attitude, skills, and knowledge which refer to evaluation guidance such as observation. A research conducted by Baecher and Thuy (2011) indicated that supervision gives a chance for English teachers to increase their observation in class to promote responsibility for experienced students. A study conducted by Kahyalar and Yazici (2016) revealed that supervision is an important aspect to be given attention in teaching English because it has a great contribution to the quality of feedback given to learning condition. Then, self-assessment. A research conducted by Iseni (2011) has shown that there should be a correction for students' works about possible mistakes so that the teachers can give distribution for its improvement. Then, Tarawneh (2013) has found that correction such as in the form of corrective feedback is an important thing to do in English instruction such as for oral skills because it is very influential to improve the students' oral errors and mistakes. Afterwards, peer-evaluation. A research conducted by Iseni (2011) has shown that there should be a correction for students' works about possible mistakes so that the teachers can give distribution for its improvement. Then, Tarawneh (2013) has found that correction such as in the form of corrective feedback is an important thing to do in English instruction such as for oral skills because it is very influential to improve the students' oral errors and mistakes. Afterwards, Gunawan (2017) also states that the 2013 curriculum emphasizes to build students' characters, increasing relevant skills, based on students' interests and necessity. According to Mulyasa (2013), the 2013 curriculum is a set of educational guidance implemented in Indonesia by practicing students'

independence in order to upgrade their knowledge, assess the value of characters in the form of good morality (as cited in Ekawati, 2016, p. 86). Journal, performance test and project. A research conducted by Fragoulis (2009) has shown that the implementation of project-based learning in teaching English may be a great foundation to involve other students in participation so that they can increase their English skills. A study conducted by Makmum and Nuraeni (2018) revealed that giving projects to enhance English skills such as on an English community can improve students' English skills and establish service experience on the community. Portfolio, written test, oral test, and task assignment. A research conducted by Zuniga (2016) has found that applying task in teaching English is an influential teaching method to develop the four integrated skills of English. Viriya (2018) has discovered that giving task to students in learning is significant thing to do because it promotes the students' English abilities improvement.

2.7 The Problems in the Implementation of the 2013 Curriculum in English Teaching

The implementation of 2013 curriculum is very beneficial for the education in Indonesia because this curriculum is designed to encourage learner to be active so that they can independently be familiar with their strength and weaknesses so that they can improve or increase their competences including in English lesson. However, there are still problems encountered by English teachers in the implementation of this curriculum such materials, teaching method, and so on. A study conducted by Ekawati (2017) revealed that the problems encountered by English teacher in the 2013 implementation, the problems consist of preparation

of lesson plan, the utilization steps of teaching and learning activities, making preparation, and making evaluation.

2.7.1 The Preparation of Lesson Plan

The teachers' problem in preparing lesson happened because of readiness, the complexity of preparing good lesson plan, difficulty in identifying and arranging learning objectives, indicators, materials, teaching methods, learning activities, and evaluation.

2.7.2 The Steps of Teaching and Learning Activities

Students were passive in English classroom because English is difficult to learn. It was because the scientific approach in the 2013 curriculum was made as the principles in that curriculum such as inquiry-based learning, project-based learning, discovery learning, problems based-learning, and task-based learning. However, the teachers did not follow the principles since the students were inactive in class such as shy, afraid, and not confident.

2.7.3 Media Preparation

Learning media is an important aspect in the process of teaching and learning activities. A research conducted by Manjale and Abel (2017) indicated that teaching media are a significant necessity in learning and teaching activity because it is working to influence the learners to enhance their ability. After that, Samuel (2009) has also found that the eminence of teaching media is very important because it provides materials in the process of teaching and learning activity. This study revealed that the problems coming from media preparation because the limitation of books from government.

2.7.4 Making Evaluation

This problem is because of the teachers' inadequate understanding about evaluation. This problem was portrayed because teachers were difficult to arrange evaluation. They were difficult to assess every individual effectively. Then, the teachers perceived that this curriculum is too complex because teachers have to assess students' attitude, knowledge, and skills.

2.8 Previous Related Studies.

The first previous study was conducted by Ekawati (2016). The purpose of this study was to investigate the implementation of 2013 curriculum at SMA Lab School Pancasakti. The result of this study indicates that the teachers at that school do not implement the steps of scientific approach and the basic concept of the 2013 curriculum. Consequently, the teachers got problems in formulating achievement indicators and valuing students' attitude. The similarity of this previous study and the present study is exploring problems about the implementation of 2013 curriculum. Then, the difference between the previous and present study is on the research site. The previous study was conducted at senior high school and the present study will be conducted at junior high school.

The second previous study was conducted by Alinawati (2014). This study aimed to discover how the 2013 was implemented at vocational high school in Bandung. This research revealed that there are so many problems encountered by both teachers and students in the 2013 curriculum implementation because the teachers do not understand about how to implement the 2013 curriculum. The similarity of the previous study and my research is researching the problems of 2013 implementation. The, the difference between the research conducted by Alinawati and present study is also the research site in which this research was

conducted at senior high school level and my study will be conducted at junior high school level.

The next previous study was conducted by Khurotulaeni (2019). This study aimed to find out the components of lesson plan designed by English teacher and to know how the implementation of the 2013 curriculum revision in the lesson plan designed by English teachers of SMAN 2 Magelang is. The outcome of this investigation uncovered that there were 13 components on lesson plan designed by the English teachers at SMAN 1 Magelang and the implementation of 2013 curriculum in lesson plan at that school was still insufficient. The general similarity of the previous study and this study is to explore the implementation of 2013 curriculum and the difference is on the research objective in which the study conducted by Khurotulaeni focused on the based 2013 curriculum lesson plan and its components. Meanwhile, the present study will focus on finding the problems encountered by English teachers in the 2013 curriculum implementation.

The last previous study was conducted by Gunawan (2017). This research aimed to encounter some objectives namely the processes of instructional management based on the 2013 curriculum, the constraints, and efforts of its solution in Elementary school in Malang. The first finding was the management processes covered planning activities, implementation of learning activity, and evaluation of learning activity. The second was the constraints faced by the English teachers were not referring to the 2013 curriculum. The last was alternative solution to resolve the problems was mentoring the implementation of 2013 curriculum. In similarity to the present study is on the research discourse. The difference is the previous study investigated three research objectives while the present study will investigate one research objective.

