

CHAPTER II

THEORETICAL REVIEW

A. Curriculum 2013

1. Definition of Curriculum 2013

Curriculum is a set of instructional activities consisting of several important elements namely purpose, content, procedures, resources and tool of assessment. It does not only cover the planning of both school and out of school activities.

A curriculum is a guideline in an educational system that consists of contents, methods, and goals for teaching-learning a subject. It contains a variety of teaching materials and learning experiences which are programmed, planned, and designed as a guideline for the teaching-learning processes to achieve the goals and objectives of learning for that subject as stipulated in Indonesian Government Regulation No. 20 for 2003 (Kemdikbud, 2003).

In general, the emergence of the 2013 curriculum (later on in this paper is sometimes referred to as K-13 to avoid repetition) is the reaction to the fact that Indonesia is following the respective years of global world and its problematic issues. Indonesia is working towards the betterment of its education quality, following the competitive challenges of globalization. Not to mention all, the upcoming ASEAN

Free Trade Area (AFTA) implies the need for the global competition. For this reason, it is logical that the government improves the quality of the young generation so that they are ready to face both the positive and the negative effects of the globalization.

Curriculum 2013 showed that the students of Indonesia lack critical, analytic, and procedural competences. This low competence is likely to be related to the previous curriculum, which focused too much on covering broad content and cognitive aspect, not on the essential aspects that will enable students to be critical and be able to participate in the global world to support Indonesia in the upcoming years. Additionally, the new curriculum also offers the building of character to prepare the students to face various opportunities, which could bring both positive and negative sides to students and society in general. Character education gives the students the knowledge they need to know especially concerning the negative effects of the advancement of technology, science, and art and how they could deal with them properly.

2. Function of Curriculum 2013

The function of curriculum 2013 is to develop the needs for faith, character, knowledge, creativity, independence, democracy and responsibility among learners (Kemendikbud/Ministry of Education and Culture, 2012).

Basically curriculum 2013 has a function as a guide or reference. The functions of curriculum are different according to each of the parties such as teachers, students, principals, supervisors, parents and community. For teachers, the curriculum should serve as guidance in implementing the learning process. For students, the curriculum serves as a study guide. For principals and supervisors, curriculum serves as a guideline in conducting supervision. For parents, the curriculum serves as a guide in guiding children to learn at home. As for the community, curriculum serves as a guide to provide assistance for the implementation of the educational process at school.

According to Alexander Inglis there are 6 functions of curriculum, named: Adjustive or Adaptive Function, Integrating Function, The Differentiating Function, Propaedeutic Function, Selective Function, and Diagnostic Function. The detail description can be seen as follows:

a) The Adjustive or Adaptive Function

Curriculum as an educational tool has a function to make the individual has a good adaptability to the environment as a whole, both the physical environment and social environment. Environment is dynamic so it demands individuals who live in the environment must adapt dynamically as well.

b) The Integrating Function

Individuals are part of society, so that each individual must have the ability to integrate with the community. The curriculum serves as an educational tool to educate people become complete and integrated personality.

c) The Differentiating Function

Every individual has differences from all aspects. This function means that the curriculum as an educational tool should be able to provide services to the differences between each person in the community.

d) The Propaedeutic Function

The function of the curriculum is to prepare student to pursue higher education and preparation for life in society.

e) The Selective Function

This function is closely related to the function of differentiation. The recognition of the differences that exist in individuals makes them also have the opportunity to choose what they like and what they are interested in. Therefore, the curriculum must be flexible.

f) The Diagnostic Function

As an educational tool, the curriculum serves to help students understand the potentials and weaknesses that exist in them. This useful for students to develop the potential and improve its

weaknesses. It will guide the students to be able to develop optimal.

3. The Characteristics of Curriculum 2013

Curriculum of 2013 is designed with the following characteristics:

- a) Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.
- b) Putting the school as part of the community that provide a learning experience so the earners are able to apply what is learned in the school to the community and utilize the community as a learning resource.
- c) Giving freely enough time to develop a variety of attitudes, knowledge, and skills.
- d) Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.
- e) Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.
- f) Developing a basic competence based on the cumulative principle mutually reinforced and enriched between-subject and education level. (horizontal and vertical organizations).

B. Teaching English in Curriculum 2013

Teaching English is the way to deliver the materials to the students in learning process. According to Wachidah (2013) the English Curriculum seems to be the reactions or correction of the previous curriculum and the reality that has happened. The reality shows that most high-school learners can hardly use English in the real world even for simple purposes. It is also far below the nationally set standards of English Competence. A number of factors appear to account for the problems as the following:

1. Students learn pronunciation, word stressing, and intonation, yet these elements are severely ignored. The coherence among different skills and language components is also untouched. The activities of listening, speaking, reading and writing are not integrated.
2. Students learn too many expressions, not activities.
3. Students focus on grammar and vocabulary, not the texts.
4. Artificial texts are presented in several textbooks, not the real texts.
5. Reading and writing exercises are given priority, not using the language.
6. The teaching and learning activities are text-book based, which consequently make students not to have maximum learning opportunity to make meanings for real communication purposes in almost all activities in listening, speaking, reading, and writing tasks.

7. The learning process is teacher centered. Students' learning process depends on the teacher's explanation and provision of, practice and homework.

C. Teachers' role in Implementing Curriculum 2013

There are several roles that the teachers should have in implementing the curriculum 2013. The detail description can be seen as follows:

1. Teacher as a learning designer

As a professional teacher, he/she designs learning plan which would be conducted in the classroom. The study design is expected to be both structured and practical.

2. Learning Motivator

One of the hardest roles of teacher is maintaining the willingness of students to explore the learning material as much as possible. Motivation, as revealed in many studies, is a very potential factor to make students excited to learn optimally.

3. Learning Mediator

The presence of teachers in the teaching and learning process could serve as an intermediary actor between the sources of learning and students. The teacher presents the subject matter to students' learning and students receive, examine, and discuss the matter so that it becomes theirs. As a mediator, the teacher lays the platform for the

teaching and learning process. The teacher interposes something within the environment with which the students interact

4. Learning Inspiration

Teachers become a major source of inspiration for students in managing the subject matter. Thinking and strategy delivered by the teacher will encourage students to learn independently and creatively.

5. Teacher as facilitator

The teacher should be able as the facilitator to facilitate the students in learning process. The teacher should ensure that all the facilities in the class are good and can work.

