CHAPTER II
LITERATURE REVIEW

As stated in the previous section, the objective of this research is to find the Junior High School English teachers’ problem in implementing the 2013 curriculum. Therefore, the discussion in this chapter will focus on the review of the related theories underlying the research. It consists of theoretical review, review of previous study, and conceptual framework.

2.1 Theoretical Review

Chapter one provide an overview of the research study. This chapter focuses on a review of existing literature on the implementation of the 2013 curriculum. Themes included in the review include: the concept of curriculum, the concept characteristics, and implementation of the 2013 curriculum.

2.1.1 The concept of the curriculum

Curriculum is the first thing a teacher have to enable him or her to respond to the change of curriculum proportionally and professionally (Law of Teachers and Lecturers No. 14 in a Year 2005). Different experts define curriculum in different way (Richards, 2001). In pedagogys, curriculum is education plans that provide the opportunities for learners to develop their potentials in enjoyable learning atmosphere and accordance with their ability to have the desired quality of society and nation (Kemendikbud, 2012). Teacher become the most important people that implement the curriculum to the hope for the better future education at school. They have to bring their students better than before and helps their students to develop their potentials. Based on the Law No. 20 in a year 2003 chapter 1 verses (19) about National Education System states that the curriculum is the set of plan and arrangement which contains learning objective, content, learning material and method is used to the guidance of the implementation in the learning activity to achieve the aim of education. Therefore, curriculum is very important in education.

There are many definitions of the Curriculum, different peoples have different concept to describe the curriculum, as follows: Curriculum is aligned not only to the students but with teacher education, itself focused back on the curriculum, on its teachers and on the immediate application of those new
pedagogies in teachers’ classrooms (Westbrook et al, 2014); Curriculum is general concept which involves consideration of the whole complex philosophical, social, and administrative factors which contribute to the planning of educational program. Curriculum is made by the learner needs and to develop the education of each country (Allen in Srijono at all, 2015); Curriculum is a basis of teaching-learning process, so every teaching-learning process has to follow the curriculum (Khasanah, 2015).

2.1.2 The Concept of 2013 Curriculum

The 2013 curriculum is the newest curriculum that implement in Indonesia. According Ministry of Education and Culture, No. 58 tahun 2014 Chapter III, the 2013 Curriculum is the curriculum based on the competency that covers three aspects, namely: attitude aspect (religious and moral value), knowledge aspect, and skills aspect which are integrated. Therefore, the aim of the 2013 Curriculum is to prepare the Indonesian in order to have ability to live as individual and citizen that is faithful, productive, innovative, affective, and able to contribute in the social life, nation, country, and the world civilization (Permendikbud, 2013). Furthermore, the aim of the English Subject at Junior High School is to develop the learner potency in order to have a communicative competence in the interpersonal discourse, transactional discourse, and functional discourse using the kind of texts in oral and written English language, systematically using the element of language that is accurate and acceptable, about the kind of factual and procedural knowledge, and instilling values of the noble character of the nation in the context of life within the home, school, and community (Kemendikbud, 2012).

The 2013 curriculum is a curriculum of values that occupied by character building (Ministry of Education and Culture, 2012). This surely brings about several consequences for language teaching and learning process in Indonesia. Besides the 2013 curriculum is competency and character based curriculum. The 2013 curriculum was born as a response to the various criticisms of School Based on 2006 Curriculum (Khasanah, 2015).
2.1.3 The Characteristics of The 2013 Curriculum

According to Ministry of Education and Culture, No. 68 in a year 2013, there are some characteristics of the 2013 curriculum, as follows: (1) Developing a balance between the spiritual attitudes and social attitudes, curiosity, creativity, cooperatively in their intellectual and psychomotor abilities; (2) Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource; (3) Developing the attitudes, knowledge, skills and applying them in various situations in the school and community; (4) Giving freely enough time to develop a variety of attitudes, knowledge, and skills; (5) Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects; (6) 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; (7) Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

2.1.4 The Implementation of the 2013 Curriculum

The 2013 curriculum has been implemented in several years ago until now. In implementing the 2013 curriculum, the teachers were found to be entangled in some old practices and traditional view of learning process. One characteristic of the 2013 curriculum is developing a balance between spiritual and social attitudes, knowledge, and skills. The implementation of the 2013 Curriculum is independently expected the learner able to increase and use their knowledge, to assess the values of character and have religious morals, so they will exhibit positive attitudes in daily behavior (Mulyasa, 2013).

According to Permendikbud No 68 in a year 2013 states that one of the strengthening aspect of governance in the 2013 curriculum are facilities and infrastructure that needed of management and learning process (Permendikbud, 2013). Therefore, to support the implementation of the 2013 Curriculum, Degree of the Ministry of Education and Culture produced the English book for teachers and
students. The teacher’s English book consists of guide how to teach their students in line with student’s English book. The student’s English book consists of materials in line with the 2013 Curriculum. Even though the teacher’s English book consists of learning process guide, but the teachers must made the lesson plan. Lesson Plan is a plan of action face-to-face learning for one or more meetings (Permendikbud, 2013). According to Permendikbud no 74 in a year 2008, Teachers are professional educators with the main roles of educating, teaching, guiding, direct, train, assess, and evaluate the students. As professional educators, the teachers must have characteristics of teachers’ professionalism. According to the Law of Teachers and Lecturers No 14 in a Year 2005, there are some principles in teachers professionalism, as follows: (1) Having talents, interests, vocation, and idealism; (2) Having committed to improve the quality of education, faith, piety, and noble character; (3) The academic qualifications and educational background related with the duties field; (4) Having competences that needed, related with the duties field; (5) Having responsibility in execution the duties for the professionalism; (6) Gaining income based-performance; (7) Having opportunity to develop in professionalism continously of lifelong learning; (8) Having guarantee of legal protection in carrying out the duties; and (9) Having authorize professional organization to regulate the professionalism task of teacher.

Related to the teachers’ competences, one competence that needed by the teacher is pedagogic competence. Pedagogic competence is the ability of the Teacher in the learning management of students which at least includes: understanding of insight or educational foundation, understanding of students, development of curriculum or syllabus, learning design, the implementation of educational and dialogical learning, utilization of learning technology, evaluation of learning outcomes; and the development of students to actualize their various potentials (Permendikbud, 2008).
The implementation of the 2013 curriculum on learning activities in the school by the teacher is implemented in three aspects as follows: the teaching plans, the teaching process and the assessment (Westbrook et al, 2014). The detailed explanation about those aspects were explained below:

2.1.4.1 Teaching Plans

According to Permendikbud no 65 chapter III in a year 2013 teaching plan is done in the form of a syllabus and lesson plan. Syllabus is a reference for the preparation of the learning framework for each subject matter of study in the form of lesson plan. According to Permendikbud No 65 in year 2013 regarding standard of elementary and secondary learning process states that the lesson plan at least contains of (1) the identity of the school, subject or theme, class/semester, and the allocation of time; (2) core Competence, Basic Competence and indicators of competencies achievement; (3) learning materials; (4) learning method; (5) Learning activities that include preliminary activities, Main activities, and the post activities; (6) assessment, Remedial learning, And enrichment; and (8) media, tools, materials, and learning resources. The content of teaching materials should be in authentic, contextual, and actual discourses (Hermayawati, 2017). According to the Permendikbud No 65 in year 2013 that deciding a method used to be though must be covered by the students’ characteristics and standard competences to be achieved. According to Mehta (2012) the current trends of teaching English are teaching with technology, teachers connect with web, blockbuster course books kept alive through “new” versions, english as a lingua franca (ELF), learner centeredness and needs, portfolio development for teachers, syllabus design and materials development (Mehta, 2012).

The principles of designing lesson plan are (1) the deferent of students’ characteristics; (2) students’ active to participate in the learning process; (3) students’ centered to encourage students’ creativity, motivation, interest and inspiration; (4) providing feedback and follow up of lesson plan; (5) improving students’ skills in listening, reading, speaking and writing; (6) emphasis on the interrelation and integration between KD, learning material, learning activities, indicators of achievement of competence, assessment, and learning resources in a
single learning experience; (7) accommodate thematic-integrated learning, cross-subject integration, cross-learning aspects, and cultural diversity; (8) the application of information technology and communication is integrated, systematic, and effective in accordance with the situation and conditions (Permendikbud, 2013).

2.1.4.2 Learning Process

Learning process is an implementation of lesson plan. The time allocation that provided in the 2013 curriculum was four hours, an hour equals to fifty minutes a week for Junior High School (Kemendikbud, 2012). According to Permendikbud no 65 chapter IV in a year 2013 the principles of teachers’ classroom management are: (1) the teacher adjusts the seating arrangement of students based on the objectives and characteristics of the learning process; (2) The volume and intonation of the teacher's voice in the learning process must be heard well by students; (3) teachers must used polite words, straightforward and easily understood by students; (4) the teacher adapts the subject matter to the students’ ability in understanding the materials; (5) the teacher creates order, discipline, comfort and safety in carrying out the learning process; (6) the teacher provides reinforcement and feedback on students' responses and learning outcomes during the learning process; (7) the teacher encourages and respects students to ask questions and express opinions; (8) The teacher must be dressed politely, clean and neat; (9) the beginning of each semester, the teacher explains to students the subject syllabus; and (10) the teacher begins and finish the learning process according to the scheduled time.

The learning process is consists of three activities named post teaching, main teaching, and closing (Permendikbud, 2013). The first activities are called by post teaching. In this activities the teacher must began the class by greeting, motivating, brainstorming, explaining the learning indicator and materials to the students. The second activities are called by main teaching. The main teaching can be done by using scientific approach. Scientific approach is a science process based approach that could be done through the process of observing, questioning, exploring/experimenting, associating, and communicating (Kemendikbud No 103 in year 2014). Furthermore, all the content of the materials are to encourage the
students ability in observing until create or all steps of bloom taxonomy. However, to achieve that ability needed interest method and strategies, those are inquiry learning and project based learning (permendikbud, 2013).

2.1.4.3 Assessment

Related to the assessment aspect is held with the purpose of obtaining information about the learners’ outcomes by the teachers. According to the Permendikbud No 66 in year 2013 regarding educational assessment standard states that educational assessment standard is a criteria about mechanism, procedure, and assessment instrument as a result of students learning. Moreover, the technique and instrument of assessment that adopted by the 2013 curriculum was authentic assessment which assesses students' readiness, process, and learning outcomes as a whole (Permendikbud, 2013). On the other hand, non-authentic assessment is also used but the main approach to assess the students is authentic assessment. Authentic assessment is a comprehensive assessment to assess starting from input, process, and output of learning (Permendikbud, 2013). Non-authentic assessment is the assessment that took in a certain period such as mid-term test, final examination, and National exam. The scope of the evaluation of students’ learning outcomes by the teacher include students’ attitude and spiritual, knowledge, and skills (Permendikbud, 2013). Based on the taxonomic theory these things can be grouped into three domains, namely: cognitive, affective and psychomotor domains (Permendikbud, 2013). According to Permendikbud no 65 in a year 2013 states that evaluation of the learning process is carried out during the learning process by using tools: questionnaires, notes, anecdotes, and reflections.

In 2013 Curriculum, the teachers have some roles that can help to create learning culture at school, namely: cooperative leader, constructor of knowledge, transformative agent, development agent, motivator, innovator, opener the perception, actor, and evaluator. Meanwhile, the learners are the subject of the learning process and evaluator (Kemendikbud, 2012).
2.2 Review of Previous Study

In finishing this research, the study would like to review some research that related with this research, as follows:

The first research is from Tutus Lianawati in 2014, entitled “The English Teachers’ Problems In Implementing 2013 Curriculum”. In her research, she used many theories to answer the research questions, as follows: curriculum, curriculum 2013, definition of curriculum, objective of 2013 curriculum, characteristics of 2013 Curriculum, essential Differences between 2013 Curriculum and KTSP, etc. She found that the English teachers’ still have problems in implementing the 2013 curriculum. This research conducted only in one school of Senior High School.

The second research is from Nawan Allex chozali in 2017, entitled “An Analysis of Secondary School English Teachers’ Problem In Designing Lesson Plan Based On The 2013 Curriculum”. In his research He used many theories which are related with his research questions, as follows: lesson plan, syllabus, the 2013 curriculum, etc. This research focused on the designing of lesson plan. The result of this research showed that the English teachers of secondary school still have problems in designing lesson plan based on the 2013 Curriculum such as they got difficulties in designing the teaching phase in detail, media and tool, and they still have less understanding in designing the teaching procedure based on the 2013 curriculum. This research only focused on teachers’ problem in designing the lesson plan based on the 2013 Curriculum.

The third research is from Hermayawati in 2017, entitled “Analysis on The English Teachers' Understanding in Implementing the 2013 Curriculum”. This research focused on English teachers’ understanding about the 2013 curriculum. She used many theories in her research, as follows: Nature of teacher profession, 2013 Curriculum, characteristics of 2013 Curriculum, Principles of curriculum understanding, etc. She found that the English teachers still had less understanding about the 2013 curriculum and they still got difficulties in assessing the students.
2.3 Conceptual Framework

The theoretical review contains some arguments from expert and others credible sources that explained by the researcher as a measurement and the evidence to take conclusion weather the English teachers have problems or not in implementing the 2013 curriculum. The concept, characteristics, and implementation of the 2013 curriculum are theoretically describe in order to analyse the English teachers’ problems in implementing the 2013 curriculum. Besides, teachers’ professionalism is used to know whether the teachers are implemented the curriculum professionally or not. Conjunction between theoretical about 2013 curriculum and teachers’ professionalism is presented in figure 2.1
Curriculum 2013

Design Planning

Juridical aspects:
- Law No 20/2003 (National Education System)
- Law No 17/2005 (Long-term National Education Plan)
- PP No 19/2005 SNP (National Education Standard)

Implementation

- Permendikbud No 54/2013 (Standard competences of Elementry and Secondary)
- Permendikbud No 65/2013 (Standard Of elementary and Secondary Educational process)
- Permendikbud No 66/2013 (Standard Evaluation)
- Permendikbud No 68/2013 (framework and structure of the secondary school curriculum)
- Kemendikbud No 58/2014 (the 2013 Curriculum)

Teachers' Professionalism:
- Law No 14/2005 (Teacher and Lecturer)
- PP No 74/2008

Education Objective: to prepare qualified human beings, religious and skilful.

figure 2.1: Conection between theoretical about 2013 curriculum and teachers’ professionalism