

CHAPTER II

REVIEW OF THE RELATED LITERATURE

A. Curriculum

1. Definition of Curriculum

The curriculum term came from Latin which means a running course, or race course, especially a chariot race course. Besides that, in French, courier means to run, then, that term was used in courses or subjects which had to be attacked to achieve the title or the degree.¹

There are many definitions of curriculum. Commonly, curriculum is seen to be like a plan which is arranged to make teaching learning process successfully by teachers' guidance and in school responsibility or the educational institution.² In addition, curriculum is the sets of equipment of plans and rules about objectives, materials, and method which are used as guideline of learning process implementation to achieve particular educational objectives.³ Another opinion comes from Sukmadinata who states that Commonly accepted definition of the curriculum has changed from the content of course of study and list of subjects and courses to all the experiences which are offered to pupils under the auspices or direction of the school.⁴

Beside that, we can understand curriculum easily by describing it as a process to make a house. Firstly, curriculum could be like a plan of a house yet to be constructed. It is the future directed towards an objective yet to be realized. Secondly, it could be seen to be like a plan of how to build the house with the systems that are needed in order successfully to build the house. Thirdly, curriculum could be seen

¹ S. Nasution, *Pengembangan Kurikulum*, (Bandung: PT. Citra Aditya Bakti, 1993), Page 9.

² S. Nasution, *Kurikulum dan Pengajaran*, (Jakarta: Bumi Aksara, 2009), Page 5.

³ Departemen Pendidikan Nasional, *Kurikulum Tingkat Satuan Pendidikan*, (Yogyakarta, 2000), Page 1.

⁴ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum: Teori dan Praktek*, (Bandung: P.T. Remaja Rosdakarya, 2009), Page 4.

to be like the view of the house after it has been completed and is a dwelling for its inhabitants.⁵

In other hand, curriculum is the subject included in a course of study or taught at a particular school, college, etc.⁶ Susan Feez and Helen Joyce state that a curriculum is a general statement of objectives and outcome learning arrangements, evaluation and documentation relating to the management of programs within an educational institution.⁷

Based on the definitions above, it can be concluded that curriculum is the subject included in a course of study or taught at a particular school, college and how teaching learning process in school or educational system can be planed, measured, and evaluated.

2. Models of Curriculum

John D. McNeil (quoted by Nana Syaodih Sukmadinata), Muhammad Ali and Oemar Hamalik classified the prevailing conceptions or models of curriculum into four major categories: Humanistic Curriculum, Social Reconstruction Curriculum, Technological Curriculum, and Academic Curriculum.

a. The Humanistic Curriculum

Based on humanistic curriculum, the function of curriculum is the curriculum should provide pupils with different experiences which have important role in individual improvement.⁸

The new humanists are self-actualizers, who view a curriculum as a liberating process that can meet the need for growth and personal integrity. The humanistic curriculum increases self-awareness; it allows pupils to seek typical personal pattern in their own responses to a sery of

⁵ Ronald V. White, *The ELT Curriculum: Design, Innovation and Management*, (Cambridge: Library of Congress Cataloging, 1988), Page 4.

⁶ AS. Hornby, *Oxford Advanced Pupil's Dictionary of Current English*, (London: Oxford University, 1987), Page 287.

⁷ Susan Feez and Helen Joyce, *Text-Based Syllabus Design*, (Sydney: AMES, 1998), Page 9.

⁸ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: P.T Remaja Rosda Karya, 2009), 3rd Ed., Page 144.

activities. Observing one's own feelings believed that self-awareness can be best idea attained. A humanistic curriculum demands the context of an emotional relationship between teachers and pupils. The teacher must provide warmth and nurture emotions while continuing to function as a resource center. He or she should present materials imaginatively and create challenging situations to facilitate learning. Humanistic teachers motivate their pupils through mutual trust.⁹

The concept or method of humanistic curriculum thinks the child centered curriculum out. In this curriculum, each pupil has an opportunity to study based on her/his proclivities and needs, so the teaching planning is arranged by teachers and pupils.¹⁰

b. The Social Reconstruction Curriculum

The social reconstruction curriculum cares with relationship between curriculum and the social and political development of the society. One purpose of this curriculum is to confront the pupils with the many several problems that humankind faces.¹¹

In this curriculum, teachers are political people that who must choose either to serve whoever is in power (conservative) or present options to those in power (social reconstruction). Teachers must relate national, world, and local purposes to the pupils' objectives. Social reconstruction people look at society with the intent of a curriculum building by which pupils can improve the real world.¹²

c. The Technological Curriculum

In the technologist view curriculum making as a technological process for achieving what ever ends policymakers demand. They consider themselves accountable by producing evidence, which indicates that their curriculum attains intended objectives.¹³

⁹ Nana Syaodih Sukmadinata, *Op. Cit.*, Page 86-90.

¹⁰ Muhammd Ali, *Pengembangan Kurikulum Di Sekolah*, (Bandung: Sinar Baru Algensindo, 2008), 5th Ed., Page 11.

¹¹ Oemar Hamalik, *Op.Cit.*, Page 146.

¹² Nana Syaodih Sukmadinata, *Op.Cit.*, Page 95.

¹³ *Ibid*, Page 97.

Technological perspective as a curriculum is concerned on the method and material program effectiveness to achieve the advantages and success. The core of the technological curriculum is the materials which are learned by pupils should produce special competence for them.¹⁴

d. The Academic Curriculum

The conscious thought to the importance of developing the progression in science and technology thinks that curriculum is an instrument to make pupils who have the high intelligence out by education processing that may grow the cognitive development.¹⁵

3. Components of Curriculum

When curriculum described structurally, it has four main factors. They are: objectives of curriculum, learning materials, strategies in teaching learning process and curriculum evaluation.¹⁶ The writer will explain one by one as below:

a. Objectives of Curriculum

Basically, the objective of curriculum is the purpose of each education program which will be given to pupils. This factor is important, because it will aim all of teaching activities and influence other components. Objectives of curriculum have to be established before arranging and establishing the content of curriculum, because it determines the style of education activities, an indicator to know the success in education implementation, and it is a reference in doing activities of education doers.

The objectives of curriculum are defined based on two factors. Firstly, it is based on the demand, development, need and condition of society. Secondly, it is based on minding and philosophical values achieving oriented mainly philosophical country.¹⁷

¹⁴ Oemar Hamalik, *Op. Cit.*, Page 147

¹⁵ Muhammad Ali, *Op. Cit.*, Page 13.

¹⁶ Nana Sudjana, *Pembinaan dan Pengembangan Kurikulum di Sekolah*, (Bandung: Sinar Baru Algesindo, 1988), Page 21-50.

¹⁷ Nana Syaodih Sukmadinata, *Op.Cit.*, Page 103

The objectives of curriculum are important things in education process. They are cognitive domain, affective domain, and psychomotor domain. The national education objectives are to achieve all of domains above. The objectives of education which relate with the realization of pupils' domains are devised by education process as follow:

1) The National Education Objective

The definition of national education objective which is stated in the chapter 1 section 3 of Sisdiknas (National Education System) Law that the national education objective is the highest objective in education objectives. It is ideal and related generally with the philosophy of five basic principles of the Republic of Indonesia.¹⁸

2) The Institutional Objective

The institutional objective is the follow-up objective from the national education objective. Indonesia education system has some levels in education. Each institution has the education objective which is called by institutional objective.¹⁹ Absolutely, the existence of education objective explains the continuance and has great relevance with the national education objective. To be lest from divergence, each of the institutional objective has to be introduced with the definition of education, basic of education, objective of national education and general objective of institution.²⁰

3) The Curricular Objective

The curricular objective means the follow-up objective from institutional objective in the implementation of education activity, so the content of teaching which has been planned can support to achieve the education objectives hopefully. An education institution has curricular objectives which usually can be known in GBPP (*Garis-*

¹⁸ Abdullah Idi, *Pengembangan Kurikulum*, (Jogjakarta: AR-RUZ MEDIA, 2009), 3rd Ed., Page 52

¹⁹ S. Nasution, *Asas-Asas Kurikulum*, (Jakarta: P.T Bumi Aksara, 2008), 2nd Ed., Page 45.

²⁰ *Ibid.* Page 53.

Garis Besar Program Pengajaran) or Basic Course Outline. It is called by Standard of Competence (SK) in the curriculum now.²¹

4) The Instructional Objective

The instructional objective is the last one from the objectives before. It has an operational character which is hoped can be achieved in teaching learning process directly and in every meeting.²² Gagne and Briggs (Oemar Hamalik 2009) classified the instructional objective is the objective which has to be achieved after teaching learning process into five domains, they are: verbal information, attitudes, intellectual skill, psychomotor skill, and cognitive strategy.²³

To achieve this objective, teachers usually make SP (*Satuan Pelajaran*). This instructional objective is determined by the condition of teaching learning process includes competence of education, facilities of learning, pupils, methods, environment, and other factors.

The instructional objective is divided to be two kinds. The first is the general instructional objective. In this case, the objective is still general. It is Basic Competence (KD) in curriculum now. It describes the attitude. To make assessment easily, it has to make the specific instructional objective which is as second instructional objective. The specific instructional objective has to be viewed as the step to achieve the general instructional objective.²⁴ The specific instructional objective has to be viewed as the step to achieve the general instructional objective.²⁵ The specific instructional objective is known with indicators.²⁶

b. Learning Materials

Learning materials are as the content of curriculum. Materials or subject matters which are given in the school commonly can be classified

²¹ Muhamamad Ali, *Op. Cit.*, Page 106.

²² Abdullah Idi, *Op. Cit.*, Page 53.

²³ Oemar Hamalik, *Op. Cit.*, Page 137.

²⁴ Muhamamad Ali, *Op. Cit.*, Page 78.

²⁵ Muhamamad Ali, *Op. Cit.*, Page 78.

²⁶ S. Nasution, *Op. Cit.*, Page 45.

into three categories of science; they are sciences, social sciences, and humaniora. Not all of materials can be put into curriculum, because curriculum is limited, not only timing for pupils to study learning materials but also to achieve them. Therefore, choosing in learning materials has an important role to accommodate to pupils' capability, society demand, and learning materials importance.

c. Strategies in Teaching Learning Process

When teachers make the material sequence, they have to think the appropriate strategies in teaching learning process to convey the material made. Rowntree divided strategies in teaching learning process to be Exposition-Discovery Learning and Group-Individual Learning. Ausubel and Robinson divided them to be Reception Learning-Discovery Learning and Rote Learning-Meaningful Learning.²⁷

d. Curriculum Evaluation

Curriculum evaluation is intended to assess curriculum as an educational program to establish the efficiency, effectiveness, relevance and productivity of program to achieve the objectives of education. It heads for repairing and completing program of education for pupils and strategy how program has to be done is.

Initially, concept of R.A Becher about curriculum development and curriculum evaluation is descriptive which hammered at what is it? Then grew in prescriptive which hammered at what ought to be. A component of curriculum which is evaluated is wide. Curriculum evaluation program is not only evaluating the pupils' learning outcome and teaching learning process, but also design and curriculum implementation, teachers capability and activity, etc.

Wright states that curriculum evaluation may be defined as the estimation of the growth and progress of pupils toward objectives or

²⁷ *Ibid*, Page 107.

values of the curriculum. From the statement above, curriculum evaluation can be limited to pupils' outcome only.²⁸

There are four things which should be looked. They are:²⁹

1) Reflective evaluation

Reflective evaluation is a curriculum evaluation before curriculum implemented. So, this evaluation depends on considerations of experts include base of theories, result of research, knowledge, discussion, etc.

2) Try out evaluation

The hope of this evaluation is before implementing, the curriculum is tried in the small scale of several schools which is reputed representatively to know the possible weakness happened and it is able to be consideration to be revised.

3) Formative evaluation

After curriculum revised based on try out evaluation, it is practiced in the larger scale of several schools and monitored step by step, component by component, then evaluated. It is called by formative evaluation.

4) Summative evaluation

This evaluation is implemented in all of sides comprehensively, from the process until the product of curriculum.

4. Functions of Curriculum

Curriculum is prepared and developed to achieve the education objectives, that is to prepare the pupils who can live in society. It means that not only pupils can communicate around society but also they can explore their capability of their experience and knowledge in the society.

Curriculum is very important. Curriculum is an educational plan that covers all of learning experiences which are allocable in the

²⁸ *Ibid*, Page 173.

²⁹ Dakir, *Perencanaan dan Pengembangan Kurikulum*, (JaKarta: Rineka Cipta, 2010), Page 11-12.

school. In implementing, a class is a place to practice and exam the curriculum includes all of concepts, sciences, methods, materials, and teachers' capability in the act to achieve the real curriculum design.

According to an explanation above, we know that in general, the function of curriculum is the instrument to help pupils to improve their personality to achieve the educational objectives.³⁰

In addition, Mc Neil serves four functions of curriculum which were stated by Wina Sanjaya. They are:³¹

a. Common or General Education

The function of Common or General Education is met through a curriculum that addresses the pupil as a responsible human being and citizen, not as a specialist or one with the unique gifts or interest. It means, for instance, including as content the ground rules (Bill of Rights) for participating in the civic affairs of the community and developing those minimal competencies essential for health, welfare, and protection of all. Successful general education enables everyone to support and share in the culture; hence, a curriculum worker must decide what the individual needs in order to communicate with others. The planner must consider what outcomes and experiences all should have in common.

b. Supplementation

Individuality is the key to understanding supplementation. Objectives consistent with it deal both personal deficits and unique potentials. To serve this function, a curriculum must be designed for those whose talents and interest enable them to go much farther than the majority or those defects and deficiencies are severe enough to require special attention. Such a curriculum is personal and individual, not common or general.

³⁰ Nana Sudjana, *Op. Cit.*, Page 4.

³¹ Wina Sanjaya, *Kajian Kurikulum Dan Pembelajaran*, (Bandung: Sekolah Pasca Sarjana Universitas Pendidikan Indonesia, 2007), Page 25-26.

c. Exploration

Opportunities for pupils to discover and develop personal interest capture the meaning of exploration. When well executed, it enables pupils to find out that they do or do not have either the talent or the zeal kinds of activities. Exploring experiences should not be organized and taught as if their purposes were to train specialist. Nor should they be conceived as shoddy and superficial. Exploration demands a wide range of contact within a field, realization of the possibilities for the further pursuit, and revelation of one's own aptitudes and interest.

d. Specialization

A specializing function is rendered by a curriculum in which the current standards of a trade, profession, or academic discipline prevail. Pupils are expected to emulate those who are successfully performing as skilled workers or scholars. Entry into such a curriculum requires that pupils already have considerable expertise and drive.

B. Curricula in Indonesia

Indonesia has applied many curricula in education. The modernity is to make Indonesian educational quality to be better than before. According to Nasution's statement, the modernity of curricula follows two procedures.³²

The first is Administrative Approach. In this procedure, a change of modernity is planned from the high function to relegate in institutions of low function until teachers. So, in this aspect, the top-down modernity that depends on initiative administrators.

The second is Grass Root Approach. Grass Root Approach is the modernity made from the root (low function) to high function. It means that this modernity comes from the teacher or school individually and has a hope to increase to other schools.

³² S. Nasution, *Op. Cit.*, Page 40.

So many curricula in Indonesia, but the writer only explain them to be several points.

1. Before 2004 Curriculum

The curricula had been applied in Indonesian education before 2004 were 6 times. The first was Rencana Pelajaran 1947. At that time, used the leer plan (Dutch, red). This curriculum was applied by schools in 1950. Secondly, the curriculum was Rencana Pelajaran Terurai 1952. This curriculum was more detail than Rencana Pelajaran 1947. Next period was 1968 curriculum. The purpose of this curriculum is creating of the real people who support pancasila (*pancasilais*). This curriculum was emphasizing in organizational approach. The fourth was 1975 curriculum. Its purpose to make an education to be effective and efficient. It changed by 1984 curriculum. 1984 curriculum process is skill approach. It was called by Kurikulum 1975 yang Disempurnakan. Pupils were subjects. This was known By Cara Belajar Siswa Aktif (CBSA) or Pupils Active Learning (SAL). Sixthly, Indonesia used 1994 curriculum and 1999 curriculum's supplement. In this period, education in Indonesia modified all of curricula which used before.³³

The explanation above is the short explanation about curricula which used in Indonesia before 2004 or Competence Based Curriculum (KBK).

2. Competence Based Curriculum (KBK)

Competence Based Curriculum is a set of plan and arrangement of competence and achievement which are got by pupils. In materials, this curriculum is not far from the 1994 curriculum. The difference is about the pupils' way in teaching learning process. In this curriculum, pupils must be active and improve their skill to apply science and technology without less of solidarity and cooperating.

³³ Akmad Sudrajat, 2008, <http://ruangpikir.multiply.com/journal/item/I7.html>., Sunday, 24th October 2010.

Thus, teachers are only as facilitators, but education is educating in all of sides. In the class, pupils were not only objects but also subjects of teaching learning process.

Since the middle of 2001, *Departemen Pendidikan Nasional* (National Education Department) socialized this curriculum, but it was used in beginning of 2004 although there were schools had applied this curriculum before it was defined. After several years, the result of this curriculum was not significant. It caused many factors. The first is the concept of Competence Based Curriculum (KBK) which was not understood by teachers in the class yet. All the while, the draft of competence based curriculum changed. This is the second factor. The last factor is there was no guidance of standard teaching strategies for teacher.³⁴

According to *Departemen Pendidikan Nasional* (National Education Department), there are several characteristics of Competence Based Curriculum. They are:³⁵

- a. Emphasizing on achieving of pupils' competence individually and classically
- b. Orienting in teaming outcomes and religion
- c. Transferring in teaching learning process using variational approaches and methods
- d. Resources were not only from teachers but also all of educative documents
- e. Assessment in emphasizing of teaching learning process and learning outcomes to achieve pupils' competence.

3. School Based Curriculum (KTSP)

Curriculum is never static. The need to adjust to the development of education of other countries and the discoveries of new

³⁴ Masnur Muslich, *KTSP Pembelajaran Berbasis Kompetensi dan Kontekstual*, (Jakarta: Bumi Aksara, 2007), Page 12.

³⁵ Kang Jumari, 2007, <http://kangjumari.blogspot.com/27/12/kurikulum-di-indonesia-pembaharuan.html>, Sunday 24th October 2010.

theories and knowledge help to explain this condition. The School Based Curriculum (KTSP) is the revised version of the previous curricula including 1994 and 2004 curriculum.

Beginning of 2006, test-drive of Competence Based Curriculum (KBK) had been stoned. School Based Curriculum was combined. The materials of School Based Curriculum were still choking up. There was no difference in contents and objectives of competence between Competence Based Curriculum (KBK) and School Based Curriculum (KTSP) until evaluation phase.

The School Based Curriculum (KTSP) is the operational curriculum which is designed and done in each educational institutions or educational groups.³⁶ The School Based Curriculum (KTSP) is a set of plan and arrangement about objectives, contents, materials, and methods which is used as a guide for teaching learning process to achieve the objectives of education.³⁷

The purpose of middle level is to improve the intelligence, knowledge, behavior, skills to stand alone, and follow the next education. The contents of this curriculum are learning materials, curricular materials, and self-development activity.³⁸

Curriculum must be replaying the national education's objectives of the appropriateness with the conditions and regional potencies, education and the pupils themselves. That curriculum is designed to give the possibility of the accommodation of education programs with the regional need and potency. Thus, every school may have different curriculum depending on the need and the condition of the school itself. However, the government has given a national standard of the curriculum, which serves as a model for the schools.

³⁶ Departemen Pendidikan Nasional. *Op. Cit.*, Page 49.

³⁷ Bagus, Andi. 2008. <http://andibagus.blogspot.com/2008/03/kurikulumm-pendidikan-di-indonesia.html>. Sunday, 24th October 2010.

³⁸ Masnur Muslich, *Op. Cit.*, Page 30.

C. English Curricula in Indonesia

The history of English curriculum was begun by syllabus design in the early 1960's, although the syllabus design became the main factor in language teaching. Syllabus design is the syllabus development process comprehensively includes the processes which were used to determine the pupils' needs, the objectives of program, the appropriate syllabus, program structures, learning methods and evaluation of programs.³⁹ To make it clearly, the writer explains it as follows:

1. 1984 English Curriculum Teaching

1984 curriculum is based on the 1975 curriculum change. In this curriculum, it concerned in process skill approach. Although English is as the foreign language in Indonesia, the pupils' competence in this case is very important to achieve the national development. So, in this curriculum England invented to develop pupil's competence in communication which was known by communicative approach (CA) or communicative language teaching. This approach was popular in 1960-1979's. The objective of this approach is to communicate by using the appropriate language based on arrangement and grammar.⁴⁰

Talk about syllabus in this curriculum, syllabus is a set of plan and learning to rationalize and simplify the curriculum, influence of choosing the material and method which were used in the class. In senior high school level, the function of syllabus in this curriculum is to encompass the English components in spelling, speaking and poetry. The syllabus design in this curriculum is structural which focused on the structure. According to Krahnke stated that structural syllabus usually correlated with Grammar Traditional Method (GTM), audio-

³⁹ Elih Sutisna Yanto, February 12, 2011, *Analisis Berbasis Sekolah Kurikulum Dari Inggris-Sma (Ktsp)*, <http://elihsutisnayanto.wordpress.com/2011/02/12/an-analysis-of-school-based-english-curriculum-ktsp/>, Saturday, June 18, 2011.

⁴⁰ Eneng Elis Aisah, May 11, 2011, *Pengembangan Silabus Pengajaran Bahasa Inggris di Indonesia*, <http://englisah.wordpress.com/2009/05/11/development-of-english-language-teaching-syllabus-in-indonesia/>, Saturday, June 18, 2011.

lingual method and silent way method. Beside that, curriculum approach used the national or functional syllabus.⁴¹

2. 1994 English Language Teaching Curriculum

1994 curriculum was applied based on *Keputusan Menteri Pendidikan dan Kebudayaan* no. 061/U/I/1993. The deference between this curriculum and prior curriculum (1984 curriculum) is approach which was used.⁴²

In this curriculum, the approach which was used is the communicative approach. It is larger than prior curriculum. It is known in reading skill, explained before, achieves vocabulary and sills in communicating. Reading was represented in several themes. The theme which is the communication context was not learned by pupils. The arrangement of language was used and applied in expressing the meaning and functional skill. Beside that, the teaching learning process was focused on pupil-centered orientation.⁴³

When we talk about the English syllabus in this curriculum, it was as approval of National Education System law No. 2, 1989. It was stated that the curriculum development in every school level based on pupils' development, situational needs, national development and science, technology and culture development. In general, the purpose of English language teaching is to develop communicative competence in language skills like reading, speaking, reading and writing collectively by achieving 1.000 words for intermediate level and 2.500 words for advance level. In this curriculum was known by competence based syllabus.⁴⁴

⁴¹ *Ibid*

⁴² Sri Setyani, 2000, *Perkembangan Kurikulum di Indonesia*, Jakarta, <http://lib.atmajaya.ac.id/default.aspx?tabID=61&src=k&id=75066>, Saturday, June 18, 2011.

⁴³ Eneng Elis Aisah, *Op. Cit.*

⁴⁴ *Ibid.*

3. 2004 English Language Teaching Curriculum

In 2004 curriculum, it is more popular with competence based curriculum (KBK). Each subject matter was explained based on what competence should be achieved by pupils. Unfortunately, the problem came when it was related with the task or examination (instrument of pupils' competence assessment).⁴⁵

This curriculum must be based on competence and the last meeting, pupils should be able to communicate in English as the one of their live skills. Beside that, the hope is they are not only able to understand written text to continue their study but also study independently to be member in the society.

The syllabus in this curriculum is the competence based syllabus which based on scientific, pupils' need, systematic, relevant, consistent and satisfied. Beside that, there are six steps in developing this syllabus. They are: Writing the identity of subject, formulating the standard of competence, deciding the standard of competence, deciding the material and its explanation, deciding the learning strategy and deciding time allotment and sources, but the implementation of this curriculum only 2 years because there are several problems. There is still much confusion among teachers about the curriculum, and the genre-based approach in particular. The confusion centers on understanding the conceptual theory of the genre-based approach and its pedagogical application in the classroom. Another problem that arises from the implementation of this approach is the appropriateness of the genre-based approach to be implemented in the Indonesian context because English is a foreign language.⁴⁶

⁴⁵ Rosita Oktaviani, *Sejarah Kurikulum di Indonesia*, Nopember 7th, 2009, <http://rositaoktavianirusma.blogdetik.com/2009/11/07/sejarah-kurikulum-indonesia/>, Saturday, June 18, 2011

⁴⁶ Elih Sutisna Yanto, *Op.Cit.*

4. 2006 English Language Teaching Curriculum

The spirit of decentralization, as showed by act of local autonomy No. 22, 1999 revised by Act of local Autonomy No.32, 2004 and hand in hand with Act No. 20, 2003 has been seen in the 2006 curriculum (KTSP) launched by government. In this case, education is not merely central government's responsibility; local government also has responsibility in managing and funding education.

Basically the 2006 curriculum (KTSP) is developed from standard of content by schools based their context and potentiality. Although KTSP varies between one and other schools, government gives some regulations stated in Governmental Regulation (PP) No. 19, 2005 concerning National Standard of Education (SNP) at May 16, 2005 such as standard of content and standard of competence of graduate.

English as stated in standard of content (PERMENDIKNAS No 22, 2006) is learned at elementary two hours in a week (as local content [MULOK] for class IV, V and VI), at junior and senior high school four hours in a week except for language program in SMA – five hours in a week. In addition, the standard competence of graduate of English (PERMEN No 23, 2006) for each level is communicative competence in the form of spoken of language accompanying action for elementary school, in the form of spoken and written for achieving functional literacy level for junior high school, in the form of spoken and written for achieving information literacy level for senior high school.

In 2006, 2004 curriculum has been modified and changed to be school based curriculum (KTSP), but it still suggested genre based approach in English teaching learning process. 2006 and 2006 curricula recommend introduction of five text types for senior high school level, they are: recount, narrative, descriptive, procedure, report, news item,

analytical exposition, hortatory exposition, spoof, explanation, discussion and review.⁴⁷

Teachers have been suggested to use text type in English teaching learning process. It hoped that it can build and develop the pupils' communicative competence.

Characteristics of Curriculum 2006 are the following:⁴⁸

- a. Emphasizing the attainment of the students' competence individually and classically;
- b. Orienting toward learning outcomes, and diversity;
- c. Using genre approaches in the learning process and greatly is influenced with Systematic Functional Grammar of Halliday
- d. Accepting any other educative learning sources besides teachers;
- e. Emphasizing its evaluation on the learning process and outcomes in acquiring or attaining a certain competence.
- f. Using special terms such as *Standar Kompetensi* (Standard of Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading and writing); *Kompetensi Dasar* (Basic Competence) refers to a minimum statement covering know ledges, skills, attitudes, and values which are reflected in the way of thinking and acting after students learned and finished one of the four language skills (listening, speaking, reading, writing).; indicator (Achievement Indicators) refers to a specific basic competence that can taken as a standard to assess the attainment of a learning process;
- g. *Materi Pokok* (Core Materials) refers to core materials or lessons that students have to learn in a learning process.

⁴⁷ *Ibid.*

⁴⁸ *Ibid.*

D. Curriculum Development

1. Principles of Curriculum Development

Curriculum is designed by education experts/curriculum experts, science experts, educators, education officers, and other parts of society. This design is used to guide the educators in pupils developing guiding and to achieve the objectives.

Curriculum development itself was begun in 1890 with Charles' and Mc Murry's writing, but definitively from Franklin Babbit's work in 1918. He is an expert of curriculum and a pioneer of curriculum practice development. Curriculum development can be a reference for next curriculum; so that we can know whether the curriculum develops or not.

Curriculum development is needed, because curriculum is as a medium to achieve the objectives which adjusts with development of society. Social values, needs, and demands of society through developments in science and technology. So, curriculum development has principles. They are:⁴⁹

a. General Principles

There are some principles in general principles of curriculum development, the first is: relevance; outside of curriculum and inside of curriculum. Outside of curriculum means that objectives, contents, and teaching learning process which explained in the contents of curriculum have to be relevant with demands, needs, and development of society. Curriculum prepares pupils will be able to socialize in society. Inside of curriculum means that there is relevance among the components of curriculum (e.g.: objectives, contents, strategies and evaluation).

The second principle is flexibility. Curriculum has to be flexible, because curriculum prepares pupils in their now life and their future life. Thirdly, curriculum should be continuity. Learning process and development occurs continuously. Therefore learning experience which

⁴⁹ Nana Syaodih Sukmadinata, *Op.Cit.*, Page 150-155.

is made in curriculum should be continuous between one level and another level. The last principle is effective and efficient. It means that curriculum has to be done easily using simple media and cheap cost. Besides that, the success of curriculum implementation has to be observed the quality and quantity sides.

b. Specific Principles

There are more specific principles of curriculum development, they are: the principle in arranging education purposes, the principle in choosing education contents, the principle in choosing teaching learning process, the principle in choosing media, and the principle in choosing evaluation.

2. Models of Curriculum Development

Before talking about models of curriculum development, we have to know that the meaning of model is an construction which is theoretical from the concept.⁵⁰ Then, the definition of curriculum development model is the comprehensive term which includes planning, implementing, and evaluating. Because the curriculum development model has an implication to the development and improvement, it is liked with curriculum improvement.⁵¹

According to Nana Syaodih Sukmadinata and Robert S. Zain's opinion which is quoted by Dakir, there are several models of curriculum development. They are:

a. The Administrative Model

The administrative model can be called with line staff or top down, because the idea and initiative of developing came from the administrators of education and used the procedures of administration.⁵²

⁵⁰ 39 Dakir, *Op. Cit.*, Page 105.

⁵¹ Peter F. Oliva, *Developing The Curriculum*, (New York, Harper Collin Publisher, 1992), Page 26.

⁵² Nana Syaodih Sukmadinata, *Op. Cit.*, Page 162.

Curriculum development is implemented as follow:⁵³

- 1) The administrator education makes a team which guides to curriculum development
- 2) A team makes the concepts of general objective formula and philosophy which is followed
- 3) The specialist of curriculum and teaching staff formulate the specific objective, GBPP, and teaching activity
- 4) All of points above are revised by a team based on experiences and or results of try out
- 5) After try out and revised, the curriculum is already implemented

b. The Grass Roots Model

This model is opposite of the administrative model. Curriculum development model in this term, teachers try to develop the curriculum in one or all of curriculum components, or one or all of the subject matters.⁵⁴

There are some steps in implementing this curriculum:⁵⁵

- 1) The initiative of curriculum development comes from down (teachers)
- 2) A team of teachers from several schools is added with resource people from pupils' parents or relevant society
- 3) The top team gives guidance and motivation
- 4) To consolidation of development concepts which is blazed, it is organized by workshop to find input which is needed

c. Beauchamp's System Model

Beauchamp's system model was developed by an expert of education, G. A. Beauchamp (1964). He explained five things in developing curriculum. They are:⁵⁶

- 1) Maintaining the area which is included the curriculum.

⁵³ Dakir, *Op. Cit.*, Page 105.

⁵⁴ Nana Syaodih Sukmadinata, *Op. Cit.*, Page 163.

⁵⁵ Dakir, *Op. Cit.*, Page 105-106.

⁵⁶ *Ibid*, Page 106-107.

- 2) Creating the developing team which includes teachers staff education experts, guiding people, and other resource people
- 3) Organizing and making procedures of curriculum development to formulate the general and specific objectives
- 4) Implementing curriculum in the schools
- 5) Evaluating curriculum which is used

d. Taba's Inverted Model

This model is developed by Hilda Taba based on inductive data, because it more motivates innovations and creativities of teachers which is inversion from traditional model (deductive data).⁵⁷

There five steps in developing curriculum based on this model like follow:⁵⁸

- 1) Making diagnoses of needs, formulation of objective, determination of materials, determination of assessment, attention of large or enlarge materials and arranging the unit of curriculum
- 2) Trying out
- 3) Revising the result of try out
- 4) Arranging the theory of job planning
- 5) Showing the new curriculum which will be dissimilated

e. Roger's Interpersonal Relations Model

Curriculum which is developed should develop individuality about the changes flexibly by self-coaching to communicate interpersonally. According to roger, there are four steps in curriculum development models. They are:⁵⁹

- 1) Selection the target from education system
- 2) Teachers' participation in the intensive group experience
- 3) Development of the intensive group experience for each class or subject
- 4) Participation of pupils' parents in group activity

⁵⁷ Nana Syaodih Sukmadinata, *Op. Cit.*, Page 166.

⁵⁸ Dakir, *Op. Cit.*, Page 107.

⁵⁹ *Ibid*, Page 169

f. The Systematic Action-Research Model

This model is based on the assumption that the curriculum development is the change of society. This is developed in the hopes context of society, pupils' parents, teachers, pupils, and other people which has views about how education is, how children study, and how curriculum's role in teaching and education.⁶⁰ There are several action research procedures like bellow:⁶¹

- 1) Making the study about teaching learning problems which are needed to be researched in the schools
- 2) Finding the cases of problems above, then making decisions of them
- 3) Implementing the decision which is found

3. Influencing Factors in Curriculum Development

There are some people (Nana Syaodih Sukmadinata and Jack C. Richard) agree that there are several factors in curriculum development. They are university, school, society, and teacher. The explanation is as below:

a. University

University influences curriculum in science and technology development sides. It gives incomes in the content of curriculum. Besides that, development of educational science, teachership, and preparing educators in teachership University can influence the curriculum development in mastering science and teacher's capability.⁶²

b. School

A school is a part of society which prepares pupils to live and socialize in society. The content of curriculum should explain the condition of society which is appropriate with society's needs and demands. Schools or educational institutions have to facilitate the aspirations of society.

⁶⁰ Nana Syaodih Sukmadinata, *Op. Cit.*, Page 169.

⁶¹ Dakir, *Op. Cit.*, Page 108-109.

⁶² Nana Syaodih Sukmadinata, *Op. Cit.*, Page 158.

In other hand, schools are organizations and they develop a culture, ethos or environments which might be favorable or unfavorable to encouraging change and the implementation of innovation. A school with a relatively open climate, where the teachers collaborate with each other and where the principal and senior teachers are supportive of teachers, is more likely to try to implement a change. In contrast, a school where the principle focuses on administrative matters, the teachers work in isolation or in narrow subject-based groups and where there is no mechanism to discuss and try to solve problems is less likely to change.⁶³

c. Society

Another factor is values system. In the social life, there are several values like as moral value, religious value, political value and cultural value. Value system which will be kept has to be integrated in curriculum. The main problem for curriculum experts or curriculum developers is there are some values in society, because the society commonly is heterogeneous and multifaceted. So, curriculum development is not far from values system in society.⁶⁴

d. Teacher

There is a relation between teachers and curriculum. Curriculums as a hope and an intention, then teachers convey the hope and intention. From it, Teachers have the important roles. They establish the intention and hopes of curriculum. They explain and create the potential curriculum to be real activities in teaching learning process in the class. In other word, teachers transfer the values in the curriculum's guidance.⁶⁵

⁶³ Jack C. Richard, *Curriculum Development in Language Teaching*, (Cambridge: Cambridge University Press, 2001), Page 97.

⁶⁴ Nana Syaodih Sukamadinata, *Op. Cit.*, Page 159

⁶⁵ Nana Sudjana, *Op. Cit.*, Page 16-17.

This is the relation between teacher and curriculum diagram:

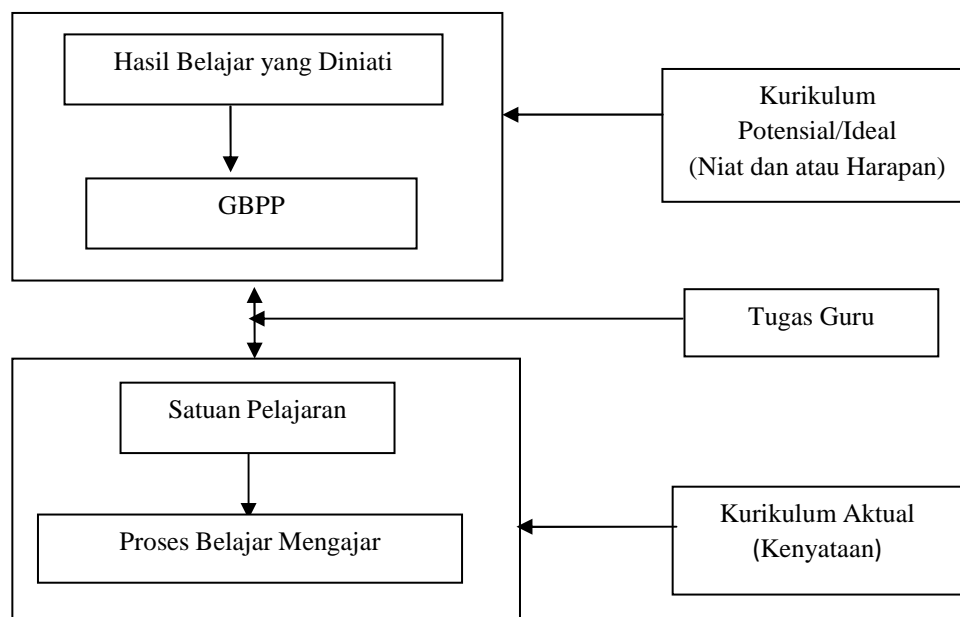


Diagram I: the relation between teacher and curriculum diagram

Adapted from: Nana Sudjana in the book entitled *Pembinaan dan Pengembangan Kurikulum di Sekolah*, Bandung: Sinar Baru Algensindo, Page 17.

When we talk about curriculum development and it is seen from the management side, teachers' roles can be differed to be three points. They are: Centralization, Decentralization, and Central-Decentralization.⁶⁶

1) Centralization

The curriculum which has a centralization characteristic, teachers do not have roles in planning and evaluation. The teachers' role is more important in micro than macro side; macro means the curriculum is designed by the special team or division of the experts of curriculum; micro is the improving of macro.

⁶⁶ Nana Syaodih Sukmadinata, *Op. Cit.*, Page 200-202.

Teachers make and formulate the appropriate objectives, choose and arrange the materials which are suitable with pupils' needs, pupils' proclivity, and pupils' developments. Beside that, teachers must have variational media and methods and arrange the exact programs and evaluation's instruments.

In this case, the curriculum is uniform to all countries, areas or levels in the schools and the implementation depends on teachers' creativity, proficiency, sincerity, and perseverance. Teachers have to explain the materials to achieve the objectives.

2) Decentralization

Decentralization curriculum is designed by a school or several schools in an area. This curriculum is for certain area. The development of this curriculum depends on the school's character, school's need, area's development, and school's capability.

So, this curriculum, especially in the content is very variational. Every school has curriculum itself.

3) Central-Decentralization

In this term, there is a compound function between centralization and decentralization curriculum. In this case, the teachers' role is the maker and improver curriculum.

Teachers are not only as the participants in improving the main curriculum but also in formulating the curriculum's elements. Teachers are active to give their opinions in formulating curriculum. From that, teachers can understand and master the curriculum. Hopefully, in teaching learning process will be success.

E. Previous Researches

There are some researches that almost have same topic or idea with this research. Maria Goreti Istty Wijayati, conducted the research entitled "The Implementation of the School Based Curriculum (KTSP) by the English

Teachers of SMAN 2 Wonogiri". This research focused on teachers' method in English teaching process by implementing the School Based Curriculum. The result from this research is there was still teachers' less understanding about the School Based Curriculum.⁶⁷

Agustina Dian K., conducted the research entitled "The English Teachers' Problems in the Implementation of School Curriculum (KTSP) ". This research focused on the teachers' problem in their teaching learning process which did not imply the School Based Curriculum (KTSP). The writer gave a result from her research that there was still teachers' less understanding about the School Curriculum.⁶⁸

Ayu Dyah Hardityasari, did the research entitled "The Difficulties in Applying English KTSP Curriculum Document 11 To Junior High School Teachers". This research focused on the teachers' difficulties in their teaching learning process by using the School Based Curriculum (KTSP). In this research, the writer showed that the respondents (the English teachers) have little difficulties about the document II of the English School Based Curriculum.⁶⁹

From the results above, the writer is eager to do a research about the curriculum which is used in Madrasah Aliyah Mathali'ul Falah, is it applied 2004 curriculum (competence based curriculum), 2006 curriculum (School Based Curriculum) or another curriculum?

⁶⁷ Maria Goreti Istty Wijayati, *The Implemetation of the School Based Curriculum (KTSP) by the English Teachers of SMAN 2 Wonogiri*, (Semarang: Semarang State University, 2009), Page vii.

⁶⁸ Agustina Dian K., *The English Teachers' Problem in the Implementation of School Curriculum (KTSP) "*, (Semarang: Semarang State University, 2008), Page vii.

⁶⁹ Ayu Dyah Hardityasari, *The Difficulties in Applying English KTSP Curriculum Document 11 to Junior High School Teachers "*. (Semarang: Semarang State University, 2010), Page vii.