

CHAPTER II

2013 CURRICULUM, CONTENT STANDARD OF ENGLISH LESSON, AND TEXT BOOK

A. 2013 Curriculum

Learning and teaching process needs sets of elements to support the learning activities. Those elements are curriculum, syllabus, and lesson planning. The government makes the regulation of how the learning should be supported by the curriculum. It means that the schools which held learning and teaching process should reflect on the curriculum. For the time being, the government implemented 2013 curriculum for some schools and 2006 Curriculum for the others.

Curriculum refers to Carter's opinion is a systematic group of courses or sequences of subjects required for graduation or certification in a major field of study.¹ It is affected by many factors in producing and implementing. Depending as it does on public financial support and the political climate of the country, the curriculum vacillates between the goals of equity and social justice at one time and academic excellence at another.² According to the laws Number 20 Year 2003 (UU NO

¹ Peter F. Oliva, *Developing the Curriculum*, (Canada: Little, Brown & Company, 1982) p.6.

² John D. McNeil, *Curriculum a comprehensive Introduction Fourth Edition*, (Illinois: Glenview, 1990), p.69.

20/ 2003) about National Education System mention that curriculum is a set of plan and arrangement those are concerning in target, content, and Lesson materials and also the way of which is used as guidance management of learning activity to reach certain education target. Based on that definition, there are two curriculum dimensions. First, arrangement and planning about target, content, and Lesson materials. Second, the method is used for learning activity. The 2013 Curriculum which is applied since academic year 2013 / 2014 has fulfilled both of those dimensions.

In order to get good formulation curriculum always changes dynamically. 2013 Curriculum is developed based on education standard-based theory, and curriculum competency-based theory. Curriculum 2013 is developed with philosophy which gives base to develop entire learning participant become Indonesian who has high quality (has English ability and soon) as the aim of the national education.

1. The Aim of 2013 Curriculum

The aim of 2013 Curriculum is to prepare Indonesian people to have life skill as individual and religious citizen, productive, creative, innovative, affective, and also be able to give contribution in societal life, nation, state, and world civilization.

2. The Characteristics of 2013 Curriculum

2013 curriculum was designed as follows:

- a. Developing balance among development of spiritual and social attitude, curiosity, creativity, partnership with intellectual and psychomotor ability.
- b. School represent a part of society that gives learning experience where a learning participant applies what has been studied at school to society and exploit society as source of learning.
- c. Developing attitude, knowledge, and skill and applying them in many society and school situations.
- d. It gives enough time to develop various attitude, knowledge, and skill.
- e. The competence is expressed in core competence of class and it is detailed in basic competence of the subject.
- f. The core competence of class become organizing elements of basic competence that all of basic competences and learning process are developed to reach some competences that mentioned in core competence.
- g. Basic competence is developed based on accumulative principle, reinforced, and enriched inter subject and education step (horizontal and vertical organization).

Therefore, 2013 curriculum is the role of learning and teaching for the group of subjects which are studied at school that have been created by the government to realize the target of education.

B. Content Standard of English Lesson of Grade X

In order to know the quality of the knowledge in a book, we should pay any attention for the contents of that book. We can not judge the book by looking at the cover. Content is everything that is contained within something³. And to grade the content of a book we should use a standard as reference. Based on oxford dictionary and thesaurus, standard is a measure or model used to make comparisons.⁴ The Governmental regulation no. 102/ 2000 explain that standard is technical specification or something is done includes the way and method are arranged base on the consensus of all elements that related by giving attention to some requirements of safety, welfare, health, ecology, science and technology development, experience of present and future development to get benefit as many as possible.

Based on the definition, researcher can conclude that content standard is technical specification include the way and

³ *Oxford Advanced learner's Dictionary*, (New York: Oxford University Press Inc, 1995),p.249.

⁴ *Pocket oxford dictionary and thesaurus*,(New York: Oxford University Press Inc, 2008), p. 701.

method arranged based on consensus of many elements that is used to be a standard of content of something. Content standard of English for the grade X of senior high school based on the Governmental regulation no. 69/ 2013 should has some core competences and basic competences as follows:

Core competence	Basic competence
1. Involving and practicing their professed religion.	1.1 Thanking goodness for the opportunity to be able to study English as international communication language which is realized in learning spirit.
2. Involving and practicing honest behavior, discipline, responsibility, care (mutual assistance, cooperation, tolerant, peace), decent, responsive and active and showing attitude as part of solution for the various problem of interaction effectively in social environmental and nature and also in getting themselves as nation reflection in global society	2.1 Showing decent behavior and care in doing interpersonal communications friend and teacher. 2.2 Showing honest behavior, discipline, self confidence, and hold responsible in doing transactional communications with friend and teacher 2.3 Showing responsibility behavior, care, cooperation, and peaceful love, in executing functional communications.

<p>3. Comprehending, applying, analyzing factual knowledge, conceptual, procedural based on their curiosity about science, technological, art, cultural, and humaniora with humanity concept, nationality, and civilization that relate with cause of occurrence and phenomenon, and also apply procedural knowledge at specific study area as according to their interest to solve the problem</p>	<p>3.1 Analysing social function, text structure, and element of language at self explanation text according to the context of its use.</p> <p>3.2 Analysing social function, text structure, and element of language in expression praise winged (extended), and also its response according to the context of its use.</p> <p>3.3 Analysing social function, text structure, and element of Language in attention expression (care), and also its response according to the context of its use.</p> <p>3.4 Analysing social function, text structure, and element of Language to express and ask about intention of doing something according to the context of its use.</p> <p>3.5 Analysing social function, text structure, and element of Language element of congratulation expression (extended), and also its response</p>
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	<p>according to the context of its use.</p> <p>3.6Analysing social function, text structure, and element of Language to express and ask about action / activity/ the occurrence is conducted/ happened in past time which refer to the time according to the context of its use.</p> <p>3.7Analysing social function, text structure, and element of language of simple descriptive text about people, tourism, and famous historic building according to the context of its use.</p> <p>3.8Analysing social function, text structure, and element of Language of announcement text according to the context of its use.</p> <p>3.9Analysing social function, text structure, and element of Language of recount text about experience, occurrence, and event according to the context of its use.</p> <p>3.10Analysing social</p>
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<p>4. Processing, thinking, and presenting in concrete and abstract domain related to development from which is studied at school autodidact and be able to use a method according to science principle.</p>	<p>function, text structure, and element of Language of simple narrative text n form of people legend, as according to the context of its use.</p> <p>3.11Mentioning social function and element of language in simple song.</p> <p>4.1Catching the meaning of self explanation oral and written.</p> <p>4.2Compiling oral text and written text to explain, to ask, and response self explanation, by paying attention to social function, text structure, and correct element of Language and according to the context.</p> <p>4.3Compiling oral text and written text to say and response winged praise (extended), by paying attention to social function, text structure, and correct element of language and according to the context.</p> <p>4.4 Compiling oral text and written text to say and response attention</p>
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	<p>expression (care) by paying attention to social function, text structure, and correct element of language and according to the context.</p> <p>4.5 Compiling oral text and written text to express and ask about intention to do an activity, by paying attention of social function, text structure, and correct element of language according to the context.</p> <p>4.6 Compiling oral text and written text to say and response congratulation expression (extended) by paying attention to social function, text structure, and correct element of language and according to the context.</p> <p>4.7 Compiling oral text and written text to express and ask about action / activity/ the occurrence is conducted/ happened in past time which refer to the time according to the context of its use.</p>
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	<p>4.8 Catching meaning in descriptive text, oral and written, simple, about people, tourism, and famous historic building.</p> <p>4.9 Editing simple written descriptive text about people, tourism and famous historic building, by paying attention social function, text structure, and correct element of Language according to the context.</p> <p>4.10 Compiling oral and written descriptive text about people, tourism and famous historic building by paying attention social function, text structure, and correct element of Language and according to context.</p> <p>4.11 catching the meaning of announcement.</p> <p>4.12 Compiling notification written text (announcement), simple and very short, by paying attention to social function, text structure, and correct element of Language according to the context.</p>
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	<p>4.13 Catching the meaning of oral and written recount text, simple about experience, activity, occurrence, and event</p> <p>4.14 Compiling written and oral recount text by paying attention to social function, text structure, and correct element of Language according to the context.</p> <p>4.15 Catching the meaning of written and oral narrative text in form of simple short story.</p> <p>4.16 Catching the meaning of simple song.</p>
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All of core competences and basic competences above should be found in good English textbook explicitly or implicitly.

C. Textbook

1. The Definition of Textbook

Books are the most important resources which a teacher uses in his daily teaching. Therefore, the availability of textbook is important in education. A teacher must be able to select which textbook should be used in teaching and learning process, and how he should do with it.

Based on Joan's opinion text book is an edition of book specifically intended for the use of student enrolled in a course of study or preparing for an examination on a subject or in an academic discipline⁵.

The textbook can be defined as a students' tool to understand and learn from many things read and to understand the world. Textbook has a big influence to change student's brain and give knowledge and also certain values for students. The center of curriculum and books (PUSKURBUK) concludes that textbook is a book that is used to be a hand book for students in certain level as learning media (instructional), related to certain study field.⁶

According to Government regulation number 11 / 2005 explain that textbook is reference book that is obliged to be used in school which includes learning material in order to increase the belief in God and God fearing, kindness personality and ethic, ability of science and technology, ability and sensitivity aesthetic, physical and health potency

⁵Joan M. Reitz, *Dictionary for Library and Information Science*, (British Library,2004) p. 714.

⁶Masnur Muslih, *Text Book Writing: Dasar-Dasar Pemahaman, Penulisan, dan Pemakaian Buku Text*, (Yogyakarta: Ar-Ruzz media, 2010), p.3.

and health compiled base on the standard of national education.⁷

2. The Function of Textbook

In learning teaching process availability of textbook is very needed by student and teacher. It is used to support learning teaching process. The aims of using textbook are as follows:

- 1) Students needn't note all explanation from teacher.
- 2) Teacher has a lot of time to communicate with students longer than when students have to note.
- 3) Student can prepare by them selves at home in order to prepare for the next lesson.
- 4) Teacher needn't explain all of Lesson items which in the text book, but only explain some Lesson items that difficult to be understood by the student.

Thereby, the function of textbook is to support the fluency of learning teaching process at school, so that the target of curriculum in that school can be reached.

3. The Criteria of Good Textbook

A text book can be called ideal if it has some criteria as follows:⁸

⁷Pudji Mulyono, *Kegiatan Penilaian Buku Teks*, Bulletin BSNP, (Vol. II, No.1, Januari/2007),p.17.

- a. It has base, principal, and certain viewpoint which base on the concepts that used in textbook clearly.
 - b. It should be relevant with curriculum.
 - c. It is interesting and increasing reader enthusiasm.
 - d. It can give motivation to the reader.
 - e. It can stimulate students' activity.
 - f. It has interesting illustration for reader.
 - g. The understanding should be preceded by correct communications.
 - h. The content of the book supports the other subject.
 - i. It appreciates individual diversity.
 - j. It tries to reinforce the value that is applied in society.
 - k. It has clear viewpoint.
4. Textbook Standard Based on BSNP (The Agency of National Standard of Education)

Related to the analysis of the text book, BSNP has developed instrument assessment of text book. This instrument is used to determine eligibility a text book to be able to be categorized as standard book. A good textbook is a book that passes the following component test:⁹

⁸ Tarigan.D dan H.G Tarigan, *Telaah Buku Teks Bahasa Indonesia*,(Bandung: Angkasa,2009) p.27-28.

⁹Pudji Mulyono, *Kegiatan Penilaian Buku text...*, p.21.

a. Content appropriateness

Content appropriateness is described become some components or indicators as follows:

- 1) The alignment of the subject with CC and BC, student's progress, society requirement.
- 2) Science substance and life skills.
- 3) Progress and develop of knowledge.
- 4) The diversity of social values.

b. Presentation appropriateness

Presentation appropriateness includes some sub components or indicators as follows:

- 1) Material
- 2) Technique
- 3) learning

c. Linguistic appropriateness

Linguistic appropriateness is described be some components or indicators as follows:

- 1) Readable
- 2) Compatibility toward language method and grammatical.
- 3) Logical language

d. Graphics appropriateness

Graphics appropriateness is described be some sub components or indicator as follows:

- 1) Book size / book format
- 2) Cover design
- 3) Contain design
- 4) Quality of paper
- 5) Quality of printing
- 6) Quality of binding.

Component analysis in Students English Book for the first semester of grade X of Senior High School 2013 Curriculum published by Education and Culture ministry was focused in content analysis. It has related with characteristic of 2013 curriculum and characteristic of English learning. The components of content analysis that analyzed included:¹⁰

- a. The compatibility of material items with CC and BC
 1. Material completeness

English lesson at senior high school at grade X should consist of some expressions to execute interpersonal communication with friend and teacher decently and full of caring. Expression for and communication experience confidently, discipline, honestly, and responsible in executing transactional communications to the teacher and friend in: express, ask, and respond an invitation,

¹⁰ <http://puskurbuk.net/web/lain-lain/bukutekspelajaran.html>
accessed on Thursday 15th October 2015 at 9.20 a.m

getting the meaning and fill the form, say and respond sympathy expression, express and ask about: sufficiency and compulsion to be able to / cannot do / becoming something, activity/action which will/still/had done/ happened , causality linkage, related between two object / action through text of recount, narrative, short functional Texts, formal and informal like announcement, invitation, advertisement, proverb, and riddle and also experience of communication using those texts full of responsibility, care, cooperation, and peaceful.

2. Material deepness

Textbook is obliged to contain and claim learning participant to explore a lot of texts which relevant text with daily life of learning participant and the purpose to inure to its type of text, especially at its content message, social and spiritual attitude that relevant with the texts.

b. The accuracy of material

1. Social function

The texts that are given in the book or the results of students' exploration are directed towards attainment of social function which related to daily activity.

2. Structure and element of meaning

The texts that are given in the book or the results of students' exploration are directed towards development think ability systemically.

3. Linguistic feature

The texts that are provided in the book or the result of students exploration are directed towards the development of communication ability accurately and acceptable, based on communicative context which is going on and text type that is used in order to reach every social function that is meant.

c. The learning supporting sources

1. The relevance of material with the sources

Teaching materials (text, table, picture, enclosure, etc.) and learning experience for each text type is taken from the sources that relevant with the topic which is studied.

2. The development of life skill

Text and communicative action motivate the students to do several things for the developing of life skill as follows:

- a) Personal skill: recognizing strength and weakness from our selves and the others, and

also develop ourselves as independent person, social creature, and God creation creature.

- b) Social skill: work together, tolerant, appreciate equivalence of gender, peace, and anti violence in communication and have interaction to others.
- c) Academic skill: explore and utilize information, solve the problem, and make decision in scientific activity.
- d) Vocational skill: owning ability and attitude those are needed to work on certain profession.

3. The development of diversity concept

Text and communicative action motivate the students to do several things for the development attitude of diversity as follows:

- a) Appreciating culture variety and plural society, covering various local, national, and global wisdom and cultural value.
- b) Awakening about local potency and local wealth to promote potency and local and national wealth.
- c) Appreciating to democratize values that appropriate with context of local and social culture.

- d) Understanding about national knowledge to develop nationalism.