

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

This chapter presents the result of reviewing of related literature including Curriculum, 2013 Curriculum, Characteristic of Learning 2013 Curriculum, The Implementation of 2013 Curriculum, The Innovation of 2013 Curriculum, Scientific Approach in the 2013 Curriculum, Stage of Scientific Approach, Definition of Acceleration Program, General Concept of Media, Teaching Strategy and previous study related to the topic of this study.

#### **A. Curriculum**

The definitions of Curriculum: Etymologically the curriculum is derived from the Latin, the “Curriculate”, means that the distance of race that must be taken by a runner. In the past, the curriculum is defined as a period of education that must be taken by students to obtain a diploma as a runner who had to take a distance of race to reach the finish line. (Susilo, 2008, p.77)

Terminologically, the curriculum has a variety of different interpretations according to the viewpoint of each expert. Based on the studies that have been conducted by many experts, the definition of curriculum can be viewed from two different side, those are the old view and the new view.

The old view, or often called the traditional view, formulated that the curriculum is a subject that must be taken by students to earn a diploma. (Hamalik, 2009, p. 3). Meanwhile, according to a new view of (modern), as proposed by Romine, is as follows:

*“Curriculum is interpreted to mean allof the organized course, activities, and experiences which pupils have under direction of the school, whether in the classroom or not”. (Hamalik. 2009, p.4)*

A curriculum is a plan for learning consisting of two major dimension, vision and structure. Vision in a curriculum is the product of a set of assumptions about people and the world at large and takes the form of some conceptualization of reality structure in a curriculum is a basic organization for translating the visionary aspects of the plan into experiences for the learners. (Bondi, 1989, p. 3)

The term curriculum became more popular as more and more definition of the curriculum arised. Based on the results of the collection of information about the word curriculum in 1916-1982, has obtained several statements that can be developed as a definition of the curriculum, (Ruhimatet.all, 2012, p.2-3) as Hilda Taba said that *“A curriculum is a plan for learning; therefore, what is known about the learning process and the development of the individual has beating on the shaping of a curriculum”*. (Ruhimatet.all, 2012, p.4). Acoording to Peter F.Olivia *“Curriculum is the plan or program for all experiences which the learner encounters under the direction of the school”*. (Olivia, 1982, p. 10)

Meanwhile, the definition of curriculum according to Government Regulation Number 19 Year 2005 on National Education Standards is a set of plans and arrangements regarding the purpose, content, and teaching materials and methods as a guide of the implementation of learning activities to achieve specific educational goals. (Kunandar, 2011, p. 124, cited in Khasanah, 2015).

## **B. 2013 Curriculum**

According to Khasanah (2015) that stated Curriculum 2013 is competency and characterbased curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is on of the government's efforts to resolve the various problems being faced by the world of education today. (Pemendikbud, No 59, 2014a). The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human. (Pemendikbud, No. 59, 2014c).

The 2013 Curriculum has been administered nationally in the first two grades in each level of high school and elementary school in 2014. The purpose of the 2013 Curriculum, as stated in Pemendikbud (Regulation of Indonesia Ministry of Education and Culture) No 68/1/2013, is to prepare Indonesian people to have life skill competence as an individual and citizen who are faithful, productive, creative, and able to contribute to society, nation, and mankind life.

As stated in Pemendikbud No. 68/2/2013, theoretically, the 2013 Curriculum is learned-centered curriculum which is standardized by the government to aim life skill competences.

To assist the demand of learning process in this curriculum, Abidin (2014) stated that "there are five steps of learning activity that must be conducted in

learning process: (1) observing scientifically, (2) developing intellectual curiosity through questioning, (3) constructing critical thinking, (4) experimenting, and (5) communicating” (p.122). Since “the 2013 Curriculum stresses on modern pedagogic dimension of learning using scientific approach” (Kemendikbud, 2013), therefore scientific approach was emphasis as one of the main learning approaches in the 2013 Curriculum. (as cited in Nugraha and Suherdi, 2017).

### **C. Characteristic of Learning 2013 Curriculum**

In the 2013 Curriculum learning there are characteristics that are distinctively different from the curriculums that have existed so far in Indonesia. The characteristics found in 2013 Curriculum are as follows: (Fadlillah, 2014, p. 175-179).

#### **1. Learning approach.**

The approach used in 2013 Curriculum learning is a scientific and thematic-integrative approach. The scientific approach is the approach used in learning is carried out through scientific processes. What participants learn and get is done with their own senses and minds so that they experience directly in the process of gaining knowledge. Through this approach, students are able to deal with and solve problems they face well.

The scientific approach is a learning approach that is carried out through the process of observing, asking questions, trying (experimenting), reasoning (associating), and communicating. Learning activities such as this can form optimally the attitudes, skills, and knowledge of students. The five scientific learning processes are implemented when entering the core learning activities.

While the thematic-integrated approach meant that the learning was made per theme by referring to the characteristics of the students and carried out in an integrated manner between the theme and the other or one lesson with other subjects. In this context, each teacher is guided more creatively to integrate the subjects taught with subjects taught by other teachers. Thus, balanced integration will occur so as to produce students who have adequate attitudes, skills, and multiples knowledge. In any case, students are expected to be able to face global challenges.

## 2. Graduate competency

Furthermore, the characteristics of the 2013 curriculum are graduate competencies. In this context the competency of graduates is related to competency in attitude, knowledge and skills. This competency is actually already in the previous competencies, except that the mention is different, for example attitudes are called effective, knowledge is called cognitive, and skills are called psychomotor. Besides that, the pressure point turned upside down. Finally, in the KTSP curriculum which is prioritized is knowledge ability (cognitive), in the 2013 Curriculum which is prioritized is attitude ability (affective).

Determination of this competency refers to the theory of the taxonomy of educational goals that has been widely known among educational experts. Based on the taxonomic theory learning achievements can be grouped into three domains, namely cognitive, affective, and psychomotor. The application of taxonomic theory in the purpose of education in various countries is carried out adaptively according to their individual needs.

These three domains of competence have different trajectories of acquisition (psychological processes). Attitudes are obtained through activities "accept, run, appreciate, and practice". Knowledge is obtained through activities "remembering, understanding, applying, analyzing, evaluating. Creating skills are obtained through activities "observing, acting, trying, reasoning, presenting, and creating". This explanation in general can be described as follows.

ATTITUDE	KNOWLEDGE	SKILL
Accepting	Remembering	Observing
Operating	Understanding	Asking
Appreciating	Applying	Trying
Inspiring	Analyzing	Reasoning
Applying	Evaluating	Providing
		Producing

Both attitudinal, knowledge, and skills competencies must run in a balanced manner so that students are able to have all three of these competencies. Hopefully, having completed the education bench, students have the hard skills and soft skills that are competent.

### 3. Assessment

Finally, the distinguishing characteristic of the previous curriculum is the valuation approach used. In the 2013 Curriculum the learning assessment process uses an authentic assessment approach. While in the KTSP curriculum the assessment tends to be partial and piecemeal. That is, the more dominant in the assessment is to relate to cognitive or just see the results of written tests done by students so that the preparation and learning process participants get less attention.

Authentic assessment is a complete assessment, including the readiness of students, processes, and learning outcomes. The integration of the assessment of the three components will describe the capacity, style, and learning gain of students or even produce instructional effects and the nurture effects of learning. In other words, this authentic assessment can be easier to help teachers in knowing the achievement of student competencies which includes, attitudes, knowledge, and skills.

#### **D. The Implementation of 2013 Curriculum**

Implementation is a process of applying ideas, concepts, policies or innovations in the form of practical actions to give effect, in the form of changes in knowledge, skills, values and attitudes. In the Oxford Advanced Learner's Dictionary, it is stated that the implementation of the curriculum can also be interpreted as the actualization of the written curriculum in the form of learning. This is in line with what Miller and Sellersaid, that in some cases, implementation has been identified with the instruction. (Hamalik, 2009, p.237).

The definitions above show the term 'implementation' leads to the activity, the action, the attempt, or the mechanism of a system. The phrase 'mechanism' implies that the implementation is not just an activity, but an activity that is planned and carried out by reference to certain norms to achieve the objectives of the activity. Therefore, the implementation does not stand alone, but it is influenced by the object, in this case is the curriculum. (Nurdin, 2003, p.70).

Curriculum as an object of implementation is true. This is because the curriculum has guidelines for its implementation. This is stated in UU number 20 of 2003 year about the national education system, that the curriculum definition, is a set of plans and arrangements regarding the purposes, contents, teaching materials, and methods used to guide the implementation of learning activities to achieve specific goals of education. (UU No 20 Tahun 2003, pasal 1, ayat 19).

The implementation of 2013 curriculum on learning activity in schools by the teachers is implemented in three dimensions those are teaching learning planning, teaching and learning process, and learning evaluation.

#### 1. Dimension of Teaching Learning Planning

In this dimension, teacher outlines the vision and mission or learning objectives to be achieved. The attempt which should be done is considering all the things which are needed and used in the study in order to achieve the wanted goal. Everything is covered in the lesson plan. (Hamalik, 2009, P.249).

As explained previously, in 2013 curriculum, teachers are no longer in charge of developing the syllabus but make the lesson plan only. Here, the selection of appropriate media becomes very important in order to suit the



techniques that used in teaching learning process. Media influence learning a lot because it will relate to the students involvement. Media can be used in direct instruction, active learning teaching strategies and student projects.

If we re-consider the objectives of 2013 curriculum that students are not only smart but also must have a good attitude and ability, then the role of media also cannot be ruled out. Media offers both cognitive and effective experiences. It can provoke discussion, an assessment of one's values, and an assessment of self if media provide scenes or pictures with strong emotional content. Besides, students can hone their analytical skills by analyzing media using the theories and concepts they are studying.

## 2. Dimension of Teaching Learning Process

Learning is a process of interaction between students and students and between students and teachers with learning resources in a learning environment. (Pendidikbud No 103 Tahun 2014, pasal 1 ayat 1). The characteristics of an ideal learning are interactive and inspiring; fun, challenging, and motivating learners to actively participate; contextual and collaborative; providing enough space for innovation, creativity, and independence of learners; and in accordance with their talents, interests, abilities, and physical and psychological development of learners. (Pendidikbud No 103 Tahun 2014, pasal 2 ayat 1).

At this dimension, the teachers implement teaching learning strategies and methods that should be in accordance with the approach in 2013 Curriculum, that is the Scientific Approach. The Scientific Approach is a science process-based approach that is done through the process of observing, questioning,

exploring/experimenting, associating, and communicating. (Pendidikbud No 103 Tahun 2014, pasal 2 ayat 8). According to Anthony, approach is the level at which assumptions and beliefs about language and language learning are specified. Method is the level at which theory is put into practice and at which choices are made about the particular skills to be taught, the content will be presented. Within one approach, there can be many methods. (Richards and Rodgers, 2001, p.19).

Related to the method chosen and used in the learning process, when planning a learning activity, a teacher must understand the characteristics of students first as well as focus on the competencies to be mastered by the students. Therefore, the teachers are required to have knowledge of methods in order to choose the appropriate method. (Ruhimat, et al. 2012, p.190). A knowledge of methods is part of the knowledge base of teaching. With it, teachers join a community of practice. (Freeman, 2000, p. ix).

### 3. Dimension of Learning Evaluation

The teachers' activity in this dimension is to evaluate students' learning. Many points of view regard the evaluation activity is performed after the teachers do the teaching and learning process. Whereas evaluation activity can also be performed when the learning activity is in process.

Evaluation is defined as the systematic attempt to gather information in order to make judgments or decisions. (Lynch, 2003, p. 2). Evaluation has different meanings for different teachers. However, the meaning of evaluation which has been widely accepted by teachers in the field is a process which

determines the extent to which objectives have been achieved. (Sukardi, 2008, p.1)).

Based on the guidelines of learning evaluation by the teachers, 2013 Curriculum requires the use of authentic assessment. In the paradigmatic embodiment, authentic assessment requires a real authentic instruction and authentic learning. It is believed that authentic assessment is more able to provide information of students' ability holistically and validly. (Salinan Lampiran Pemdikbud No 104 Tahun 2014, Rom 1).

Authentic assessment that used in the evaluation assess the students' readiness, process, and outcomes of learning as a whole. (Kunandar, 2014, p.12). Authentic assessment is not the only approach used in evaluating students, non-authentic assessment is also used. However, authentic assessment is the main approach in evaluating students based on 2013 curriculum. (Pemdikbud No 104 Tahun 2014, pasal 2 ayat 1 and 2).

The scope of the evaluation of students' learning outcomes by the teacher include attitude competencies (spiritual and social), knowledge, and skills. (Pemdikbud No 104 Tahun 2014, pasal 5 ayat 1). The scope is also known as the three domains in the objectives of education which formulated by Bloom et al (taxonomy), named cognitive, affective, and psychomotor domain. (Arikunto, 2007, p.117). Therefore, the instrument of assessment that used also should be considered in order to include all of these three competencies. The instrument of assessment which prepared by the teacher must be in accordance with the characteristics and complexity of the material in the content standards and

competency standards. Thus the instrument will provide accurate information about the level of achievement of the students' competence. (Kunandar, 2014, p.12).

The factors that influence, support and determine the successful 2013 curriculum implementation comes from the commitment of all parties which involved as well as the professional capabilities of the implementer of the curriculum. Marsh said that there are three factors, those are the support of the principal, teachers peer support, and internal support in the classroom. From these various factors, the teacher is the major and the main determining factor in the implementation of 2013 curriculum. (Hamalik, 2009, p239).

However ideal the curriculum is, without supported by the teacher's ability to implement it, it will not be meaningful as an instrumental input in achieving the goals of education. In the same way, teaching learning activity without curriculum as a guideline would not be effective. Thus, the role of the teacher is a key position in the implementation of 2013 curriculum. Therefore, preparation and guidance for the teachers for the implementation of 2013 curriculum is a necessity. (Hidayat, 2013, p.157).

#### **E. The Innovation of 2013 Curriculum**

In 2013 curriculum, syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both at central and regional levels. (Pendidikbud No 59 Tahun 2014, pasal 9 ayat 2,3,4). Thus, teachers develop only lesson plans based on the teacher guide books, student guide books and resource books which have all been prepared. The English

teachers guide book is an accompanying book for the students guide book for ELT. The book is useful for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance with the principles developed in 2013 curriculum. Generally, teacher guide book consist of general instructions, learning guidelines for each chapter and evaluation guidelines. (Kementerian Pendidikan dan Kebudayaan, 2014, p.v).

The English book of 2013 curriculum for students' guide are prepared to improve their language skills. The book display is using a text-based learning approach, whether oral or written, by placing the English language as a vehicle of communication. This book explains the minimum effort which should be done by the students to achieve the expected competencies. In accordance with the approach used in 2013 curriculum, students are encouraged to be brave to look for other learning resources around them. The role of teachers in improving and adjusting the absorption of students with the availability of the activities in this book is very important. Teachers can enrich it with creations in the form of other suitable and relevant activities which are sourced from the social and natural environment. The creations can be put into lesson plans. (Kementerian Pendidikan dan Kebudayaan, 2014, piii). A lesson plan at least contains of: (Pemendikbud No 103 Tahun 2014, pasal 3 ayat 4).

- The identity of the school, subject or theme, class/semester, and the allocation of time;
- Core Competence, Basic Competence and indicators of competencies achievement;

- Learning materials;
- Learning activities that include preliminary activities, main activities, and the post activities;
- Assessment, remedial learning, and enrichment; and
- Media, tools, materials, and learning resources.

Lesson plans arrangement must be adapted to the syllabus. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested. (Richards, 2002, p.2). Lesson plan is arranged and prepared by the teacher based on the syllabus with the following principles: (Pemendikbud No 103 Tahun 2014 pasal 3 ayat 2).

- Fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;
- Can be implemented in one or more than one session;
- Pay attention to individual differences of learners;
- Student-centered;
- Context-based;
- Contemporary-oriented;
- Develop independent learning;
- Provide feedback and follow-up of learning;
- Have relevance and coherence between competencies and between content; and

- Utilizing information and communication technology.

In addition to the innovation of syllabus development, innovation also occurs in the development of curriculum structure. The curriculum structure formulated after going through a process of discussion and structuring the curriculum. For Senior High School, the curriculum structure in subjects divided into groups, named the compulsory subjects and the specialization subjects. The specialization subjects group aims (1) to provide opportunities for students to develop an interest in a group of subjects in accordance with the scientific interest in the college, and (2) to develop their interest in a discipline or a particular skill. (Pendidikbud No 59 Tahun 2014, pasal 5 ayat 1 and 4). English entered into the two groups of subjects, so it provides more opportunities for students who have the talent and interest to improve their ability in English.

Related to the evaluation such as the aspects and the way, there are some differences between the evaluation in the School Based Curriculum 2006 and the evaluation in 2013 curriculum. The emphasis of evaluation in School Based Curriculum 2006 is on cognitive aspect only and tests become the dominant method of assessment. While in the Curriculum 2013, the evaluation emphasizes on cognitive, affective, and psychomotor aspect proportionally, so that the assessment of tests on portfolios are complementary. (Salinan Lampiran Pendidikbud No 104 Tahun 2014, Rom 1).

Evaluation of learning outcomes by educators is should be implemented in the form of authentic and non-authentic assessment. The form of authentic

assessment includes the result of students' observation activities, field assignments, portfolios, projects, products, journals, laboratory work, and performance, as well as self-assessment. The form of non-authentic assessment includes tests, quizzes, and exams. (Pemendikbud No 104 Tahun 2014, pasal 2 ayat 1,3,5).

#### **F. Scientific Approach in the 2013 Curriculum**

According to Ratnaningsing (2017) stated that scientific approach is paramount to improve the quality of teaching and learning. It directs the students to develop and integrate their attitude, skills, and knowledge. The approach can encourage students to be capable of observing, questioning, experimenting, associating, and communicating. (Suharyadi, 2013, p.1). In other side, scientific approach is one of the learning approaches promoted by the 2013 Curriculum. This approach also emphasizes on process of searching knowledge and students as subject of learning through applying science principles. Since the students become the subject of learning, the learning method promoted is 'learning by doing' which is largely promoted by an American educator and philosopher John Dewey (1859-1952). Since learning is a search for meaning, learning objectives should be established that connect to important issues for the student.

In addition, scientific approach in learning process means learning process which is organized to make learners actively construct concepts, laws, or principles through activities of observing, hypothesizing, collecting data, analyzing data, drawing conclusion, and communicating the concepts, laws, and principles found (Hosnan, 2014, p. 39; Saddhono, 2013, p. 440). It is expected to



encourage students searching knowledge from multisource through observation and not to be given by teachers only. Scientific approach also emphasizes on communicating skill as well as scientific principles. As described by Mc Collum (2009).

A learning approach can be regarded as scientific approach if it covers some criteria explained by Ministry of Education and Culture. They are: (1) the teaching materials come from facts or phenomena that logically can be explained, (2) teacher's explanation, and teacher-student interaction are based on objectivity, (3) teaching materials build students' critical thinking and accuracy in identifying, understanding, and resolving problems, (4) it encourages and inspires students to think hypothetically in looking at difference, congruence and links to each learning material given, (5) it fosters students to understand, apply, and develop pattern of rationale and objective thinking towards learning materials, (6) it should be based on concepts, theories, and empirical facts, and (7) learning objectives are composed in simple, clear and attractive presentation way (Kemendikbud, 2013a, cited in Nugraha and Suherdi, 2017).

### **G. Stage of Scientific Approach**

The stages of learning in scientific approach in the 2013 Curriculum context generally are divided into five main stages. They are observing, questioning, experimenting, associating, and communicating. (Abidin, 2014, p.132; Hosnan, 2014, p.37; Kemendikbud, 2013, Mulyasa, 2014; Suharyadi, p.1350; Saddhono, 2013, p.441; Permendikbud No. 103 Year 2014). Each of the stages will be elaborated. (as cited in Nugraha and Suherdi, 2017)

### ***Observing***

The first stage is observing. Observing is “a deliberate and systematic activity to study a social phenomenon or real object through utilization of the five sense” (Hosnan, 2014, p.40) and involving descriptive skill (Halonen, et al., 2003, cited in Mutaqqin, 2015). In this stage teacher contextualizes learning activity for students in the classroom.

In language learning-teaching, the materials in form of fact that can be observed, as described by Kemendikbud (2013) for instance are interpersonal or transactional text, specific text, functional text, and linguistic features of a text, video, or recording. Teaching materials in form of concepts are for instance social function of a text, while the material in form of procedural can be structure of the text observed. The activities can be watching or listening a video of conversation, watching a short movie or video, reading story book, text, magazine, brochure, or posters. Besides, “repeating/copying/imitating guided examples”, in which the students do not only receiving information but also they can repeat and practice the activities provided by the teacher (Muttuqqin, 2015), are also covered in activities of observing stage. Therefore, observing stage becomes a vital role in leading students to the text stage, so that by doing the activities students’ curiosity is also built here.

### ***Questioning***

The second stage is questioning. Questioning is the process of constructing knowledge in form of concepts of social function in particular material, procedure

of structure text through group discussion or class discussion (Kemendikbud, 2013; Abidin, 2014; Mulyasa, 2014). Based on the regulation of Ministry of Education and Culture (Pemendikbud No 81a, 2013) in this stage, students pose questions from what have been observed in the previous stage for gaining more information and comprehension about the material.

The question expected in this stage also must requires criteria of good question: (1) compact and clear, (2) inspiring, (3) focus on a particular subject, (4) probing and divergent, (5) valid and reinforced question, (6) increasing cognitive level and (7) promoting interaction. Thus, in this stage, students pursue their own knowledge to construct a concept, principle, procedure, theory or law of the material learned. It can be obtained through classroom discussion, or group discussion (Abidin, 2014, p.137; Hosnan, 2014, p.40; Kemendikbud, 2013b)

### ***Experimenting***

The third stage is experimenting. In this stage, students get real or authentic learning, for example they have to do experiments. As stated in the Regulation of Indonesia Ministry of Education and Culture No. 81/2013, in doing experiment, the students have to read other sources or collect extra information by several ways such as, doing experiment, observation, and interview, reading texts or books or other sources or functional texts. In addition, experimenting might be started by visiting new places, try new things, seek information through various sources (Dyer et al., 2011) It is intended to develop the ability to communicate and collect information through various sources. The teacher provides learning

sources, worksheets, media or experiment tools. Therefore, the roles of teacher in this stage are as director and as the controller who plan and manage the activity of collecting data and its process (Brown, 2001, as cited in Nugraha, 2015). The teacher may give feedback during the process of the activity.

### ***Associating***

The fourth stage is associating. In this stage, students and teacher are engaged into learning activities, such as text analyzing, and categorizing.

The information or data that have been collected from the previous activity, experimenting, must be analyzed to draw conclusions. Students then will process the information from the teachers and draw the conclusions out of that information. As stated on the Policy of Indonesia Ministry of Education and Culture No. 81a/2013, associating process must through: (1) processing information that has been collected from the result of experimenting and observing activity and, (2) processing the information collected to find solutions from variety of sources that have different opinions to the contrary. Thus, students are expected to be able to relate the result of learning or experimenting to the reality they find.

### ***Communicating/Networking***

The last stage is networking. In this stage, students communicate, demonstrate, and publish their learning product as a form of collaborative learning in which they face various changes. In collaborative learning, the learners interact with empathy, mutual respect, and receive a deficiency or excess, respectively in

order to create social interaction to gain meaningful learning (Wahyudin, 2015). The teacher gives feedback, suggestions or more information related to students' work. There are interactions between teacher and students and among the students.

In this stage, teacher holds role that provide correct information and the reciprocal scaffolding (Brown, 2001, cited at Nugraha, 2015). This can be done through dialogue and discussion between teachers with the students. Thus communicating stages is in which students report or deliver the results of the observing, experimenting and concluding based on the result of the analysis orally or written or in other forms to let others know what learners have learned (Abidin, 2014, Arauz, 2013; Hosnan, 2014, p.77; Mulyasa, 2014).

#### **H. Definition of Acceleration Program**

Conceptually, the notion of 'acceleration' is given by Pressy in Hawadi (2004) as an advance obtained in a teaching program, at a faster time or a younger age than a conventional one. In the accelerated learning program for elementary, junior high and high school launched by the government in 2000, acceleration is defined as one form of educational services provided for students with extraordinary intelligence and ability to be able to complete education earlier than a predetermined time (Dediknas, 2003).

There are various models for the acceleration program. Southern and Jones (1991), explained that there are at least 13 types / patterns of implementing accelerated programs. Some of them are: (1) early entrance, students enter school at a younger age than the requirements specified in general; (2) skipping grade,

students are promoted to a class higher than the normal class placement at the end of the school year; (3) continuous progress, students are given subject matter that is considered to be appropriate to the achievement that they are able to achieve; (4) subject matter acceleration, students are placed in a higher class specifically for one or several subjects; (5) curriculum compacting, students advance rapidly through a curriculum designed by reducing a number of activities, such as drill and review; (6) telescoping curriculum, students use less time than usual by completing studies. Of the several models, at present in Indonesia it is closer to the sixth model, telescoping curriculum.

Colangelo (in the Ministry of Education, 2003) stated that the term acceleration refers to the service delivery and curriculum delivery. As a service model, the notion of acceleration includes kindergartens or colleges at a young age, jumping classes, and attending certain lessons on the classes above. As a curriculum model, acceleration means accelerating teaching materials from what students should master at that time. Hallahan and Kaufman (2006) stated that the acceleration program is the provision of educational services according to the intelligence potential and special talents possessed by students, by giving them the opportunity to be able to complete the regular program in a shorter period of time than their friends.

Meanwhile in its implementation, Clark in Sholeh (1998) classified the form of the implementation of the acceleration program into (1) regular classes, where students who have the potential of intelligence and special talent remain together with other students in the regular class (inclusive mode); (2) special

classes, where students who have the intelligence potential and special talents of learning in special classes and (3) special schools, where all students who study in this school are students who have the potential of intelligence and special talent. (As cited in Yusuf, 2010).

## **I. General Concept of Media**

### **1. Definition of Media**

According to Purwatiningsih (2014) Media is a means of communication to help transferring the message and give power to the material presentation so it will be understood easier and staying longer in the memory retention. Media nowadays has touched all aspects in human's life, including education. (Sumardiyani and Sakhiya, 2007, p.47). Many provide limitations on the media. Association of Education and Comunication Technology/(AECT) in the United States limits the media as all forms and channels that can be used by people to convey message or information. Gagne states that media is various kinds of components in the environment that can stimulate students to learn. Meanwhile, Briggs argues that media are all the physical tools that can present message and stimulate students to learn. Some example are books, film, type recorder etc. (Sadiman dkk, 2014, p.6).

Heinich et.al, states that medium as mediator or agent that send information between sender or source and receiver. If the media brings messages or information that has instructional purpose or contains learning aims, it can be called as media of learning. (Sadiman dkk, 204, p.6). Then, Gagne and Briggs state tah media of learning such as tool or instruments that is used to convey

learning material, such as book, tape recorder, video, film, slide, picture, photos, graphics, television and computer. In the other hand, media is component of learning sources that contains instructional matter in the environment that can stimulate students to learn. (Sadiman dkk, 204, p.6).

## 2. Type of Media

Sumardiyani and Sakhiyya states that teaching media can be classified into three categories, such as:

- Audio media

Audio media are media that can be listened. It means that audio media has sound which can be listened by us. Such as radio, audio tape, and audio conference which can allow learners to hear some ideas and opinions.

- Visual media

Visual media are media that can be seen. It can be formed of picture, moving picture or animation, and flashcard, etc.

- Audio visual media

Audio visual media are media that have sound and picture. Movie is an example of audio-visual media in teaching and it must have sound because, if that is produced to get the reality picture in the original form and it describes science theory.

## 3. The Benefit of Teaching Media

According to Sudjana and Rivai relating to the benefits of media in teaching and learning of students include: a) Teaching and learning process will



be more so attractive that it can get more attention from students. Because of it, media can cultivate students' motivation to learn. b) Teaching materials will be more obviously the meaning so it can be more understood by students and students to master the purpose of learning process more. c) Teaching methods will be more varied, so students do not get bored and the teacher does not run out of steam, especially if the teacher teaches for every hour lesson. d) Students learn to be more active, because not only listen to teachers' explanations but also other activities such as observing, performing, and others demonstrating.

## **J. Teaching Strategy**

### **1. Defining of Teaching Strategy**

According to Purwatiningsih (2014) stated that as a teacher we have set overarching of goals, organized content, and developed a course plan with ideas for how to give students the practice that will make it possible for them to achieve the course goals. In this case, teacher will make choices about what he/she will have students do in order to learn the course content and practice it for reach the goals. It is the duty of the teacher to consider about the teaching strategy then apply it in the classroom based on the appropriateness of the teaching strategy.

Teaching according to the Oxford Dictionary (2008:455) is known as a job of a teacher, while strategy is a plan intended to achieve a particular purpose. Kindsvatter (1996:168) asserted that teaching strategy is an instructional major competent which is a sequential combination of methods designed to accomplish the learning objectives. Majid (2013:7) stated that teaching strategy is comprehensive approach inside of a teaching system that contains the general

guidance and the course activity plan in order to reach the instructional goals which is explained in the angle of philosophy view or certain learning theory. While David (1976) in Majid book convinced that teaching strategy is plan, method, or series of activities designed to achieve a particular educational goal (2013:8).

Based on the description above, we may draw a conclusion that teaching strategy is a detailed plan of the teacher to create the students' achieving success in the form of academic achievement. The teacher that has a role as the facilitator and also the motivator in the class absolutely needs to make the climate of class become more successful by engaging all students can participate in subject to show their abilities on it easily. One of the greatest challenges of the teacher is to provide a positive learning environment for the students in the classroom. Because each student has his or her own unique set of physical and intellectual abilities, perceptions, and needs, in the other hand the learning styles of them is also may very widely.

According to the Kindsvatter (1996:31), in grabbing the good climate in the classroom, once the teacher should determine the significant needs of the students, the teacher can identify the areas of the curriculum that may present barriers to them. In order to eliminate those barriers, the teacher may need to modify the teaching strategies. Thus, it I a must for the teacher to know the appropriate strategy that will be applied in the classroom based on the students' necessary and the accuracy of the subject.

## 2. The type of Teaching Strategies

### a. Expository learning strategy

Expository learning strategy is a strategy which emphasizes the process of verbal material delivery of teacher to a group of students so that students can master the subject optimally. It is a form of teacher-oriented learning approach because the teacher plays a very important or dominant role in this strategy. The teacher presents in a well-prepared, systematic, and complete formula that students stay listening and digesting nicely and accurately. Appropriate learning method describes the following strategy:

- Lecturing

Lecturing method is an oral illumination of learning the material to a group of listeners to achieve certain learning objectives in a relatively large number. It is a line with the meaning and purpose of the Expository strategy. It is a lecture or one-way strategy.

- Demonstration

Demonstration method is a way of presenting lesson material by demonstrating or displaying to students a particular process, situation or object studied in either real or imitational presentation. The teacher physically demonstrates the learned material.

- Socio drama

Sociodrama essentially dramatizes behavior about social problems. The teacher explains the material by dramatizing the behavior in the class as an example.

b. Contextual teaching and learning (CTL)

Contextual teaching and learning (CTL) is a learning concept which helps teachers correlate learning materials with students' real-world situation, and encourages students to relate their knowledge and apply it in their daily life. The characteristics of contextual learning are:

- Learning is carried out in an authentic context
- Learning provides opportunities for students to do meaningful tasks (meaningful learning)
- Learning is done by providing meaningful experiences to students (learning by doing)
- Learning is done through group work, discussion, and mutual review among friends (learning in a group)
- Learning provides an opportunity to create the sense of togetherness, working together, and understanding one another in depth (learning to know each other deeply).
- Learning is conducted actively, creatively, productively, and it emphasizes the importance of cooperation (learning to ask, to inquire, and to work together).
- Learning is done in a pleasant situation (learn, ask, and enjoy activity)

A good learning method describes the following strategy:

- Demonstration method

The teacher demonstrates the material by engaging in students' daily activities, so that they understand deeply.

- Sociodrama method

The teacher explains by dramatizing the behavior associated with social problems around the students that they understand better than before.

c. Inquiry Learning Strategy

Inquiry Learning Strategy is learning activity series emphasizing the critical and analytical thinking process to find the answer to a problem they face. The following are main strategies of inquiry learning:

- Emphasizing on students' maximum activity to search and to find. It means treating students as the object of learning
- When the material is not complete or unfinished, and it needs a proof for the conclusion.
- When the learning process begins with student's curiosity with something.
- When the teacher teaches a group of students, who are highly motivated and open-minded. This strategy will be less successfully when applied to students with lack of ability think
- When the number of students is not over, that the teacher can easily control them
- When the teacher has enough time to use a student-centered approach

d. Problem-based Learning Strategy (PBL)

According to the learning psychology of PBL which relies on the cognitive aspect of students, learning is a process of behavioral change due to experience. It is not merely the process of memorizing some facts, but a conscious process of interaction between individuals and their environment. Through this process, students develop their skill gradually. In essence, the development of the students not only occurs in the cognitive aspect but also their affective and psychomotor aspects through internal appreciation of the problems faced.

When learning is seen from the philosophical aspect of school which functions as a place to prepare students to live among society, PBL is a prospective strategy which is significant to develop because the human being is must face a problem. PBL is expected to provide the training and ability of each to be able to solve the problems, from simple to the complex ones. (As cited Aji and Budiyo, 2018).

Apart from the philosophical aspect of school, PBL is one of the learning strategies that can be used to improve the learning system. Other steps of Problems-Based Learning consist of five stages described in the following table;

Stage 1: Students orientation to the problem

The teacher explains the learning objectives and the required tools and motivates the students to engage in the problem-solving activity he or she uses.

Stage 2: Organizing students to learn

Teachers help students define and organize learning tasks related to the problem.

#### Stage 3: Guiding individual and group investigations

Teachers encourage students to collect appropriate information and to conduct experiments to get explanations and problem-solving

#### Stage 4: Develop and present the work

Teacher help students plan and prepare appropriate work like reports, videos, and models and help them share their work with friends.

#### Step 5: Analyzing and evaluating the problem-solving process

Teachers help students reflect or evaluate their investigations and the processes they use. (As cited in Aji and Budiyo, 2018).

### **K. Previous Study**

The previous study has been conducted related to the Curriculum 2013. The first study was conducted by Niuvike (2014) who described English teacher's opinion on the implementation of 2013 English teaching curriculum of state Junior High School in Malang. The research design for this study was employed a survey in which a set of questionnaires was used. The respondents of the study were 50 Junior High School English teachers in Malang. The returned questionnaires from the respondents were analyzed by computing the percentage of the Teachers response to summarize their opinion the implementation of the 2013 curriculum item by item. The research findings showed that most respondents

had a positive opinion about their readiness in teaching English in the 2013 Curriculum, they had also a positive opinion about the teaching strategy in the 2013 English teaching curriculum, they had positive opinion about the assessment in the 2013 English teaching curriculum, and they had positive opinion about curriculum changes.

Therefore, this current study was different from the previous one, in term of the focus. This research is designed to investigate the practice of scientific approach in Teaching English in MAN 1 Tulungagung to reveal how activities faced by the teacher in Implementing scientific approach in English language teaching for Tenth (Ips) Acceleration class.