

CHAPTER II

REVIEW OF RELATED LITERATURE

In this chapter, the researcher present the teaching English as a foreign language, definition of curriculum, the dimensions of curriculum, the roles of curriculum, the function of curriculum, curriculum context in education, elements of curriculum, Indonesian curriculum, Thailand curriculum, and review of previous study.

A. Teaching English as a Foreign Language

Yule (2006:162) defines some children grow up in a social environment where more than one language is used and are able to acquire a second language in circumstances similar to those of first language acquisition. Those fortunate individuals are bilingual. However, most of us are not exposed to a second language until much later and, like David Sedaris, our ability to use a second language, even after years of study, rarely matches ability in our first language. There is something of an enigma in this, since there is apparently no other system of 'knowledge' that we can learn better at two or three years of age than at thirteen or thirty. A number of reasons have been suggested to account for this enigma, and a number of different approaches have been proposed to help learners become as effective communicating in a second language (L2) as they are in their first language (L1).

Richards (2001:1) states that second and foreign language teaching is one of the world's largest education enterprises and millions of children and adults worldwide devote large amounts of time and effort to the task of mastering a new language. Teachers too invest a great deal of their energies into planning language courses, preparing teaching materials, and teaching their classes. To teach English as a foreign language, the teacher must use curriculum in their teaching and learning activities. The curriculum can help both teacher and students to understand the teaching and learning activities.

B. Curriculum

1. The Definition of Curriculum

Mulengeki et al (2013:2) defines Curriculum is the focal point of any education system. Generally students attend school to learn something and what the school intends for them to learn is embodied in the curriculum. According to Hamalik (2007:3) curriculum can be seen from two different side, there are traditional opinion and modern opinion. In traditional opinion, curriculum is the subject that should be reached by the students to take diploma. Moreover, in modern opinion, curriculum is interpreted to mean all of the organized courses, activities, and experiences which pupils have under direction of the school, whether in the classroom or not.

Based on Arifin (2012:2) as etymology, curriculum originated from Greek, is *curir* that has meaning “runner” and *curere* that has meaning “race place”. Curriculum is the entire school program and all the people involved in it. According to UU. No.20 Year 2003 as cited in Arifin (2012:6) about System of National Education. “Curriculum is a set of plan and arrangement about goal, content, material, and the way that used as a guide in teaching and learning process to reach the learning objectives” (Chapter 1 escape 1 verse 19).

2. The Dimensions of Curriculum

According to Arifin (2012:8) there are six dimensions of curriculum:

a. Curriculum as an idea

The idea of curriculum is dynamic, it means will be change based on time to time, interest and students need, society, science, and technology.

b. Curriculum as written planned

Dimension of curriculum can be in the written form. The nature of this dimension is realization from curriculum as an idea. The important aspects of this dimension, such as; developing goal and competence, curriculum structure, activity and experience

in learning, curriculum organization, management of curriculum, result, and evaluation.

c. Curriculum as an activity

In this dimension, curriculum is real what happen in the field (real curriculum).

d. Curriculum as a result

Result is a curriculum, but curriculum is not result. Result as a part of curriculum consist of knowledge, skill, attitude, and values. Curriculum as a result is continued and influence by curriculum as an activity and curriculum as an idea.

e. Curriculum as a knowledge

Curriculum has concept, principle, assumption, and theory can be analyzed and learned by curriculum expert, curriculum researcher, teacher or teacher training, headmaster, or other education goverment who wants to know about curriculum.

f. Curriculum as a system

System of curriculum is a part that cannot be separated from education system, school system, and society system. Curriculum as a system describe the elements of curriculum.

3. The Roles of Curriculum

Hamalik (2007:11) states that as a systematic program of education, curriculum has three important roles for the learner education. There are:

a. Conservative roles

Based on Romine as cited in Hamalik (2007:12) in sense the conservative role provides what may be called 'social cement'. It contributes to like-mindedness and provides for behaviour which is consistent with values already accepted. It deals with what is sometimes known as the core of 'relative universals'.

b. Evaluative roles

Culture will change and increase. School not only grant the culture, but also choose the culture that will be grant.

c. Creative roles

In this role, curriculum does many kinds of creative and constructive activities, to create and arrange a new thing based on society need now and in the future.

The three roles above must work in balance, or there are harmonic. Thus, curriculum can be everlasting in bringing the student to the next culture.

4. The Functions of Curriculum

Arifin (2012:12) explains that from the curriculum development perspective (teacher), curriculum has some function, such as; (a) preventive function, it means to avoid the error of curriculum developer especially in something that not appropriate the curriculum, (b) corrective function is to correct and repair the error done by curriculum developer in implementing curriculum, and (c) constructive function is giving the clear direction to implementer and developer of curriculum develop the better curriculum in the future. Meanwhile, Hilda Taba (1962) state that there are three function of curriculum: (a) as transmision, it means grant the culture values, (b) as transformation, it means do the changing and social construction, and (c) as individual development.

The function of curriculum can be viewed in some perspective, as follows:

1. The goal of education function

One of the function of curriculum is to reach the education goals, that is the instrument to shape the real human based on vision, mision, and objective of national education.

2. Function for headmaster

It is a guidance to organize the daily activity in school in terms of extracurricular or cocurricular. In this case, the headmaster should know the curriculum administration and control the teaching and learning that appropriate with the curriculum. Therefore, the government has an important position in planning the new curriculum.

3. Function for every level of education

The curriculum in every level of education has two functions: (a) the function of coherence, in this case the highest level of school should know and understand about the curriculum of the lowest school in order to adapt with the curriculum. (b) the function of preparing energy, in this case if there is any school that given authority to prepare the competent people so that the school needs to learn about what should be needed by the competent people in terms of academic competence, skill, attitude, and social.

4. Function for teacher

Teacher as an implementer of curriculum in teaching and learning. Furthermore, teacher as a key factor in succeeding the curriculum. Thus, teacher must have professional competence, pedagogic, personal, and social skill. Teacher must be forced to understand curriculum. All of the material that is transferred to the students must

be based on the curriculum. Teacher and curriculum cannot be separated.

5. Function for supervisor

For supervisor, curriculum can a guidance for teacher activity in school. The supervisor can be use curriculum to decide anything about repair in developing curriculum and to increase the quality of education. Thus, supervisor needs to look for data and information about supported factors and inhibited factors in implementing curriculum in contact with increasing teachers quality, completeness education infrastrusture, administration system, counseling, library, and etc. So that, the supervisor must be mastering the curriculum to be profesional supervisor to the teachers especially in implementing the curriculum.

6. Function for society

In this function, curriculum can give knowledge extention in every aspect of life. By curriculum, the society known are their skill, knowledge, attitude, and values relevant or not with the curriculum in school.

7. Function for alumnus

Knowledge, skill, attitude, and values that owned by candidate of employ is the product of curriculum. The study of curriculum will

help the alumnus to select the rely, energic, discipline, responsible, honest, appropriate, and best quality candidate.

In other hand based on Alexander Inglis as cited in Hamalik (2007:13) states that curriculum has six function. There are:

1. The adjustive of adaptive function

Every individu must adapt with their environment. So the environment must adept with the people. In this case, the function of curriculum as a tools of education, so the characteristics of the individu is well adjusted.

2. The integrating function

This function of curriculum is to bring up integrated individual. In other hand, individu is the part of society, so that the integrate individual will give contributed n integrating society.

3. The differentiating function

Curriculum need to give service to the individual dfferent of society. The nature of dfferentiating will increase the society in social development.

4. The propaedeutic function

The function of curriculum is to prepare the students to continue their study to the next level, for example study to the next level of education or study in society.

5. The selective function

Confession of differentiating give someone opportunity to choose what they want and interesting. To develop their skill, curriculum need to order in wide and flexible characteristics.

6. The diagnostic function

One the function of education is helping and directing the students to understand and accept themselves in order to can improve their competence. This function is called by the diagnostic function of curriculum which guide the students to improve optimally.

5. Curriculum Context in Education

According to Arifin (2012:23) curriculum is an organized education experience that has guidance by school, whereas learning is teachers activities to guide the students in studying to get the education experience. Curriculum is an education program, whereas learning is the way to give students education experience. So, the two terminologies used by school to develop their education program together. In other

context between curriculum and learning can be seen from syllabus in every subject.

If curriculum is the program, learning is the implementation. When the curriculum is the concept, teaching and learning are the application. What we can be seen and do in learning, it is the real curriculum. Curriculum with learning are two different terminologist but they are not separable. They have the same position. Curriculum is something ideal, whereas learning is the realization of a concept idealism. It means that a good curriculum must be implemented in teaching and learning. So, there is a relationship between curriculum and learning.

6. Elements of Curriculum

Mulengeki at al (2013:4) defines the nature of the elements and the manner in which they are organized may comprise what is referred to as curriculum design. There are about four sets of these elements, there are:

- a. The first set comprises the aims, goals and objectives which a given curriculum intends to achieve. Whereas curriculum aims refer to overall intent or focus of education, goals and objectives are somewhat synonymous referring to ends that education purports.

- b. The second set of the elements of curriculum consists of the content or subject matter. It is the information to be learned in schools. It is the totality of facts, concepts, generalizations, principles, theories or any other issues intended for students' learning in schools.
- c. The third set of the elements in curriculum development constitutes the teaching-learning experiences that a curriculum should entail. This is manifested in the teachers' decisions about the instructional strategies and methods linking to curriculum experiences. These instructional strategies and methods put the goals and use of the content into action in order to produce intended outcomes.
- d. The fourth element refers to strategies for evaluation of curriculum. Evaluation refers to the formal determination of the quality, effectiveness or value of the program, process, and product of the curriculum.

C. English Curriculum

1. Indonesian English Curriculum

Soedijarto (2012:5) explains that in the history of Indonesia's education, national education curriculum has experienced many

changes, namely in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, 2006, and the latest is 2013. The change is a logical consequence of the change the political system, social, cultural, economic, and science. The entire national curriculum is designed based on the same basis, the Pancasila and the 1945 Constitution, the difference is the emphasis on basic education goals and implementation approach.

Sahiruddin (2013) states English teaching in Indonesia has been based on the curriculum designed by the central government throughout provision of curriculum policies. Indonesian curricula have changed for several times during the past fifty years as responding to worldwide ELT methodologies; (a) 1945's grammar translation-based curriculum, (b) 1958's audiolingual based-curriculum, (c) 1975's revised audio lingual-based curriculum, (d) 1984's structure-based communicative curriculum, (e) 1994's meaning-based communicative curriculum, (f) 2004's competency-based curriculum. English language teaching in 1945 during the colonialized era followed the grammar-translation method as it is suitable for large classes, cheap and only required grammatical mastery of the language. From the early 1950s, Indonesian government through the US Ford Foundation grant started to introduce audio-lingual approach which was later led to audio lingual based curriculum. In this case, some characteristics could be identified such as that the language laboratory was the main support, audio-lingual textbooks were

developed. Yet, as the large classes remained the main issues, many teachers still employed grammar translation method.

In 1975s, the revised curriculum was still oriented to the audio-lingual approach but with more systematic teaching guidelines that covered all curriculum components such as teaching objectives, materials, approaches and evaluation (Tjokrosujoso & Fachrurazy, 1997). In this context, it is the first time when Indonesia incorporated top-down and objectives-driven curriculum design approach especially in English language curriculum. Yet, this structure-based audio lingual curriculum did not still contribute to the achievement of learning objectives of English learning. The failure of this approach was mainly caused by the fact that some requirement of audiolingual implementation were not fulfilled such as the absence of native speakers as models, the absence of language laboratory, the existence of big classes and so forth (Wiramaya, 1991). The impact of dissatisfaction with this audio lingual curriculum had created the presence of the 1984 communicative approach curriculum encouraging the mastery of english communication both receptive and productive skills.

Although the 1984 curriculum was proclaimed to be communicative, the reality was still form-focused as observed from the official textbooks released by the Department of Education in which language structure was the most dominant content in the

textbook. In other words, linguistic competence was put into more priority than communicative competence (Nababan, 1983). According to Tjokrosujoso and Fachrurrozy (1997) the 1984 curriculum was inconsistent since its main aim was reading comprehension, the program was structure-oriented, the teaching approach was intended to be communicative, and the evaluation was discrete and grammar-based. The unsuccessful 1984 curriculum had encouraged the Department of Education to change the curriculum. Through conducted survey for both students and teachers, they both perceived productive skills as more important and that communication-focused is more important than structure-focused approach. Thus, in 1994 the meaning-focused communicative curriculum had replaced the 1984 structure-focused communicative curriculum. The underpinning approach in the 1994 curriculum was meaningfulness approach or communicative approach which involves some features such as the development of the ability to communicate in the four skills, linguistic mastery as only part of communicative abilities, a range of syllabi used (functional, situational, skills-based, structural), and integrated and communicative assesment. Textbooks were produced accompanying this curriculum by which the content is theme-based and teaching approach is task-based (Jazadi, 2000). Yet, he further suggested that this 1994 curriculum met some issues; the priority of teaching was

still on reading despite the four skills or productive skills, the national exam was still using the same format as in the 1984 which tested reading comprehension and form-based multiple choice questions and did not test all aspects of communicative competence.

The 2004 competency-based curriculum was then published as a reflection toward perfection of previous curriculum. This curriculum contain more systematic competency to be achieved in any level of education in Indonesia. Communicative language teaching was the underlying approach in its implementation. Within this sense, the learning being more put on students or learner-centred learning become the trend of language teaching and learning. The national examination managed by central government started to incorporate listening, reading and grammar while speaking and writing score was taken from teacher's assessment at schools.

The condition of Indonesian government which issues the policy of decentralized system has made many educators and teachers urge for the role presence of local authority in designing curriculum. The 2006 KTSP curriculum was implemented as a response to many input toward curriculum correction. However, the 2006 curriculum had several problems; (a) too many subjects being learnt by students and many competences were overlapping each other ignoring the cognitive development of the students, (b) curriculum was not fully based on competency, (c) competency did not holistically

reflect domain of knowledge, skills and affective behavior, (d) some competences were not accommodated such as character building, active learning methodology, (e) the equilibrium of developing soft skills and hard skills, (f) standard of learning process is still teacher-oriented, (g) standard of assessment and evaluation still neglects process and end product, and (h) KTSP was still open for multi interpretation by many educators and teachers in real practice (Diknas, 2012).

Responding to some above constraints, the Indonesian government has decided to rethink, reformulate, and redesign the curriculum into the 2013 curriculum. To this date, the government has succeeded in producing curriculum documents that served as frameworks and syllabuses in all subject from primary level to senior high level. After being launched for public review, this curriculum has been implemented in many schools in Indonesia. In context of ELT in the 2013 curriculum, the time allotted for English subject at schools is reduced. This surely brings about several consequences for language teaching and learning process in Indonesia.

According to Hamied (2014), the 2013 Curriculum design is characterized by science-based and holistic features in primary education. At junior high secondary levels, information and communication technology should be encouraged to be used as a medium for teaching and learning activities. At the senior secondary, the

subject offerings consist of required and elective subjects, whereas at the vocational school, new vocational areas are introduced based on the need spectrum, reducing adaptive and normative subjects and adding productives areas in line with needs in industries.

As to the teaching and learning process, in all layers education, process standards which previously were focused on exploration, elaboration, and confirmation are now completed with observing, questioning, associating, experimenting, and networking activities.

2. Thailand Curriculum

Thailand has curriculum history from the past to present. The development of Thailand curriculum will presented as following:

a. Before Sukhothai

Educational events that influence the lives of the kingdom of Thailand's the field events is due.

b. Sukhothai

Studies of people in Sukhothai with living. The same story the study of non preparing for life, but Education is life study is to solve the problem is education. The practicality of this curriculum is learning by doing). The importance of the operating life of the people of Thailand in the Sukhothai Bangkok consists of two. There are:

- 1) The professional study and learn from the family, parents, and relatives.

2) The scandal. Study and follow the principles of Buddha.

The monks have teaching personnel training and measurement.

c. Ayudhya

There are also classes in foreign languages, such as Pali, Sanskrit, Burmese, Chinese, and Khmer. In this curriculum, textbook first play of Thailand. It happened in the past, but this Kong is the Grand Master. The previous literature use book written on how Thailand or will spy on palm leaves. Learn how to use way for students to remember.

d. Thon

Thon was also is a foundation in both the religious and the use of arts. In this curriculum, the Government start the formal education.

e. Krung Ratanakosin

Education guidelines began methodically. This textbook has written a book Mani starkly elementary and primary corona. The study session in Ratanakosin is the beginning. Is not dissimilar to the study of Ayutthaya poured. There are any mechanical, that is still in his office. The Royal Academy has a large. The person has knowledge to solve their son and daughter royal family power relations. Residents measured zero center. The source is newly with the knowledge of the teacher.

The teaching will be available to the calculator is written well as a blessing. In this curriculum a set of principles and methods of education called the Mathematica study.

f. Education reform

The study by the school system has occurred for the first time. And became the foundation caused significant damage. Education reform, there is significant because no special affects. Only affect of study poured directly only. But also affects the production of new students with the other government agencies.

g. Curriculum 2521 (Revised 2533)

In 2533, with three levels of courses to improve courses at primary and lower secondary levels. In Curriculum 2521 (Revised 2533) and 2524 (Revised 2533) are as follows: (1) Primary School Curriculum 2521 (Revised 2533), aims to develop the study hole abreast of the times. Social changes By developing their professional development and social development. (2) lower secondary curriculum of 2521 (Revised. Fri. 2533) Mugabe of seeking guidance. The identity of the beneficial the social focusing on their development. Professional and Social Development. (3) High school courses. 2524 (Revised. Fri. 2533) Mugabe sent to the classes

physically, useful to society. Its capacity focusing on their development. Professional and Social Development.

h. Basic Education Curriculum 2544

Basic Education Program aims to develop Thailand's the humanity complete the people have good spirits and happy. The curriculum has specific group of levels.

i. Core Curriculum for Basic Education 2551

After the basic education curriculum 2544 was a period of time, it found that the any point before the want. Improvement in part of the curriculum. Therefore a new course again. The basic education curriculum. Act 2551, which allows a pilot school want to use education curriculum in 2552 and the are used nationwide in education. The essence remains near with the basic education curriculum 2544, there are still courses. Core and the core of the school curriculum prepared by a group the subject 8 group the content and development activities. Changing the course obvious. Cancel the Beach the inner loop of the Floors the same. And in the course of the added measure up to. Learning and teaching metrics to define all the indicators. Then have not changed much.

D. Review of Previous Study

Before continuing this research, it was collected some data and the information related to the discussion. Related to this research the researcher find some studies that almost similar. For the first previous study written by Goa Jiayan and Hoang Jianbin (2010) entitled, “On Communicative Competence in Curriculum Design: A Comparison of the College English Curriculum Requirements and the English Curriculum Standards”. In this thesis the researcher used both quantitative and qualitative research. The result of the research shows that the current College English Curriculum Requirements needs to be improved in terms of developing the communicative competence of college students. Firstly, the objectives are only concerned with listening, speaking, reading, writing, and translating, lacking a highlight of cultural awareness. Besides the objectives set in the five parts are brief and simple, and no emphasis on the appropriate use of language is available.

Second is the comparison study written by Faizatul Istiqomah (2013) under the title “A Comparison Study of Australian and Indonesian English Curriculum for Upper Primary School”. In this research, the result of the data analysis based on the research problems. Firstly, the special characteristics of ESL curriculum in Australia include students division into some special, the teachers freedom in choosing the activities and material for the student, and ESL students assessment that is different to the mainstream students. Second, the Australian and Indonesian curriculum

seem to have more differences than the similarity. They differ in terms of goal, standards of learning, teaching and learning activities; however they have in common in teaching four language skills, although in different divisions, and learning about classroom context. For the last, some interesting classroom practices that might be adopted in Indonesia from Australia are the seat arrangement, furniture, and decoration.

The studies above talk about the comparison of different curriculums. Based on the previous study above, it can be seen that both of researchers used the same research design that is qualitative. Therefore, to differentiate this research with another research, the researcher uses library research as research design. Besides that, the previous study conducted the research in different students' level and country that is one of upper primary school in Australia. Here the researcher conducted the research of curriculum in Thailand compared with Indonesian curriculum. Therefore, the researcher concludes that this study has differences in place, school level and research design.