

CONTENT ANALYSIS OF ENGLISH SUBJECT IN CURRICULUM 2013 FOR JUNIOR HIGH SCHOOL LEVELS

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Abstract

As a framework, curriculum 2013 focuses on four aspects which are religious, attitude, knowledge, and skills. However, there are still confusions among teachers in applying their teaching practices based on it. Thus, this study is designed to provide information of the current framework, curriculum 2013, especially for English subject in junior high school level. Furthermore, it is analysed based on components which appear in the curriculum. The result shows that the curriculum benefits English teachers because of its flexibility and detail components to carry out teaching. It accomplishes the requirements as an integrated framework. It supports a view of using English to learn new knowledge and supports learning integrated skills. In addition, it requires skilful English teachers to carry out teaching and learning processes since it focuses on giving learners real-life experiences in their learning.

Keywords: *Content Analysis, English, Curriculum 2013, Junior High School Level*

INTRODUCTION

Indonesia has encountered four times changing on curriculum development so far. The first implemented one is curriculum 1947. Next, it developed curriculum of 1975, 1984, 1994. In 2004, Indonesia changes the practice into competence based curriculum. Next, it changes into school- based curriculum or “Kurikulum KTSP”. As its development, it is changed into curriculum 2013.

Curriculum is a framework underlying approach, syllabus, technique, and exercise which is used by teachers in order to achieve better teaching and learning process (Brown, 1995). Furthermore, he explains that language syllabus is defined as the ways of organizing and planning language teaching and learning. Language curriculum can also be defined as a set of guidelines to describe the goal specification of education, teaching methodology, teacher training and the text book selection in language teaching

context (Celce and Olsthain, 2000). Meanwhile, they define syllabus as a particularized or specified document that addresses to a certain learners and teacher, a particular course or a particular series of textbook.

Feez (1998) defines curriculum as a framework which containing the descriptions of intended language learning outcomes. These outcomes are written as competencies which provide criteria against which learning outcomes are to be assessed at the end of a course of study. The course study must provide to build language learning strategies, work with whole texts in context, and develop both spoken and written language skills. Next, it is also explained that syllabus consists of a plan of what needs to be learnt in a course of study.

Kathleen (2000) defines curriculum as guidelines underlying the whole part of system in language course which involving several process. Next, it is also explained that syllabus is a list of academic

documents that will be taught, studied, and tested in a language course. Based on the explanation from experts above, it can be concluded that curriculum is document that is used as a framework which covers the whole planning in language teaching and learning process of educational field. Furthermore, syllabus can be defined as a subpart of curriculum which covers what to teach and how to teach students.

Beliefs about the nature of language and learning can influence the decision making on what to put in syllabus. Richards and Rodgers (2001) explains that teaching method is divided into approach, design, and procedure. Approach is used as the main guideline to decide what design and procedure to be used in teaching. Furthermore, they explain that approach consists of a theory of the nature of language and language learning. Theory of the nature of language deals with goals that need to be achieved and the basic units of language structure that should be learnt.

Meanwhile, the nature of language learning deals with psycholinguistic and cognitive processes. It also deals with a consideration of conditions which support the learning processes. These two factors in approach influence the design of syllabus or curriculum which consists of objective of method, syllabus model, types of activity, learner and teacher roles, and the role of instructional materials. The beliefs of the nature of language and language learning can be classified as from linguists perspective, sociolinguists perspective, and psychologists perspective. First, From linguists perspective, language is defined as knowledge.

In another words, the expected outcome of language teaching according to this perspective is the knowledge about the language itself. Language curriculum

design is constantly changing and expanding because of the changing trends and approaches (Celce and Olsthain, 2000). Next, they explain the design has drawn from applied linguistics to some relevant fields, such as, language teaching methodology, Second language acquisition research, language planning and policy making, language assessment, and language analysis.

As the impact to the design, several curriculums are evolved, such as, product-based curriculum, content - based curriculum, and process- based curriculum. Second, sociolinguistics perspective emphasizes on the way language is used socially appropriate ways (Porter, 2000). The expected learning outcome of this perspective is communicative competence. That is why, the syllabus design is divided into weak (learning how to use a language) and strong (Use the language to learn something) version of communicative language teaching (Howatt, 1984). Third, from psychologist perspective, language is considered as a package of pedagogies. The expected outcome of this perspective is cognitive goals.

The result of this belief to the design of syllabus is for example, Total Physical Response (TPR). TPR is a combination of speech and action; it is a stimulus-response view as the learning theory that underlies language teaching pedagogy (Asher, 1977 in Richards and Rodgers, 2001). Next, Feez (1998) also explains that the decision making in designing syllabus is influenced by some assumptions, such as social role of ESL teaching, definition of language and language learning, and the relationship among curriculum, syllabus, and methodology.

Therefore, she classifies the syllabus as: (1) Structural syllabus, which focuses

on lexical items and grammatical structures of language. In other words, the assumption of language is as knowledge. So, the expected outcome is to master the knowledge of the language. (2) The situational syllabus, in which organized from the perspective of field and experiential meanings. In other words, teaching is based on assumption of given situation to teach language. Dialog is mainly used in this type of syllabus, (3) The topic- based syllabus in which sequencing is determined by the order of the social activity or by logic of the topic itself. It is developed around the topic of employment in Australia. So, it focuses on real-life sequencing of job seeking process, (4) The Functional- Notional syllabus.

It is based on communicative purposes (function) and making meaning based on ideas, concepts, logical relationships or entities (notion), (5) The process syllabus. It focuses on language learning rather than learning outcomes, (6) The task- based and procedural syllabuses. The basic elements are purposeful activities and tasks which emphasize on communication and meaning. (7) The mixed syllabus. It integrates the elements of a range of syllabus types which based on the result of need analysis on students.

Approach is the ways on defining the needs, meanwhile syllabus is the ways of organizing the needs (Brown, 1995). Richards and Rodgers (2001) define approach by considering a theory of the nature of language and language learning. The theories as in approach will influence the design of teaching, in which one of the elements of design is syllabus. In other words, the decision of syllabus design is based on the approach use which underlies teaching. Language teaching method consists of some aspects which are

approach, method, and procedure (Richards and Rodgers, 2001). Firstly, they explain that approach consists of a theory of nature of language and language learning. Secondly, method consists of general objectives of the method, a syllabus model, and type of learning and teaching activities, learners and teacher roles, and the role of instructional materials. Thirdly, procedure consists of classroom techniques, practices, and behaviors observed when the method is used.

Brown (1995) also explains similar aspects of language teaching method consists of approach, method, and procedure. Firstly, approach is defined as what and how students need to learn. Secondly, method is defined as different plans to present language to students in sequences. Thirdly, procedure deals with instructional system which includes all of tactics, practice exercises and activities. Curriculum development is influenced by the changing of methods in language teaching (Richards and Rodgers, 2001). Since many teachers and experts were searching the best method to achieve expected outcomes, several methods had been evolved and employed. It resulted on the changing and development of curriculum.

In the sixteenth century, Grammar-translation method is employed as the effect of the result of political changing. The main focus in this method is mastery on grammar. As the changing of need from written proficiency to spoken proficiency, several methods appeared and evolved, such as, audio lingual method, total physical response, etc. In conclusion, it resulted on the development of curriculum itself.

METHOD

This study is based on Krippendorff (2004), in which it is stated that content analysis is related to text analysis which is society matter. Krippendorff (2004) also explains content analysis could be done based on research questions of the need analysis or it could be based on components of related things in which used as the guideline to analyse the text. Thus, this study is focused on analysing the content of curriculum 2013 for English subject of junior high school levels. It is based on the components of curriculum and syllabus development.

RESEARCH FINDING

Curriculum 2013 is basically a continuing program from the previous curriculum, curriculum 2007. The general purpose of this curriculum is to improve the quality of education in Indonesia. It focuses on improvement and balance of knowledge, skills, and attitude as the expected competence that students should have in future. The curriculum is viewed from four aspects which are as a content, a process, a product, and context (Paparannya wamendik 2013).

Celce and Olsthain (2000) described integrated curriculum as a program in which the goals be followed based on four dimensions or domains, which are content, process, product and its context. In other words, Curriculum 2013 is classified as an integrated curriculum since the four domains of integrated curriculum above can be linked to contextual praxis of curriculum 2013. Praxis is a process in which theory, lesson, or skill is performed, practiced, embodied, or realized. The coverage of the syllabus can be followed as several categories which is proposed by Drake and Burns (2004) which involve the

document identification, organizing center, conception of knowledge, role of discipline, role of teacher, starting place, degree of integration, assessment, and evaluation.

The document identification is focused on English subject in junior high school level. The organizing center is followed as *transdisciplinary*. It is because the content of KI is still underlying English subject but broaden the scope to real-life context/ practices. The conception of knowledge are followed as all knowledge are interconnected and interdependent, the possible answer of a task or a question could be more than one, and knowledge is considered to be indeterminate and ambiguous. Based on the curriculum, students are facilitated to build up their own ideas of things around them. Also, it allows them to relate other disciplines to the subject to complete the task. Thus, the evaluation of the task can be measure precisely since background knowledge and student's thought will be different one to another. Next, the role of discipline is identified if desired, but real-life context emphasized. In curriculum 2013, English is still identified carefully.

However, it is emphasizing on real-life context, especially for students' character building. It could also be interpreted that the role of the discipline is as a way or tool that is used for communication in society based on the good values which are mentioned in the KI. The role of teacher is as co-planner, co-learner, generalist/specialist. As mentioned in the preface or opening of the curriculum, the purpose is to achieve, skills, knowledge, and attitude of the level and to make students as active learners, it requires teachers to explore and elaborate more sources.

Thus, teachers can be co-planner, co-learner, and generalist/specialist in the discipline. The starting place could be from student questions and a real-world context. The degree of integration is as paradigm shift. The assessments are interdisciplinary skills in which the concepts are stressed. The evaluation should be balance between traditional/paper-based and authentic assessments. In addition, it should be culminating activity that integrates disciplines which have been taught. Meanwhile, based on *paparan wamendik 2013*, the coverage of curriculum 2013 consists of concept of the curriculum, material use, teaching and learning process, and assessment process.

The concept of the curriculum is creating the balance between hard- skills and soft- skills which is based on *standar kompetensi lulusan*, *standar isi* (content standard), *standar proses* (process standard), and *standar penilaian* (assessing standard). The material should be; (1) activity- based, (2) books should have teaching and learning model and projects for students, (3) and the books as guidance for teacher in delivering materials. The teaching and learning process is focused on collaborative learning and observation-based learning for giving personal experience for students. It should also involve creativity. The assessments are focused on higher order thinking of students which measure the learning process rather than the learning outcomes. It is common to be based on student's portfolios.

In general, the coverage of curriculum 2013 includes preparation, teaching and learning process, and assessment. Furthermore, English is given four- academic hours in a week. The focus of the process of teaching and learning is to

make students as active learners and build up their good characters which have been mentioned above.

DISCUSSION

Curriculum is document that is used as a framework or guidelines which covers the whole planning in language teaching and learning process of educational field in order to achieve the intended goal (Brown, Celce and Olsthain, 2000; 1995; Feez, 1998; Kathleen, 2000; Porter, 2000; Richards, 2001). Furthermore, syllabus can be defined as a subpart of curriculum which covers what to teach and how to teach students. In other words, the content of syllabus is important since it is used to achieve the intended goal.

According to Drake and Burns (2004), there are some goals of integrated curriculum; (1) to improve students 'achievement by creating a rigorous, relevant and engaging curriculum, (2) to create effective teaching and learning practices, (3) to meet an effective way of teaching in which suitable to be applied in a certain situation/ context (e.g. in a certain classroom). Also, Celce and Olsthain (2000) stated that integrated curriculum as an effective curriculum which can help the potential customers. The potential customers can be defined as students' needs that should be fulfilled in learning. Next, it is also mentioned that the combination syllabus (integrated syllabus) is used to achieve competencies or life-skills that are necessary for living in society (Gronnet and Crandall, 1982 in Porter, 2000).

In its development, the decision making of what to put in syllabus is based on the belief or assumption of language and langue learning. In this case, Curriculum 2013 is based on assumption of sociolinguistics in which focuses on

communicative competence. Sociolinguistics is emphasized on the way language is used socially appropriate ways (Porter, 2000). Also, as has been mentioned above, curriculum 2013 is classified as integrated curriculum in which its root is based on discourse approach which underlies a view of curriculum design that places the social context of learning and language use at the center (Celce and Olsthain, 2000). Richards and Rodgers (2001) explains that the syllabus design is based on approach which consisting of the theory of nature of language and language learning. In other words, curriculum 2013 is based on view of language as ways of communication which take place in society.

Meanwhile, assumption of language learning language learning should involve learning process which can resulted on balance of knowledge, skills, and attitude which are explained in *paparan wamendik 2013* that the language learning is based on content, product, process, and context. The assumptions is characterized integrated curriculum in which its development is based on four domains which are content, process, product, and context (Celce and Olsthain, 2000). The four domains of integrated curriculum above can be linked to contextual praxis of curriculum 2013. Praxis is a process in which theory, lesson, or skill is performed, practiced, embodied, or realized.

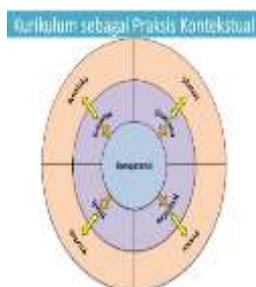


Figure 4: Paparan wemendik 2013

There are four essential domains in curriculum 2013 which are content, process, product, and context (wakamendik, 2013). Firstly, the content is planning oriented in which based on theoretical perspective. Curriculum is as a tool to deliver knowledge (knowledge transmission from teacher to student. Lesson planning is dominant which is based on logical order of the lesson. Teacher should teaching by using her knowledge and based on the syllabus. It can be interpret that teacher is allowed to access sources as long as the result is relevant with the curriculum standard. Assessment is based on student absorbing knowledge which is based on the syllabus.

Secondly, the process is viewed as result oriented. It is based on the market need of the standard graduate in educational program. Teacher can improvise or use any method in delivering the lesson as long as the result achieves the curriculum standard. It is adopted in a form of KBK and KTSP. Thirdly, the product is action oriented. It is based on student's background knowledge which is different from one to another. It emphasizes on critical thinking which is applied in a real life by the collaboration of teacher, students, and the management. It follows continuing evaluation. The assessment based on student's progress in which the result on each student can be different based on their talent and interest. Fourth, the context domain is considered as a new concept in curriculum. It is based on curriculum as a process which is added by activities (which has been approved among the education agents) to reach the target.

The Systemic approach is followed accordingly from content, process, product (concept: theoretical), practical, and productive. The continuing action-

reflection is used to achieve learning mastery. It includes the role of teacher to direct and to engage students to make commitment to achieve the target standard. It uses theme as trans-disciplinary approach to make sure the praxis is relevant.

Also, students learning are based on Bloom's taxonomy in which guiding students from to develop their critical thinking from lower to higher order thinking (Krathwohl and Anderson, 2001). In paparan wamendik 2013, the order of learning is followed as, observing, questioning, associating, experimenting, and creating. In implementing curriculum 2013, teacher is taking role as facilitator and students are taking role as active learners as well as the center of the implementation of the curriculum.

Also, teachers should provide materials which require students to be more active as well as making students to be able to use their logical and critical thinking. The role of material in this curriculum is as a medium for student to learn and to practice in order to make balance of their knowledge, skills, and attitudes which can be applied in their real life.

CONCLUSION

Although teachers are no longer the center of teaching and learning process, the roles that teachers should handle is still broad. Teacher takes role as co-planner, co-learner, generalist/specialist. As mentioned in the preface or opening of the curriculum, the purpose is to achieve, skills, knowledge, and attitude of the level and to make students as active learners, it requires teachers to explore and elaborate more sources. In curriculum 2013, teachers are able to use an authentic source for teaching.

That is why; teacher should always broaden their knowledge and skills. In this

case, teachers should be able to access any authentic sources for teaching, such as video from BBC/ VOA or other sources in youtube, internet, newspapers, magazines, articles or even make their own material which is suitable with the teaching. Next, teachers should have sufficient skills, especially communication skills. Howatt (1984) in Porter (2000) classifies communication skills into weak version (learning to use English) and strong version (using English to learn the material). In other words, as curriculum 2013 is based on sociolinguistic assumption in which emphasis on the way language use in society. Teacher should be able to use strong version of language. It is better if teachers create an environment which enables students to practice the target aim in spoken through communicative activities, such as, interaction and discussion.

Teacher is also responsible to create an environment which makes students comfortable and enthusiast to follow the activities. That is why, teacher should be more creative. Next, teachers also have a role to monitor and give feedback to students 'practice. Lastly, teacher should be able to assess and evaluate student's performance.

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