

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

#### **2.1. The 2013 Curriculum**

In 2013 there were increase in developing the skills, these are the balance of soft skills and hard skills of religious competence, attitudes, knowledge and skills inside it. The standard process is initially focused on the exploration, elaboration, and confirmation, then in the curriculum of 2013 comes with observing, asking, processing, presenting, summarizing, and creating. Learning is not only in the classroom, but also in the outdoor such as school environments or in the field trip because teachers are not the only source of learning.

In the teaching, there are based tools which are used teacher in preparing material before teaching. Those are syllabus and RPP (lesson plan). Syllabus is lesson plans some components. The components consists of; subjects, classes, components core, competency basic, the principal of material, assessment, allocation, and the resource.

While RPP consists education unit, subjects, semester, the principal of material, allocation of time, components core, competency basic, objectives learning, learning materials, methods of learning, the media and learning resources, the lesson, assessment of learning outcomes, place and date of writing the RPP, the signatures of the teacher and the signature of the principal.

## 2.2. Curriculum Material

The curriculum of 2013 is different from KTSP. There are some differences in the curriculum of 2013, such as there is ICT that is applied into all subjects.

Learning materials in the curriculum in curriculum of 2013 consists of knowledge, attitudes, and skills that are developed based on competency standards (SKL), competency standards ( SK ), and the Basic Competency (KD) on the content standards that must be learned by the students in order to achieve a predetermined competence.

The content of learning materials in knowledge aspects, concepts, principles and procedures. Learning materials related skills are including the ability to develop ideas, choose the using of materials, use of equipment and working techniques. While the attitude or value is the scientific attitude, such as: the value of togetherness, the value of honesty, the value of compassion, mutual aid, excitement and interest in learning , the spirit of work, willing to accept the opinions of others and would be criticized.

Various sources of learning materials or learning sources can be used to support specific learning materials, such as : Books, research reports, journal, scientific magazine, expert review of the field study, professional work, curriculum books , tabloids, WEB , Multimedia, environment and resource ( people ) .

Moreover, need to pay attention to several aspects: cognitive aspects (facts, concepts, principles, and procedures), affective aspects and psychomotor aspects.

### 2.3. Curriculum Implementation

Beuchamp (1975:164) defines The implementation curriculum as “a process of putting the curriculum to work”. Fullan (Miller dan Seller, 1985:246) implementation defines curriculum as “the putting into practice of an idea, program or set of activities which is new to the individual or organized using it”. The learning process in the class is a form of curriculum implementation.

Implementation of the curriculum is a joint venture between the government and the provincial government and local government district / city<sup>1</sup>. In the curriculum of 2013, teachers are required to professionally designing affective and meaningful learning, organizing learning, choose the appropriate learning approach, the learning procedure and determine the competence formation effectively, and establish success criteria.

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- Designing effective and meaningful learning.

It requires the activity of teachers to create and grow a variety of activities in accordance with the plan that has been programmed. Teachers should be aware that learning because it involves aspects pedagogies, psychological, and didactic simultaneously.

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<sup>1</sup> *Dokumen Kurikulum 2013/ KEMENDIKBUD/ Desember 2012*, hlm.18.

<sup>2</sup> E. Mulyasa, *Pengembangan dan Implementasi Kurikulum 2013*, (Bandung: PT. Remaja Rosdakarya, 2013). hlm. 99-125

- Organizing learning.

There are at least five things that need to be considered with regard to the organization of learning in the implementation of the curriculum in 2013, namely the implementation of learning, procurement and development experts, utilization of expertise and resources of the community, as well as the development and structuring policy.

- Choose and define the learning approach.

Approaches include contextual learning (contextual teaching and learning), play a role, participatory learning (participative teaching and learning), studied thoroughly (mastery learning), and learning constructivism (constructivism teaching and learning).

- Implement the learning, the establishment of competence, and character.

In general, learning activities include initial or opening activities, core activities or the establishment of competence and character, as well as the end or closing activity.

#### **2.4. Teaching Writing**

According the Harmer (1998:79), there are four reasons to teach writing, first, teaching writing is reinforcement. It means that students acquire language in oral way and written. So, they often write some words into short paragraph or essay after they have learned. Second is, teaching writing is language development. The process of writing helps us to learn as we go a long or it is all part of learning experience. Third is, teaching writing is considered as learning style. It is appropriate for such learners to be quite reflective activity instead of

inter personal face to face communication. The last, writing is a skill. It is the most important reason for teaching writing. Of course it is a basic language skill to produce some words into short paragraph or essay.

Therefore, Nunan (2003: 92-94) states that every teacher should consider a few principles for teaching writing while teaching this subject. These principles can be adapted to the many different learning situations. Such as; understand the student reason for writing, provide many opportunities for writing, making feedback helpful and meaningful, clarifying for yourself and for your student, how their writing will be evaluated.<sup>3</sup>

## **2.5. Writing Materials**

Writing is a process of creating; organizing and polishing in first step of the process of writing you create your idea. In the second steps you organize the idea. In the third steps you the idea by editing it and making revision. Therefore you have to organize your plan to write. It is supported by O'Mally (1996:135) that English writing is can be used for identification and program placement in bilingual programs. Student writing can be used to monitor student progress and a determination of the success of instructional approaches.

However, expressing thought writing is not easy for most people. In order to get an interesting idea we should read a lot. One of the ways is by reading an article. Bramer (1961 : 7) believes that certainly a primary concern of any readers is the interest level of piece writing.

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<sup>3</sup> Chafidlotul Ilma. Luluk. Teaching writing Procedure Text Using Picture for The Ninth Grade Students Of YPM 3 Taman Sidoarjo. 2010, page 7

Writing is a way of making meaning from experiences for themselves. Writing is used for indirect communication because the reader is not physically present. So the writer has to express his or her ideas. Nunan (2003: 88) says that writing is the mental work of investing ideas. Thinking about how to express them into statements and paragraph..

## **2.6. Writing Assessment in Curriculum 2013**

A form of assessment which students are asked to perform real-world tasks that demonstrate meaningful application of essential knowledge and skills (Jon Mueller). "...Engaging and worthy problems or questions of importance, in which students must use knowledge to fashion performances effectively and creatively. The tasks are either replicas of or analogous to the kinds of problems faced by adult citizens and consumers or professionals in the field." - Grant Wiggins - (Wiggins, 1993, p. 229).

Assessment of learning outcomes in the curriculum of 2013 is based on competency. Assessment is authentic to the curriculum in 2013, which measures the student's ability competence of knowledge based on knowledge to measure all competency, skills and knowledge based on the process and outcomes. Also, assessment on curriculum in 2013 is not only on the level of the based competency or KD but also on its core competencies or SKL and curriculum of 2013 also uses portfolio assessment as the main instrument.

In addition to portfolio - based, authentic curriculum assessment of curriculum 2013 also has the characteristic specifically, which the question has no single answer, the teacher also must assign a value to answer the "eccentric", where the scoring is attention to the process not only to the results.

The assessment is done by teachers to the learning results to measure the level of achievement of competence of learners, as well as used as a progress report on the preparation of learning results and improve the learning process. The assessment is done in a consistent, systematic and programmed by using tests and non-test in the form of a written or oral, observation of performance, attitude measurement, assessment work in the form of assignments, projects or products, portfolios and self-assessment. Assessment of learning outcomes using standard educational assessment and group assessment guide.

## **2.7. Problem of curriculum implementation**

Although the purpose of the new curriculum is good, the implementation on the ground must have a lot of improvement. Issues that arise include:

- 2.7. 1 Teacher as a manager in the class does not understand the correct implementation of the 2013 curriculum should be. Although training has been conducted for the teachers, but not all teachers are well understood. Any teacher who has not trained all the information related to the implementation of the curriculum is well absorbed.
- 2.7. 2 Lack of manual lessons from the Central Government. Even in some of the junior high school curriculum to be a project implementation in *Tegal* 2013 (and possibly in other districts in Indonesia).

- 2.7.3 Guide students who ideally also owned by the student with the composition of the books of the students still cannot be provided with enough. These conditions forced the school to procure the book with a doubling which would require additional charges.
- 2.7.4 Systems report cards. Problems may arise in mid-October next, relates to a system report cards to parents. Until now there has been no technical clue how it was later made a report card, which refers to the grading system in college with grades A, B, C, and so on.
- 2.7.5 Others are the objections of the parents relating to the existence of a rant in the curriculum guide book 2013.
- 2.7.6 Imposing there are several areas in the implementation of curriculum 2013. *Tegal* For example, in the school year 2013/2014 simultaneously requires all schools to implement the curriculum in 2013. This clearly raises problems, for example, the high cost of procurement of books. This problem becomes more severe when students are required to purchase their own books. (School became impressed very expensive).<sup>4</sup>

## **2.8. Preview Study**

The study was done by Amri (2013) found that learning in 2013 curriculum is innovation sensational education in Indonesia. That book give illustration about concept learning in the curriculum of 2013 and his development. The book explains about designs, controls, and implementations learning in the curriculum of 2013.

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<sup>4</sup> <http://farichinfarich.blogspot.com/2013/11/permasalahan-implementasi-kurikulum-2013.html>



Another study was done by Kamila (2014) the relevance of the materials with the cognitive and the psychomotor aspects which are contained in the 2013 English Standard Competence. This study was designed in descriptive research because the object of the study was a documented book. Moreover as the data was in the form of words and documents. The instrument in the form of checklists. The research conclude that materials in this textbook are quite relevant with 2013 curriculum, especially with the cognitive and the psychomotor aspects. Therefore, this textbook is appropriate with 2013 curriculum and suitable to be used in order to help the teaching, and learning process in the classroom.

The other researcher was Ratnasari (2014), she analyzed about relevance of English materials in textbook entitled "Pathway To English" for senior high school grade X published by Erlangga to the curriculum of 2013. That study was designed in descriptive qualitative research. The instrument used to collect the data is observation in the form of checklists. After being analyzed, it is found that all chapters in the first semester successfully cover the indicators of cognitive aspects in the basic competences three. Meanwhile, some of the materials are irrelevant in terms of psychomotor aspects. After all, the researcher argues that this textbook is still appropriate to be used, since the materials are mostly relevant with the 2013 curriculum. This textbook is still suitable to be used in order to help teacher and students in the process of teaching and learning.