AN ANALYSIS OF THE ENGLISH LANGUAGE CURRICULUM FOR SENIOR HIGH SCHOOL ON 2013 CURRICULUM REVISION EDITION

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Abstract

English language curriculum is considered essential to be conducted appropriately and effectively. The appraisal of the curriculum which sits in the 2013 curriculum is highly needed to be conducted in order to find the appropriate and effective learning and teaching instruction in the classroom. The method applied in this study is a qualitative method in which the library research and the documentation of 2013 curriculum edition revision document were used. From the findings of study, it indicated that the English language curriculum which sits in the 2013 curriculum and its revision edition can be considered appropriate and effective for conducting language learning instruction in the classroom. It also meets the main goals stated in the curriculum as well as it meets the students' needs and interests. Nevertheless, the results of this appraisal are still limited and have a few shortages since the curriculum is still new and is being applied in all schools in Indonesia.

Keywords: *Analysis, English Language Curriculum, 2013 Curriculum Edition Revision, Senior High School*

INTRODUCTION

Curriculum development changes frequently happen in any educational domains. Its changes are often driven by dynamic aspects and political issues like the changes in government structures. Yet, there is also an attempt of the government in order to revise the old curriculum and gain an innovative and appropriate curriculum. Generally, curriculum is seen as the central basis in educational area developing and forming human resources especially learners to be more knowledgeable, skillful, and culturally developed.

Curriculum is a set of plans and arrangements related to the objectives, content and learning materials as well as the tools used to guide the implementation of learning activities in achieving specific educational objectives (UU No.20 Year 2003). Curriculum can be a basis for language teachers in developing creative work and ideas about teaching instruction. According to Graves (2008), in the curriculum, there are planning, implementation, and evaluation. To design a curriculum, these three stages should be passed systematically. In addition, there are stakeholders needed to be involved in designing a new curriculum such as government as policy makers, educational experts, politicians, press, local community, parents, principals, teachers, and students.

History of Curriculum in Indonesia

The type of mainstream curriculum which is currently applied in Indonesia is the 2013 curriculum and its revision edition. This curriculum is a compulsory national curriculum for all schools in Indonesia based on Permendikbud No. 24 Year 2016. Nevertheless, the fact is some schools in some areas in Indonesia still apply the 2013 curriculum and others apply the latest one, namely the 2013 curriculum

revision edition revised in 2016 and 2017. There have been several major curriculum changes in Indonesia over the last thirty years, from a curriculum based on an active learning style (CBSA-1984 to 1994), to the competency-based curriculum, called KBK (2004), a school based-curriculum, called KTSP (2006) to 2013 curriculum (2014) and lastly 2013 curriculum (revised in 2016 & 2017).

Previously, the 1994 curriculum was made as a refinement of the 1984 curriculum and carried out in accordance with Law no. 2 of 1989 concerning the National Education System which used *caturwulan* system or trimester system in the learning process. Then, KTSP was developed following government legislation of National Education System, Number 20, Year 2003; this allowed for the replacement of the previous one, KBK. The development of the school-based curriculum took a number of years. The KBK was a top-down model (hierarchical approach) in which the government designed, managed, and determined all the implementation of the curriculum. As asserted by Graves (2008, 149) that "curriculum is not a top-down process.....in hierarchical approach, a curriculum is a plan for what to be taught and teachers, through instruction, implement the plan".

Principally, there were no huge changes from English language curriculum in KBK to the one in KTSP. The major way in which the English curriculum in KTSP differs from the one in KBK is its student - centered nature and its incorporation of authentic teaching material and texts devised using local context. In the KTSP English language curriculum for senior high school level, the students as the EFL learners are developed to be able to comprehend and elicit discourse or text,

either spoken or written through mastering four-macro language skills; listening, reading, speaking, and writing. All the macro-skills are placed as the *standard of competency* in which each of skills has its specific objectives or so-called *basic competency* with different focuses (Depdiknas, 2006). Then, these both components will be translated into syllabus and lesson plans.

In the curriculum of KTSP, a bottom-up model is employed, whereby the school itself, together with all members, including the principal, teachers, students, and stakeholders and community are authorized to manage and implement the curriculum instruction. The KTSP curriculum focuses more on developing and preparing learners to be knowledgeable, skillful, communicative, independent, active, and cultural persons. When the 2013 curriculum firstly applied in 2014, it caused many problems in which the most problematic thing was haste (Permendikbud RI, 2016). The handbooks were not prepared and written properly and they were inappropriate for the learning and teaching instruction, as well as the teachers were not ready yet with the change of curriculum.

There is a slight difference in 2013 curriculum in which there are two competencies covered; core competency and basic competency. Basic competencies in the 2013 curriculum contain the ability and learning material for a subject in each education unit that refers to core competencies. The goals of the 2013 curriculum cover four core competencies, namely (1) spiritual attitude competency, (2) social attitude, (3) knowledge, and (4) skills (Permendikbud No. 24 Year 2016). These competencies are achieved through the process of *intrakurikuler* (all subjects

learned)*, kokurikuler* (such as field visit, outdoor learning, etc.)*, and/or extracurricular (such as scouts, sports, arts, etc.) in which there are basic skills for each competency of knowledge and skill. In terms of similarity, KTSP and the 2013 curriculum place the students at the center of the learning process.

The changes in specific and broad aims of the national curriculum have been carried into the English language curriculum itself, which sits within 2013 curriculum and its revision. Basically, the focus of English curriculum in Indonesia has shifted from merely learning grammar and vocabulary into communicative language learning. Richards (cited in Graves, 2008, p. 149) argues that "language curriculum development is an interrelated set of processes that focuses on designing, revising, implementing and evaluating language programs". As earlier explained, the Indonesian curriculum has been conducted some changes from the old curriculum to 2013 curriculum revision edition which is lastly revised in 2017 in an attempt to achieve an appropriate national curriculum and meet students' needs and interests.

Principally, there were no huge changes from English language curriculum in 2013 curriculum to the revised one in which there was only a few of revisions. The major things in which the current English curriculum on 2013 curriculum revised in 2017 differs from the one on 2013 curriculum are social attitude competency is omitted since it is covered by the attitude competence and the skill is changed to be literation. Besides, there is hidden curriculum, such as praying together, flag ceremony, national/local songs, cleaning the environment, etc. which is added into the process of learning-

teaching other than *intrakurrikuler, kokurikuler,* and extracurricular. Also, some of the terms in the 2013 curriculum edition revision are used differently from the previous one.

Goals and scope of competency of current English language curriculum for senior high school level

There are three general goals of the current English language curriculum instruction for senior high school level literation (2013 curriculum revised in 2017): (1) character, (2) competence, (3). Character deals with how to face the environment changing over the time shown with the character of students such as, belief, ability to adapt, to initiate, to lead etc. Competence is specified with how to overcome the overwhelming obstacles such as, to think creatively, to solve problem, to communicate etc. Meanwhile, literation deals with the ability to write, to count or basic literation, literation of information and technology, science, culture and nationality. In order to achieve all of these goals, varied learning experience from the simple one to the complex one is required to be conducted by the teachers with the relevant teaching instruction and assessment.

All of the teaching instructions are encouraged students to have competence of critical thinking from the low level to the high level (or so-called HOTS) conducted step by step. Moreover, there are some scopes of competency provided for teaching English language for senior high school level: 1) composing texts of oral and written, short and simple of transactional interactions; (2) composing interpersonal interactions of short and simple text, oral and written and 3) supporting competencies like linguistic competency such as

grammar, vocabulary, phonology, and literacy, sociocultural competency in using appropriate utterances, and strategical competency in problem-solving.

Theoretical concept of innovation curriculum

Educational curriculum, notably the English language curriculum is critical to be evaluated. The national curriculum needs innovation in which it is too prescriptive and overloaded with contents. This notion is triggered by the intention to enhance the educational system and to prepare learners for the global life in the 21st century. To reach the innovative curriculum, there are some elements to consider such as educational goals, learning objectives, evaluation, etc. As pointed out by Duke, 2004 (cited in Kostogriz, 2012) that 'educational innovation' involves the process of some changes like educational goals, learning objectives, teaching, evaluation and the administration of educational system. "Curriculum theory indicates the importance of situating innovations at the meso-level of the school or education institution (Ball, 1990), notably at the level of teachers (Hargreaves, 1994; Bloomer, 1997) and/or teams of teachers (Fullan, 1991)" (cited in Kostogriz, 2012).

Related to 'who', 'where' and 'how' the curriculum innovation conducted as suggested by Markee (cited in Nunan and Lamb, 2001), there are some stakeholders involved in eliciting curriculum innovation such as education policy-makers and principals as the curriculum designers, language teachers as the implementers and students as the adopters. Language teachers should be encouraged to design the language syllabus and develop its lesson plans based on the

curriculum designed by the government as the policy-makers together with principals in order to fit the students' needs. At this stage, the current curriculum is no more as the top-down approach as it does not pay attention to the teachers' voices or solely a bottom-up approach, yet it is another approach combining both; top-down and bottom-up approach, whereby the education policy-makers, researchers, innovation designers, principals, teachers, local community, and students can work collaboratively in planning, implementing, and evaluating the curriculum.

METHOD

The method applied in this study is a qualitative method in which the library research and the documentation of 2013 curriculum edition revision document were used. Therefore, in this study, English language curriculum on the 2013 curriculum and its revision revised lastly in 2017or so-called the 2013 curriculum edition revision which is currently applied in Indonesia as the national curriculum will be analyzed in order to find out whether: (1) it is appropriate and effective or not for conducting language learning instruction in the classroom, (2) it meets the main goals stated or not and (3) it meets the students' needs and interests or not. The analysis will be based on the theoretical approach underpinning the curriculum and the main organizing principles underlying this current English language curriculum. This analysis focuses on the English language curriculum for senior high school year 10, 11 and 12.

ANALYSIS AND DISCUSSION
Approach of language learning within current language curriculum

The approach of language learning which underpins this current English curriculum is scientific approach, cognitive approach, communicative approach and/or integrated approach. Scientific approach has five steps, namely observing, questioning, experimenting, reasoning and networking. "This approach is a student center approach requiring both student and teacher to be creative in learning environment" (Roza, Satria, & Siregar, 2017, p. 2). Cognitive approach is the learning process focusing on how input is comprehended.

As Krashen asserted (cited in Block, 2003) that comprehensible input *i+1* is fundamental in language learning. For example, each of learners has prior knowledge or universal language brought to the classroom, then this knowledge will be supplemented with other knowledge related. The input in the current curriculum involves *intrakurikuler, kokurikuler,* extracurricular and hidden curriculum (as explained earlier). Then, it is also regarded as communicative approach because it covers materials building learners' ability of how to use the language either written or spoken. As pointed out by Richards and Rogers (cited in Knight, 2012) communicative approach focuses on communicative competence and develops four language skills which builds mutual support between language and communication. As well as it is involved as integrated approach since there are some language skills and language elements which can be integrated together in language learning such as writing and speaking, listening and writing, or reading, vocabulary and grammar, and so forth. As suggested by Harmer (2007) that skill integration is an essential feature in language learning.

All of these approaches overall have been well applied by the language teacher in the classroom instruction. However, the strategy and task used in employing these approach are not appropriate enough yet since there are some language teachers who do not have enough competences either English language proficiency itself or ability in developing appropriate and effective strategies and tasks suiting the approaches, methods, and objectives of learning.

Language description within current language curriculum

Regarding the language description or analysis underpinning this current English language curriculum, systemic functional grammar approach is applied. This approach focuses on how the language is used or functioned. In other words, the emphasis is on the meaning not on the forms. Grammar learning is not the main focus but it is an insertion to support the learning of language use. Another approach related to language description which also being the focus of this current curriculum is genre-based approach. Derewianka (2003, p.135-136) asserts that this approach puts "the emphasis is on the creation of meaning at the level of the whole text....and genre theory starts from the premise that language use is goal-oriented". As it is known from the scope of competency of this curriculum for senior high school level (indicated earlier) that there are many types of composing texts of oral and written, short and simple transactional interactions and simple text of oral and written interpersonal interactions texts employed in the language learning, such as narrative text, procedure text, recount text, descriptive text, announcement text, official invitation text, analytical exposition text, personal letter

text, explanation text, job application letter, image accompanying text (caption), news item text, etc. At this point, language teachers are allowed to adapt the materials from the authentic texts, such as English songs, novels, etc. in order to adjust to students' needs and interests.

Nevertheless, as it is applied to the EFL context, students may have difficulty with the type of texts employed even though those are the short ones (Derewianka, 2003). The fact is language teachers do not highly engage the students with many exercises or practices dealing with eliciting and comprehending the texts so that the students' competence in using the language has not improved significantly.

Relationship of current language curriculum and its mainstream

Relationship between English language curriculum and school as the mainstream where it is applied is important to be well built. Language teachers, as the persons in charge for the language teaching and learning process in the classroom, should organize and develop effective and integrated language learning through applying any appropriate approaches, methods, and strategies instructing useful and real-life activities so that the learners are able to achieve good language learning process.

In fact, there are some language teachers who are not capable enough in instructing teaching learning process based on the current curriculum in the classroom. Indeed, there are some of them who still use traditional method in the classroom like focusing on teaching grammatical accuracy (e.g. focus on forms or rules) and vocabulary all the time or as it is known as Grammar Translation Method. As a

consequence, learners' capability in terms of communicative skills and social interaction skills are not completely developed during the learning process.

This current English language curriculum can be regarded as an innovative language curriculum since there were some revisions in some aspects in the previous curriculums and a movement from merely a top-down approach to combination of top-down and bottom-up approach. Besides, as explained earlier; student - centered nature and the new main goals of curriculum and the demand of high level of students' critical thinking can be the main points for regarding this curriculum as an innovative curriculum. As well as it is also strengthen through covering all components such as four language skills, linguistic skills, genre text competency, communicative skills, problem-solving skills, the use of authentic materials and sociocultural interaction skills with other members.

In terms of bottom-up approach, however, Kelly (cited in Kostogriz, 2012) argues "this approach may seem particularly democratic, but it entails a crucial weakness – the intellectual capital". Thus, to be more innovative, this current curriculum should take into account the employment of collaboration of top-down and bottom-up approach. In the same manner, Fullan (cited in Kostogriz, 2012) points out that both of these approaches are pivotal to appear. Similarly, McDonald (cited in Kostogriz, 2012) asserts that these both approaches combination put emphasis on collaborative cooperation between stakeholders like educational administrators, policy makers, researchers, book publishers, professional organizations, teachers, students, parents and local community.

Current English language curriculum and suiting its context

Classroom as the social and educational context of where the enactment of curriculum occurs is important to consider. All the entities, including teachers, learners, syllabuses, materials, etc. are interrelated each other. Curriculum cannot be enacted without the involvement and interrelation of all those entities in the classroom (Graves, 2008). In terms of the way this English language current curriculum suiting its context, the materials used within teaching learning instruction in the classroom are frequently based on the local knowledge and context.

It is openly whereby the language teachers are allowed to use authentic materials, for example from newspapers, magazines, novels, and so forth. However, it is quite often whereby the language teachers have difficulty in adapting and adjusting the authentic materials taken from the local context to meet students' needs and interests.

Sometimes, what students need is mismatch with what language teachers provide for the instruction. It is realized that in this global and digital time, most people are influenced by high technology tools, including students. English language teachers, as the key persons in the classroom, are required to be able to adjust, adapt, and modify the materials based on the students' needs and interests and suit the local context. Then, to be more socially interacted, this current curriculum is required to take into account the local contexts such as social and cultural aspects in which the language teachers are able to bring the students' culture to the classroom so that students still interact with their local context.

Main organizing principles of the current language curriculum

Main organizing principles underlying this English language curriculum are the employment of some macro-skills, communicative skills and interpersonal development within the syllabus strands. Language learning components are integrated and developed through integration of several syllabus strands; genre-based syllabus, skill-based syllabus (integration of four-macro language skills; listening, reading, speaking and writing), and task-based syllabus under the umbrella of the analytic syllabus which is more process-oriented.

The focus of this current English curriculum is on language-focused and learning-focused since it covers some grammatical features combined with or inserted in other language skills and also it develops students' capability in decision-making, negotiation of meaning and problem-solving in the tasks and activities in which they engage in the classroom. However, in the textbook used in language learning, task-based syllabus, which being one of the syllabuses employed, is not really taken into account its implementation in the classroom by the language teachers. The students are not really engaged with the tasks like doing a project, role-plays, simulations, debate competition, etc. since the language teachers focus much on the linguistic knowledge mastery. On the other hand, the communicative skill as the basis goal of English language curriculum is possibly developed through the employment of lexical syllabus within the current English language curriculum.

Lexical syllabus which is proposed by Dave Willis in 1990 and popularized by Michael Lewis in 1993 and 1997 (cited in Harmer, 2007) can be adopted as the

approach in language learning in the classroom. Through this approach, students are able to enrich their corpus of utterances through the utility of lexical chunks, collocations, idioms, fixed and semi-fixed phrases. Principally, stage organization of students as another organizing principle within the current English language curriculum is not applied.

In senior high school level, students are not classified based on their proficiency of English language mastery but rather on general grouping: for year 11 and 12, they are divided into four specific course programs; scientific, social, language and religion courses, while for year 10 there is no specific classification. In the language course program, there are only five credits of time allocation allocated per week for English language teaching in which each time allocation is forty five (45) minutes. It means English language subject is learned for 225 minutes per week, whereas there are more or less 12 other subjects to study for a semester as well.

Since it is a specific language course program, it is better if the credit, particularly for English language is added more and number of the rest subjects is reduced in order to enable students focus their attention much on the English language and other foreign languages mastery. In addition, in order to enhance students' proficiency in learning English language, stage organization of students to particular levels of language proficiency, such as level of elementary, pre-intermediate, intermediate, etc. is important to execute. This students' stage organization intends to ease students in developing, improving and sharpen their ability of learning English language as the foreign language.

Assessment and evaluation of the current language curriculum

Within the curriculum enactment, assessment and evaluation are highly required. Assessment and evaluation are two components that cannot be separated each other. After conducting assessment directly evaluation will be followed in order to see students' achievement and proficiency and then to evaluate what should be executed for the follow up actions in the language learning. Basically, there are formative and summative evaluation employed within the 2013 curriculum and its revision. Formative evaluation is applied in the process of teaching and learning, while the summative one is conducted at the end of course program such as semester examination and national examination.

Within formative evaluation, the evaluation is conducted by executing combination of traditional and authentic assessments. Traditional assessment is applied only to count and sum up the students' result of works in order to see their achievement quantitatively. Traditional assessment is usually for certain language and element skills like reading and listening test, grammar and vocabulary test, while authentic assessment is conducted for the remaining skills like speaking and writing test. Gulikers, Bastiaens, and Kirschner (2004, p. 69) define authentic assessment as "an assessment requiring students to use the same competencies, or combinations of knowledge, skills, and attitudes that they need to apply in the criterion situation in professional life". For speaking test, either holistic or analytical procedure can be applied depending on the context such as ability and goal.

Basically, for senior high school students it is better to execute analytical procedure in order to see their deep and specific proficiency and mastery in language learning. What incomplete within the employment of assessment in this English current curriculum is that student self-assessment and pair-assessment are very rare applied, whereas these such assessments are good for students' autonomy and students' cooperation building in language learning. Both are essential when they are away from any classroom environment, they are powerful enough for their social interaction with other members as well as for their future development.

In terms of specific evaluation, evaluation within specific aspects of students' performance is also pivotal in the curriculum. Specifically, within this current curriculum, there are three criteria of evaluation employed; knowledge, literation (skills), and attitude. Language teachers usually use observation sheet to evaluate students' achievement on particular language skills and language elements. For example, for pair-work and group work task, teachers want to see students' engagement, interaction, and cooperation beside other linguistics aspects in the classroom activity. Nevertheless, the fact that cognitive or knowledge is the solely aspect which the language teacher focuses on, while literation and attitude aspects are usually evaluated unspecifically at the end of course (without deep evaluation conducted), whereas both of them are essential in order to form students' best performance and behavior in English language learning.

Overall, evaluation is not only a tool but also as a feedback that can be used to see whether this current curriculum,

which can be considered innovative, is effective and worthwhile or not for all involved, particularly students as the center of learning. Evaluation reflects an attempt to discover drawbacks in the implementation of a curriculum as well as to sustain quality assurance. It is very possible that some changes or revisions are needed within this current curriculum in order to meet the specific goals as well as students' needs and interests in language learning. In other words, curriculum evaluation can pave the way for curriculum change to be more innovative.

Tensions in the current language curriculum

Regarding tensions or clashes within this current curriculum, generally some language teachers are psychologically still burdened and confused with the implementation of current English language curriculum that has some changes in a few aspects (as indicated earlier). Teachers especially language teachers are under pressure of many works to accomplish in implementing the new curriculum frameworks mandated to them. In one point, they have to prepare and develop appropriate lesson plans meeting students' needs and interests based on the current curriculum but in another situation, they have to fulfill or meet the other stakeholders' needs like principals, educational ministry officials, and parents.

Furthermore, the goal of the English language curriculum which is to enable students to communicate English language either spoken or written and to build an awareness of the importance of learning English language in order to compete with the global community in the 21st century is mismatch with the implementation in the field. In other words, the implementation of

current English curriculum is focusing much on fulfilling the requirement of school accreditation and students' pass on national examination. On the other hand, students as the center of learning process are also affected by the implementation of new curriculum. They are confused and very often students are not ready with the implementation of the new curriculum. Indeed, some language teachers and students are still influenced with the traditional approach and the previous curriculum.

Based on some real experiences of language teachers, they tend to focus on how to make students pass the summative examination such as national examination but neglect to put the emphasis on the learning process and the students' improvement of communicative skill as stated in the goal of current English language curriculum. Apparently, in the execution of national examination, not all language skills are tested. The emphasis of content of materials tested is on the receptive skills; reading and listening skills solely as well as language element; grammar and vocabulary, while speaking and writing skills as the productive skills are missed. Principally, speaking and writing are very important in pragmalinguistics context in which the emphasis is on how the language is used (Block, 2003). The students need to learn the use of language either spoken or written rather than just focusing on language forms or rules.

CONCLUSION

In summary, language teachers as the catalyst of change in the educational system are required not just accept the curriculum that has been already designed by the government but also take part by

giving critical thinking and opinions towards the concept and its implementation at the school basis. Initially, all the stakeholders like education policy-makers, principals, researchers, professionals, parents, local community, and students should be involved in the process of curriculum innovation design. From the analysis conducted, it is found that the English language curriculum which sits in the 2013 curriculum and its revision edition can be considered appropriate and effective for conducting the language learning instruction in the classroom. It also meets the main goals stated in the curriculum as well as it meets the students' needs and interests.

Somehow, there are a few aspects should be taken into account that the 2013 curriculum are required to do, such as in terms of the consideration of applying combination of top-down and bottom-up approach so that the partnership and collaboration among stakeholders in planning, designing, implementing and evaluating the curriculum will be built appropriately. Nevertheless, the result of this appraisal is still limited and has a few shortages since the curriculum is still new and is being applied in all schools in Indonesia. Thus, in order to have highly effective and appropriate results for the next or another study on the same area, it is recommended that the further studies may include all the aspects of analysis related and needed specifically.

It is critical in which students as the center of language learning process are taken into account. The content of materials instructed in the classroom which is based on the English language curriculum should meet the students' needs and interests. Thus, it is suggested that the current curriculum notably English language

curriculum needs some more considerations to be more effective and innovative and meets students' needs and interests as currently the notion of curriculum changes is emerging in Indonesia since the education minister and the official education ministry reveal it to the press.

However, they put the emphasis of changes is on the general national curriculum perspective, whereby they argue that the future national curriculum should focus on students' academic skills and attitudes. This plan of changes is flown because of problematic issues; degradation of morality of Indonesian students, character education and an attempt to tighten a number of subjects for a course program.

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