# Chapter II

**Theoretical Foundation**

This chapter presents several theoretical foundations to support an analysis about English lesson planning at Senior Vocational School 1 Bandung compatible with Indonesian 2013 curriculum, they are: the curriculum includes Indonesian 2013 curriculum, syllabus, lesson planning, teaching equipment, and news item text.



## 2.1 Curriculum

According to Rules of Republic of Indonesia number 20 of 2003, the curriculum is a set of plans and arrangements regarding the objectives, content and learning materials as well as the means used to guide the implementation of learning activities to achieve specific educational objectives. Curriculum in education means a several of subjects that must be reached by the students. Made (2017: 1) said that curriculum as an education program should include (1) number of subjects, (2) learning activities, (3) learning program, and (4) expected learning outcomes. Then, curriculum is a systematically program and learning activity that given to the students under the responsibility of school to help students development. Curriculum as a systematically learning program have several roles as follow:

1. Conservative role

Curriculum should give a social heritage to younger generation. Therefore, school as a social institution could affect students’ attitude with social values in society.

1. Evaluative/critical role

Curriculum should be actively participated in social control and emphasized critical mind to students. An inappropriate social values in the future should be removed and replaced with new social values

1. Creative role

Curriculum conducted creative and constructive activities in order to create and arrange something new in the present and future on the society.

According to Inglis in Sudin’s book (2014: 10) curriculum have several functions as follow:

1. The Adaptive Function

An individual life in dynamic environment. That means an individual should adapts himself on environment that could easily change. The environment also should adapt with individual condition. This curriculum function makes the individual becomes well-adjusted

1. The Integrating Function

Individual personals is integral part of society. Therefore, curriculum educates individual personals. Then, integrated personal will give contribution in establishment of society.

1. The Differentiating Function

Curriculum need to give a different service based on the individual in society. Because of that, differentiating function will encourage individual to be creative and critical.

1. The Propaedeutic Function

Curriculum should be prepared and carried the students to achieve higher study. Preparing students skill is appropriate because school is not be able to give everything that students needed.

1. The Selective Function

Curriculum gives the students a chance to choose or select what they want or interest. Then, curriculum should be flexible.

1. The Diagnostic Function

Curriculum guides the students to understand and accept themselves to develop the student’s potential. Therefore, curriculum could diagnose students to develop their potential optimally.

## 2.2 Indonesian 2013 Curriculum

In 2013, Indonesian government implemented 2013 curriculum in order to develop cognitive, affective, and psychomotor aspects. Another purpose why Indonesian government use the curriculum 2013 is to improve the quality of Indonesian education. This curriculum is very different from the previous curriculum, especially on the teaching and learning process and assessment techniques. Curriculum 2013 is applied to all levels of education ranging from elementary school (*SD/MI*), junior high school (*SMP/MTs*), senior high school (*SMA/MA*), and vocational high school (SMK). Curriculum 2013 is a new curriculum that applied in the education system in Indonesia then it needed to evaluate. Indonesian 2013 curriculum becomes a developed instrument in order to make the students to become (1) a high-quality mankind which could confront the future generation, (2) a cautious religious, healthy, creative, and independent, (3) a democratic and responsible citizen. 2013 curriculum also becomes an advanced step from 2004 and 2006 (*KTSP*) curriculum which includes attitudes, knowledges, and skills competency.

According to Ministerial Regulation of Education and Culturenumber 69 of 2013, 2013 curriculum is developed based on factors as follow:

1. Internal Challenges

* To accomplish eight education national standards which includes management standard, expense standard, facility standard, teacher’s standard, contents standard, process standard, evaluation standard, and achievement competency standard.
* Indonesian population growth could be viewed on productive age population.

1. External Challenges

External challenges related to globalization and social problems, technology and information improvement, the rise of creative industry and culture, and education improvement in international level. Globalization will change agricultural societies to industry and trading societies.

1. Mindset Improvement

2013 curriculum is developed in order to improve students mindset as follow:

* Teacher-centered changed into student-centered
* One-way learning changed into interactive learning
* Isolated learning changed into online learning. This learning pattern could make the students learn from internet)
* Passive learning changed into active-search learning
* Self-learning changed into group-learning
* Using multimedia utility
* Monodisciplinary changed into multidiscipline.

1. Material Improvement

Material improvement is conducted by expanding the material which have to relevant for the students

#### 2.2.1 Indonesian 2013 Curriculum Structure

According to Ministerial Regulation of Education and Culture number 69 of 2013, Indonesian 2013 curriculum contains main competency, basic competence, syllabus, and lesson plan.

##### 2.2.1.1 Main Competency

Main competency designed along to students’ age. Main competence also has a formula that consist of four competencies, as follow:

* + - 1. Main Competency 1 (KI-1) for competency of spiritual attitude;
      2. Main Competency 2 (KI-2) for competency of social attitudes;
      3. Main Competency 3 (KI-3) for competency of knowledge; and
      4. Main Competency 4 (KI-4) for competency of skills.

##### 2.2.1.2 Basic Competence

Basic competence designed to achieve the core competence. Basic competence developed along with the learner’s characteristic, early ability, and learning subject’s characteristic. Basic competence divided into four groups according to core competence, as follow:

* + - 1. Group 1: Spiritual basic competence group in order to elaborate main competency 1
      2. Group 2: Social attitudes basic competence group in order to elaborate main competency 2
      3. Group 3: Knowledge basic competence group in order to elaborate main competency 3
      4. Group 4: skill basic competence in order to elaborate main competency 4

#### 2.2.2 The Characteristic of Indonesian 2013 Curriculum

According to Ministerial Regulation of Education and Culturenumber 69 of 2013, Indonesian 2013 curriculum has several characteristic, as follow:

1. To balance the attitude between spiritual and social, curiosity, creativity, and the harmony of intellectual and psychomotor ability
2. School become the part of society that will give learning experience to the learner
3. Developing the attitudes, knowledge, and skill to be applied on different situation in the school or the society
4. Providing a time to develop the attitude, many knowledges and skills.
5. Main Competencies become organizing elements to basic competencies which all basic competencies and learning processes could be developed to achieve the competence in main competencies.
6. Basic Competencies developed based on the principle of accumulative, reinforced, and enriched between subjects and the levels of education (horizontal and vertical organizations).

## 2.3 The Syllabus of English Subject for Senior High School / Islamic Senior High School based on indonesian 2013 curriculum

Syllabus becomes one of aspects that required by teacher to conduct learning activity. Syllabus is an elaboration of curriculum development that could achieve the main competency and basic competency to learners. Syllabus as a curriculum and learning development is implemented by the learners in lesson plan. Without a syllabus, learning activity would not effective and the lesson would not deliver well to the students.

Sanjaya (2008) stated that syllabus is a lesson plan of certain subject that consist of main competency, basic competency, main learning material, learning activity, indicator, time allocation, and learning source. Syllabus becomes part of standard competency elaboration that included in learning material, learning process, and learning evaluation. According to Muslich (2007: 25) syllabus is one of curriculum and learning development that consist of main learning material. Syllabus becomes a guidance in arranging the lesson planning

Syllabus has a principal development. Syllabus principal development according to *Badan Standar Nasional Pendidikan* (2006) as follow:

1. Scientific, that means syllabus must be appropriate and could be accounted;
2. Relevant, that means the level of material should be proper in accordance to learners physic, intellectual, social, emotional, and spiritual;
3. Systematic, that means all of the syllabus components should be functional related in achieving competency;
4. Consistent, that means syllabus should be have a consistent between basic competency, indicator, main material, learning experience, learning source, and evaluation system.
5. Adequate, that means the coverage of indicator, main material, learning experience, learning source, and evaluation system should be supported to achieve the competency;
6. Actual and contextual, that means the indicator, main material, learning experience, learning source, and evaluation system should be supported to achieve the competency should be noticed the knowledge development and technology
7. Flexible, that means all of the syllabus components could accommodate the variation of the learners
8. Comprehensive, that means all of the syllabus components consist of cognitive, affective, and psychomotor.

## 2.4 English Lesson Planning for Senior High School / Islamic Senior High School

Lesson plan is an instrument which made by teacher before learning and teaching activity was conducted. Maulana (2014: 13) stated that lesson planning is a guideline for the students in every school learning process in order to achieve the basic competencies. According to Ministerial Regulation of Education and Cultureno. 22 of 2016, lesson plan is learning activity plan in one meeting. Lesson plan is developed from syllabus to guide the learners in achieving the basic competency. Therefore, the conclusion from the explanation, lesson plan is systematically learning activity plan that will conducted in present time or in future to achieve basic competency which as expected.

**2.4.1 Lesson Plan Components Based on Ministerial Regulation of Education and Culture**

Lesson planning should be compatible with Indonesian 2013 curriculum. According to Ministerial Regulation of Education and Culture number 65 of 2013, there are components that should be in lesson planning. The components as follow:

1. School identity

School identity includes name of the school, name of the subject, class/semester, school year, and time allocation. Those identities should be written in school identity

1. Main competencies

Main competencies already determined by the government. Main competencies divide into 4 competencies. There are main competency-1 which related with students’ attitude to the God, main competecy-2 which related with character and social, main competency-3 that related to knowledge, and main competency-4 that related to skills.

1. Basic competencies

Basic competencies include students attitude, knowledge, and skill that should be achieved by the students

1. Competency accomplishment indicators

The indicator was made according to the basic competencies.

1. Learning objective

Learning objective is a statement that student should be achieved.

1. Learning material

Learning material contains about facts, concept, and procedure that have been arranged based on students’ condition and potential and based on competency accomplishment indicators.

1. Learning method

Learning method should be encouraged the students to observe, collecting data, and communicate the data.

1. Learning media

Learning media is a tool that used in learning process

1. Learning steps

Learning steps is a sequence of learning activities in learning process in order to achieve the learning objective. Learning steps include opening, core, and closing

1. Learning assessment

Learning assessment is conducted to measure the student and to see whether the learning objectives were achieved or not.

**2.4.1.1 Arranging Lesson Planning**

Lesson plan is made based on basic competence in order to achieve the expected result. There are several procedures to arrange lesson plan according to Majid (2013: 227) as follow:

1. The identity includes name of the school, class, semester, basic competence, competency indicator, and time allocation
2. Learning objectives
3. Learning model or learning method
4. Learning activity steps
5. Learning equipment includes learning material, learning media, learning source, and learning evaluation.

According to Ministerial Regulation of Education and Culture number 22 of 2016, the steps of making lesson plan are as follow:

1. Introduction

Teacher should prepare the learners physic in order to join the learning process, give motivation contextually, ask some question which related to learning material, explain the learning objectives, explain the material, and conduct the learning activity based on syllabus.

1. Main activity

Main activity is using learning model, learning method, learning media, and learning source based on learner’s characteristic and subject.

1. Closing

Teachers and learners should give an evaluation or explain the material which gained in learning activity that had been conducted. Teachers also must inform the learning activity on the next meeting to learners.

**2.4.1.2 Lesson plan Form**

Lesson plan form on below includes components explanation as follow:

1. Subject Identity includes name of the school, class, semester, subject, main learning material, and amount of meetings
2. Main competence that should be achieved by the learners
3. Basic competence that should be owned by the learners on specific subject
4. The learning objectives should be clear and completed

**Table 2.1 The format of Lesson Planning Forms based on Ministerial Regulation of Education and Culture number 103 of 2014**

Rencana Pelaksanaan Pembelajaran

Sekolah : ………………………

Mata Pelajaran : ………………………

Kelas/semester : ………………………

Materi Pokok : ………………………

Alokasi Waktu : ………………………

A. Kompetensi Inti (KI)

B. Kompetensi Dasar dan Indicator

1. ……………… (KD pada KI-1)
2. ……………… (KD pada KI-2)
3. ……………… (KD pada KI-3) Indikator : ………………
4. ……………… (KD pada KI-4) Indikator : ………………

Catatan :

KD-1 dan KD-2 dari KD-1 dan KD-2 tidak harus dikembangkan dalam indikator karena keduanya dicapai melalui proses pembelajaran yang tidak langsung. Indikator dikembangkan hanya untuk KD-3 dan KD-4 yang dicapai melalui proses pembelajaran langsung.

C. Tujuan Pembelajaran :

D. Materi Pembelajaran (Rincian Dari Materi Pokok)

E. Metode Pembelajaran (Rincian Dari Kegiatan Pembelajaran)

F. Media, Alat dan Sumber Pembelajaran : Media, alat/bahan/Sumber belajar

G. Langkah-Langkah Kegiatan Pembelajaran

1. Pertemuan Ke Satu
2. Pendahuluan/ Kegiatan Awal (… Menit)
3. Kegiatan Inti (… Menit)
4. Penutup (… Menit )
5. Pertemuan Kedua
6. Pendahuluan/ Kegiatan Awal (…. Menit)
7. Kegiatan Inti (… Menit)
8. Penutup (…. Menit) Dan Seterusnya

H. Penilaian

1. Jenis/Teknik Penilaian
2. Bentuk Instrument Dan Instrument
3. Pedoman Penskoran

## 2.5 Teaching Equipment

Zuhdan and friends (2011: 16) said that teaching equipment is a equipment that teacher required to conduct the learning process. Teaching equipment becomes main material for the students in order to gain more knowledge about the lesson. Teacher should consider about how to make a good teaching equipment. Zuhdan also stated that teaching equipment consist of learning material, student worksheet, learning media, and learning evaluation.

**2.5.1 Learning Material**

Learning material is a important thing in learning activity. Learning material was arranged systematically and presented attractively to the learners in order to achieve learning objectives. Majid (2008: 173) also stated learning material is a component that used by all educators to conduct a learning activity. According to Lestari (2013: 1), learning material is a tool consist of material, method, limitations, and evaluation that used in learning activity. Therefore, learning material is a tool which arranged systematically and attractively to be used on learning activity to achieve the learning objectives.

**2.5.2 Learning Material Characteristic**

An educator should have a skill that could develop the learning material. If learning material is arranged correctly, then learning activity will be effective. A good learning material is adaptive and easy to learn. Educators also should recognize to the learners characteristic. According to Dewi and friends (2014: 30-40), learning material characteristic are as follow:

1. Learning material could be learned by the learners themselves
2. Learning material could explain the material using easy word to be easy to understand by the learners
3. Learning material is arranged completely in accordance to basic competence
4. Learning material is designed with the learner’s skills and necessity

Prastowo (2013: 317) stated that several learning material characteristics are as follow:

1. Learning material could give direct the teachers and learners
2. Developed competency is listed clearly
3. There should be supported information on learning activity
4. There should be student’s worksheet
5. There should be clear evaluation tool

**2.5.3 Arranging Learning Material**

According to Prastowo (2013), learning material is an important component that should be arranged and prepared well before the teacher conducted the learning activities. The learning material becomes a formula for students in order to achieve the standard competency. There is procedure in arranging learning material as follow:

1. Understanding the SKL (*Standar Kompetensi Lulusan*), syllabus, Semester program, and lesson planning.
2. Identify the type of learning material
3. Material mapping
4. Establish the presentation
5. Arrange the presentation structure
6. Read the source book
7. Make a learning material draft
8. Improving or revising the learning material
9. Test the learning material
10. Revising and finalizing

**2.6 Student’s Worksheet**

Student worksheet is a leaning source which developed by teacher in learning activity process. Student worksheet is developed and arranged based on the learner’s necessity and learning experience. Student worksheet consist of as follow:

**2.6.1 Student’s Worksheet Purposes**

Student worksheet is arranged to achieve learning objectives, main competence, and basic competence in accordance to curriculum. Prastowo (2013: 206) stated that the purposes of student worksheet are as follow:

1. To facilitate the learners on comprehending the learning material
2. To develop the learner’s knowledge
3. To build the learners self-reliance
4. To simplify the learning process

**2.6.2 Arranging Student’s Worksheet**

According to Department Regulation of National Education (2008b: 23-24), to arrange a good and appropriate students’ worksheet are as follow:

1. Analysing the curriculum
2. Arrange what the worksheet needed
3. Determine the title of the worksheet
4. Prepare the worksheet component such as worksheet formula, evaluation instruments, learning material, and student worksheet structure.

**2.7 Learning Media**

According to Arsyad (2011: 3), learning media is a human, material or an event that could develop the learners to gain information, knowledge, skills, or attitude. H. Malik (1994) stated that learning media is everything that could be used to deliver the learning material in order to stimulate the learner’s attention, interest, and emotions. Therefore, learning media is a tool or utilities that could develop the learners in order to stimulate the learner’s attention, interest, and emotions.

**2.7.1 Learning Media Functions**

According to Levie and Lentz (1982), there are four learning media functions as follow:

1. Attention Function

Learning media should be interesting to gain the learners attention. Therefore, the learners could focus and understand easily to the learning material

1. Affective Function

Affective function could be seen on how the learners read the text or see the picture. Picture or visual could affect learners’ emotions

1. Cognitive Function

Cognitive function could be seen on how the learners understand and remember the information or message from the visual.

1. Compensator Function

Compensator function helps the learner who hard to understand the learning material.

**2.7.2 Learning Media Benefits**

Kemp and Dayton stated in Azhar Arsyad’s book (2011: 21), there are several benefits of learning media as follow:

1. Learning process could be more interesting, interactive, and effective
2. Learning result quality could be improved
3. The learner’s attitude could be improved

Sudjana and friends (2002: 2) stated the learning media benefits are as follow:

1. Learning process could attract the learner’s motivation
2. Learning material is easy to understand
3. Learning methods will be variative

**2.8 Learning Evaluation**

Evaluation on learning system is an important component and phase that every teacher should conduct in order to measure the learning effectiveness. The learning result will become a feed-back for teacher to fix and develop learning process in the future. Guba and Lincoln in Arifin’s book (2012: 8) define evaluation is a process for describing an evaluation and judging its merit and worth. Sax in Arifin’s book (2012: 8) also define evaluation is a process through which a value judgement or decision is made from a variety of observations and from the background and training of the evaluator. Therefore, evaluation is a systematically and sustainable process that could determine quality from value and meaning.

**2.8.1 Learning Evaluation Purposes**

Sax in Arifin’s book (2012: 22) stated that the purpose of learning evaluation is selection, placement, diagnosis and remediation, feedback: norm-referenced and criterion-referenced interpretation, motivation and guidance of learning, program and curriculum improvement: formative and summative evaluations, and theory development. Kellough in Arifin’s book (2012: 22) also stated that purpose of evaluation is to help the learners, identify strength and weakness the learners, and evaluate and improve curriculum program effectiveness.

**2.8.2 Arranging Learning Evaluation**

According to Sudjana (2008), there are six steps to arrange learning evaluation as follow:

1. Arranging learning evaluation outcome plan
2. Accumulating the data based on learning outcome such as conduct the test, observation, questionnaire, and interview
3. Verifying the accumulated data
4. Analyzing the data
5. Giving a conclusion
6. Follow-up the learning evaluation result

## 2.9 News Item Text

**2.9.1 Definition**

According to Oxford English Dictionary, news item is a text that informs the readers about newsworthy or important events of the day. This kind of text usually available in newspaper or informed by radio announcer in radio. The purpose of the news item text is to inform the reader or listener about important event of the day. This text has a generic structure and also a characteristic

**2.9.2 Generic Structure of News Item Text**

News item text has a generic structure like other kind of text such as narrative text, recount text, or procedure text. The generic structure of news item text as follow:

1. Main Event/Newsworthy Event is a main part that inform the summary of the event
2. Background Event/Elaboration is a part that inform the background of the event in detail and inform how the event conducted
3. Source is a last part in news item text that show the statement of source, witness, or expert based on the conducted event

**2.9.3 Characteristic of News Item Text**

News item text has some characteristic. The characteristic of news item text as follow:

1. The text is brief
2. The text is using action verbs, past tense, and saying verbs
3. The text is focus on the event

**Table 2.2 News Item Text Example**

**Earthquake aftershock hits Nepal and India, magnitude 6.7**

A strong earthquake aftershock struck India and Nepal on Sunday, shaking buildings in New Delhi and triggering an avalanche in the Himalayas. The United States Geological Survey said the tremor was 6.7 magnitude, less than the 7.9 quake that struck the region on Saturday killing at least 1,900 people.

“Another one, we have an aftershock right now,” Indian mountaineer Arjun Vajpai told Reuters by telephone from base camp on Mount Makalu, 20 km (12 miles) from Everest.

Screams and the sound of an avalanche could be heard over the phone line Vajpai was speaking on. At Everest base camp, Romanian climber Alex Gavan tweeted that the aftershock had set off three avalanches.