# CHAPTER II

# Theoretical Foundations

This chapter discusses about the theories related to this study. There are several theories provided in this chapter such as the theory of curriculum, syllabus, theory of lesson planning and its equipment. All the theories are accordance with the title of this research.

## **The Nature of Curriculum**

The word curriculum formed from Latin “Currere” which has a meaning as run the race. It has a start and finish. In the previous, the definition of curriculum is a long term of education to be going through by students who want to get the diploma. According to Skilbeck (1984) curriculum is a framework for the enhancement and organization of the varied and numerous experiences of students in a school setting and beyond the school.

Curriculum can be viewed as a field of study. It is made up by its foundations (philosophical, psychological and social foundations) domains of knowledge as well as its research theories and principles. Curriculum is taken as scholarly and theoretical. It is concerned with broad historical, philosophical, social issues and academics. (Joseph Schwab)

Based on the explanation by Joseph Schwab, in curriculum not only academic discipline but there are many aspect to be concerned too. Based on Huchsin (2004), there is intellectual discipline which became the fundamental view in curriculum. Curriculum should focus on intellectual fundamental discipline of grammar, literature and writing. It should also include mathematics, science, history and foreign language.

Those three examples of the definition of curriculum it could take summary that curriculum is the way how teaching and learning are going to be implemented. It became a whole package in education system which regulated all the aspects in school, not only about the subject and things in the class but also the aspect behind the class. Curriculum has a high value in education which contains three main values, there are cognitive, psychomotoric and affective.

Curriculum context has a main purpose in national purposes which stated by *Permendikbud* number 20 year 2003 the purpose of national education is to develop students potential to be a person who faith and fear to God Almighty, noble, healthy, knowledgeable, skilled, creative, independent and becoming democratic and responsible citizen.

## **The Indonesia’s 2013 Curriculum**

Curriculum is the most important thing as a core of education process. Curriculum is the influential sector to the result of education (Sukmadinata, 2012:158). Curriculum 2013 is a result of simplified curriculum than the previous one. In the new reformation period, curriculum has changed 3 times. It started from curriculum *Rintisan Kurikulum Berbasis Kompetensi* in 2004, *Kurikulum Tingkat Satuan Pendidikan* in 2006 and the latest is *Kurikulum* of 2013.

The value of curriculum 2013 is giving chances to students to do well observation, asking, critical thinking and present or communicate what they get from the material they were taught in the class. The object of learning content of curriculum 2013 is maintaining the social, phenomenon, art and culture.

In Indonesia educational context, the aims of curriculum 2013 is to prepare Indonesian young generation to have life skills as a personal and as citizen who are productive, creative, innovative, affective and competent to contribute for social, national, political lives and humanity. Curriculum 2013 is providing learning experiences throughout interactive processes in the activity. It could develop their potencial up.

Related to *Peraturan Menteri Pendidikan dan Kebudayaan* Nomor 67,68,69 & 70 *tahun* 2013, there are three main points of curriculum 2013 philosophy as follows:

1. Education roots in the culture of the nation and directed for a better development of present and future lives of the nation.
2. Students inherit and play an active role to develop the culture for the betterment of present and future lives. The glorious past should direct the students to learn the present and the bases for them to develop their future lives.
3. Education is aimed at the development of intellectual and academic powers, communication skills, social attitude, care and participation ability of students.

According to *Permendikbud* number 69 year 2013 about the basic framework and curriculum structures, there are four core competencies as follows:

1. Core-1 Competency (K1-1) is about spiritual attitudes.
2. Core-2 Competency (K2-2) is about social attitudes.
3. Core-3 Competency (CC-3) is about knowledge competencies.
4. Core-4 Competency (CC-4) is about competency of skills.

Curriculum 2013 as a next step of *Kurikulum Berbasis Kompetensi* (KBK) development. There is a renewal content between KBK and Curriculum 2013, the content is about that curriculum 2013 has a specific aims in competition related with critical thinking, attitude, creativity, knowledge which can produce result of Indonesian young generation to be a productive, creative, innovative and has an integrated knowledge.

Based on those productive, creative, innovative and integrated knowledge skills, it could be achieved by curriculum 2013 characteristic which has a standardized competencies which covers attitude, knowledge and skills. It stated by ministry of education and culture that standard of curriculum 2013 in senior high school level is having behavior that reflects the attitude of believer, has a noble character, confident and responsible for interacting effectively with the social and natural environment and in placing himself as a reflection of the nation.

## **The English Syllabus for Senior High School**

According to Olshtain and Dubin (2007) syllabus is a statement of a detail element in teaching and learning process as a philosophy curriculum development into a series of planning steps that would be more specific into a learning purposes or learning goals of each level of school. Robbinson (1998) stated about syllabus design as a thought based on the importance of unity in class activity and about how the series of activities will be performed.

Syllabus is a learning program for a group of particular subject or a group of subject that includes standard competency, basic competency, indicator, achievement competency for assessment, subject matters, learning activity, sources and time allocation (Trianto, 2010.96) Based on those explanations above, it can take summary that syllabus is a part of curriculum that has a function as a learning program for a group of subject or subtheme.

Syllabus is used as a reference of lesson planning as a next step before implementing the teaching process. The standard competencies in syllabus will become the main reference for the indicators in lesson planning. Syllabus will directed the learning program in every subtheme of the subject for a semester in every level meanwhile lesson planning can be used for only one until four meeting in one subtheme of the subject.

Based on *Permendikbud* number 22, 23 and 24 year 2006 about standard principle of syllabus, there are several principles of syllabus development as follow:

1. Scientific, it means the whole material and activity in syllabus’s content must be answered as scientifical.
2. Relevant, it means the level of difficulty, the range and the sequence of material in syllabus are must in accordance with the level of physical, intellectual, social, emotional and spiritual development of students.
3. Systematic, it means the components are connected functionally in achieving competencies.
4. Consistent, it means there is a stable connection among the standar competency, indicator, material, sources, activities and assesment system.
5. Sufficed the range of indicators, subject matter, learning experiences, sources, assesment system is sufficient to support the achievement of standard competencies.
6. Actual and contextual, it must concern with technology and science development.
7. Flexible, the whole of syllabus component can accommodate the diversity of students and educators as well as dynamic changes that occurs in school and society.
8. Comprehensive, it means component of syllabus has to covered all the aspect competency as example aspect of cognitive, affective and psychomotoric.

According to *Badan Standar Nasional Pendidikan* (BSNP) 2006 about syllabus development, it stated that there are eight contents of syllabus which follows:

1. Standard Competence (Standar Kompetensi/SK)
2. Basic Competence (Kompetensi Dasar/KD)
3. Learning materials
4. Learning activity
5. Indicators
6. Time allocation
7. Source/media/tools
8. Assesment

Based on BSNP:2006 above it can be concluded that syllabus is a development of standard competence and basic competence into a learning material, learning activity and indicators to reach the competencies for assessment.

According to Abdul Majid:2009 the components of syllabus as general has a main substance to answer three main problems in learning process as follow:

1. Competencies that should be developed to the students.
2. The way in developing that competencies to the students.
3. The way in knowing whether that competencies was reached by the students or not.

## **English Lesson Planning for Senior High School Compatible with Indonesia’s Curriculum**

According to *Permendikbud*, number 65 year 2013 about standard process, Lesson Plan or *Rencana Proses Pembelajaran (RPP)* is a planning of learning activity directly for once meeting or more. Lesson plan developed from syllabus to give students a directions in learning activity to achieve the base competence.

Based on its function related to curriculum 2013, lesson planning has two main functions as follow:

1. Function of planning

(Mukhtar, 2013:65) implied that function of planning is teacher must be able to make a good preparation. Therefore, before teachers are going to implementing the lesson, they need to make a preparation in written or unwritten. The components that teachers need to know of curriculum development for example basic competence, core competence, materials and the result.

1. Function of implementing

(Mizan, A. & Badrun, K. 2014:1[2]) stated that in function of implementing, the arrangement of lesson planning is required to be systematic and thorough with an adaptability in actual learning situation. Therefore, lesson planning implementation has a function to make learning process become effective based on what was planned before.

Meanwhile related to (Abdul Majid, 2005:22) lesson planning has a function as a guide line.

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Meanwhile related to (Majid, 2005:22) lesson planning has a function as a guide line for teachers to do their role in teaching students. There are several benefits of lesson planning based on (Majid, 2005:22) as follows:

1. As a guide for activities to achieve goals.
2. As an archetype in regulating the duties and authorities for each element involved activities.
3. As a guideline for teachers and students.
4. As a parameters whether the process is effective or not.
5. To saving time, tools, cost and energy.

Based on those two explanation above, the function of lesson plan for teachers is to make the teaching and learning process effective and appropriate with what was planned before. Teachers are must making a well written or unwritten plan before implemented the materials in class.

Muslich (2008:45) implied that lesson plan is a unit learning program of every subject that will be going implemented by teacher in the class. Based on this lesson plan, a teacher is hopefully able to build up an effective and systematic teaching and learning activity. The ability in arranging a lesson plan is the first skill for teachers and those who want to be a teacher that must be mastered, without a good lesson plan the learning and teaching activity may not run effectively and the goals also may not achieved.

Based on its purpose, Mulyana (2012:1) stated that lesson plan has a purpose to help teacher to think about the subject before it is implemented in the class. From that statement, it means that by making a lesson plan, the difficulties or the problems that may be appears in the process of activity can be predicted before it is implemented in the class. Teachers have a chance to well anticipated about the problems in the learning activity later.

According to *Permendikbud* number 22 year 2016, lesson plan is arranged based on basic competency as a parameters that the learning goals can be achieved or not. Lesson plan is developed from syllabus to a direct learning activity with students to achieve the basic competency. The government also has clearly mentioned about the components of lesson plan based on curriculum 2013. The components are:

1. School identity, which includes class and semester, subject and time alocation.
2. Core competencies, it means student’s behavior that can be measured and observed. Core competencies includes knowledge, attitude and skill to be achieved every semester in a certain subject.
3. Basic competencies, it means a minimum competencies that should be mastered by students in a certain subject as a reference to arrange the core competencies.
4. Learning objectives, a purpose of every subject which should be arranged more specific and detail reffers to the core competencies.
5. Learning materials, which includes fact, concept, principe and procedur accurately written as a point of main discussion related to the core competencies.
6. Learning method, is a certain method applied by teacher to direct and to control how the learning situation and process should be. The method is adjusted with the situation and condition of the learners and the chosen method must relevan with the materials.
7. Learning media is a tool to help teacher in delivering materials to become easier. Beside that, learning media also can help students to gain enthusiasm and motivation in class. Teachers should take advantage from many kinds of tool/media.
8. Learning sources it can be printed book, e-book or other media which can be applied as a learning sources. The source usually written in the lesson plan such as the link or the book’s identity.
9. Teaching activity is a series of learning activities as example there is an introduction, core activity and closing. The part of each activity as follows:
10. Part Introduction, teacher gives:
* Leading students to pray
* Greeting to students
* Checking student’s attendance
* Giving apperception
* Telling the learning purposes
* Giving movitation
1. Part core activity, teacher is starting the learning and teaching process related with the material and the method.
2. Part closing, teacher gives:
* Summary of the material
* Giving student a daily scores
* Evaluating the material related to the student’s responses
1. Assesment, is a process of scoring the result from the learning process. Assesment has a purpose to evaluate students’ result of their study. In the process of scoring, teacher is using instrument or rubric based on the core and basic competencies.

According to Permendikbud number 22 year 2013, a proper assesment should contain this component of assesment as example:

1. Aspect of assesment:
* Attitude
* Knowledge
* Skill
1. Technique of Assesment
* Attitude: observation and journal
* Knowledge: written test/exercise
* Skill: project
1. Instrument of Assesment

## **Teaching Equipments**

According to Nazarudin (2007:111) teaching equipments is some preparations that arranged by teacher as individual or as group to make the teaching process and teaching evaluation are can be doing systematically. Nieveen (1999:127) implied that a quality of teaching equipment can be stated good if the component of the material should be based on state of the art of knowledge (context validity) and all components should be consistenly linked to each other.

In lesson planning for senior high school (SMA/MA) there are four teaching equipment that have to be putted in the lesson planning, there are teaching material, worksheet, learning media and learning evaluations.

* + 1. **Teaching Material**

Teaching material is a knowledge, skill and behavior that need to be mastered by students in purpose to completed standard competencies. Teaching material is the most important position in the whole curriculum. As philosophycal, the learning process could involves essential effort in shaping and perfecting the human personality with various demand in life.

According to 2013 High School Curriculum Implementation Training Module for 2018, there are some points about arranging a proper teaching material as follows:

1. The material should be connected between KI-1, KI-2, KI-3 and KI-4.
2. The connection between aspects of learning resources and media used in teaching and learning process.
3. The materials is in accordance with the point factual, conceptual, procedural and metacognitive knowledge.
4. The materials contain the elements of: critical thinking and problem solving skills, collaboration skills, creative skills and communicative skills.
	* 1. **Student’s Worksheet**

According to Depdiknas (2008:13) worksheet is the papers which containing assignments that must be doing by students. Its commonly as directions and steps to finished a certain assignment with referring to basic competencies. According to 2013 Senior High School Curriculum Implementation Training Module for 2018, in arranging worksheet, teachers can wisely explore the content but it must be reffering to basic competency and indicator of competency achievement.

Related to the Indonesian curriculum 2013, a proper student’s worksheet must contain some points as follows:

1. Contains core competency and basic competency.
2. Contains material context.
3. Use pictures or illustations with clear instructions.
4. Mentioned terms and materials based on student’s development.
5. The material related with Indonesian current situation, condition and problems.
6. The content encouraging student’s expansion of knowledge.
7. The language is easy to understand consist of questions, instructions and activities.
8. The sentences and language use scientific approach.
9. The terms and spelling are must conformable with the rules of Indonesian language.

The benefits of worksheet as example:

1. Help teacher in arranging lesson planning.
2. Make students more active in the process of learning.
3. Help students to get notes about the material.
4. Help students to get more informations about the concept that learnt in the learning process.
5. Train students to find out and develop their skills.
	* 1. **Learning Media**

According to Sadiman (1996:5) learning media is combination between software and hardware. Warsita (2008:123) stated that media can divided into two categories, there are helping tools (instructional aids) and learning media (instructional media).

According to Training Module of Lesson Planning 2013 curriculum year 2018 that learning media is an inseparable part of the learning process to achieve competencies. Learning media as a means for teachers to carry out learning in class. Instructional media will affect the learning climate, conditions and learning environment which are organized and managed by the teacher.

Related to the Indonesian curriculum 2013, a proper learning media must contain some points as follows:

1. The media is up to date and relevant with the materials.
2. The media is attractive based on their characteristic.
3. The accuracy of the delivery strategy thus enabling convenience and speed of understanding and mastery of material, concept or skills.
4. Appropriateness and quality of utilization video with the aim, content and material related audience characteristics (students).
5. The media could gain motivation for students.
6. The accuracy of using the language communication according to purpose, content audience material and characteristics (students) related.

From the explanation above, learning media is a tool that can be used to help teacher in delivering materials to make it clearer. So, the students can also get the messages easier and more effective. Learning media can make the teacher more creative and students can more motivated to learn in learning with various kinds of teaching tools such as using pictures, videos, map, graphic, flip chart, cards and more.

* + 1. **Learning Evaluations**

According to Sutikno (2013:38) learning evaluations is important aspect which is useful for measuring and assessing how far the learning objectives have been achieved and how far are the learning progress in every meetings. According to Training Module of Lesson Planing 2013 curriculum year 2018 that assessment of knowledge measures cognitive abilities and low-level to high-level thinking skills of students. Knowledge assessment is carried out to determine the achievement of learning completeness, identify weaknesses and strengths of mastery of knowledge in the learning process, including mastery of multi-literacy abilities.

The benefits of learning evaluations as follows:

1. To find out the level of progress that have been achieved by students within a certain learning process.
2. As material consideration in order to improve the learning process.
3. Consideration for individual student guidance.
4. To know student’s weaknesses and abilities.
5. To know the efficiency of the learning methods.
6. Provide reports to students and parents.
7. As material consideration for curriculum changes or improvement.
8. As a feedback materials.
9. Motivate students in learning.
	1. **The Ministry of Education and Culture Regulation Number 22 year 2018**

This regulation is a result of the latest revision of the regulation number 22 year 2016. The difference between those two regulations as follow:

**Regulation number 22 year 2016:**

Component of lesson planning consist of:

1. School identity
2. Subject (theme/subtheme)
3. Class/Semester
4. Material
5. Time allocation
6. Learning objectives
7. Basic competency and indicators of competency achievement
8. Learning materials
9. Learning methods
10. Learning media
11. Learning sources
12. Learning activity
13. Assesment

**Regulation number 22 year 2018:**

From the evaluation of the previous regulation, in this regulation number 22 year 2018 there are more inputs in lesson planning. The revision is about in the arrangement of lesson planning need concern in the certainty of lesson planning component, 21’s century skill (communication, creativity, collaboration, critically), characteristic development and integration of literacy.

The component of lesson planning in regulation number 22 year 2016 and 2018 are still the same, but in 2018 version, those points above must be mentioned in the lesson planning. The researcher take this regulation as a grand theory supported with the 2013 curriculum training module to analyze the lesson planning arranged by 2nd English teacher of Pasundan 8 Senior High School Bandung.