

Chapter II

Theoretical Foundation

This chapter consists of the concept of Indonesia's Curriculum 2013 before and after revised, the English syllabus for senior high school, the English lesson planning of senior high school, teaching equipment, theory of application letter and a preview of Istiqamah Senior High School.

2.1. Indonesia's Curriculum 2013

Education needs plans in order to be conducted effectively and in accordance with the objectives to be achieved, which the plans are arranged in curriculum. According to Walker (2002), curriculum is a way of ordering content and purposes in schools for teaching and learning. Content means what the teachers teach and what the students learn, generally in formal school named as subject or list of topics. While purposes are the background of why the contents are taught.

Another expert such as Beauchamp noted the terms of curriculum legitimately used in three ways. First, curriculum as a written document containing education plan that is used by teacher as a starting point for developing teaching strategies to be used in particular classroom. Second, curriculum as system in school to make a decision about what curriculum will be used and how it will be implemented. Third, curriculum as a field of study which generally undergraduate and graduate students enrolled in professional education work that concerned with curriculum as a field of study (Beauchamp, 1975; Su, 2012; Syomwene, 2020)

In addition, curriculum is defined in Act No. 20 of 2003 as a setting of content, purposes, and learning material that are used for guidelines for implementing learning activities to achieve national education goals. From the third concepts of curriculum, the conclusion that curriculum for school education is a planned procedure of teaching and learning activity including the evaluation to develop education and achieve country education purposes.

In developing education, curriculum is dynamic. It means that curriculum can change and should adapt with different condition of time. Indonesia's curriculum has been developed for several times. In the new reformation era, curriculum in Indonesia changed three times. First curriculum in the new reformation era is *Kurikulum Basis Kompetensi* that enforced in 2004. Then in 2006, the curriculum changed into *Kurikulum Tingkat Satuan Pendidikan (KTSP)*. After seven years used KTSP, in 2013 the curriculum changed into *Kurikulum 2013 (K-13)* (Fussalam, 2018).

The purpose of developing the Curriculum 2013 according to regulation of the Minister of Education and Culture No. 69 year 2013 about basic framework and high school curriculum structure is to prepare Indonesian in order to have the ability to live as individuals and citizens who are faithful, productive, creative, innovative, and affective and able to contribute to the life of society, nation, state, and world civilization. Curriculum 2013 is expected to be able to face the challenges and problems that the Indonesian country will face in the future.

The Curriculum 2013 main difference is the curriculum prioritizes to give the balance of cognitive aspects, affective aspects, and psychomotor aspects for students, while the previous curriculum focuses on cognitive aspect. According to regulation of the Ministry of Education and Culture Number 69 Year 2013 about the basic framework and high school curriculum structure, 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 (K3-3) is about knowledge competencies.
4. Core-4 Competency (K4-4) is about competency of skills.

Core competency is functioned as the reference point for each subject. Core competency is not a material to be taught in the class, it's to be built through learning process in each subject. In addition, KI-1 and KI-2 are integrated in KI-3 and KI-4 learning process. In other words, KI-1 and KI-2 are taught through indirect teaching. As the four core competencies have to be applied, teachers should be more extra in paying attention and educating their students.

The advantages of Indonesia's Curriculum 2013, according to Mulyasa (2014). *First*, Curriculum 2013 uses contextual approach where student as study subject and the learning process is based on students' competency, therefore it's not merely transferring knowledge. The focus is to develop each students' potential through competency. *Second*, Curriculum 2013 develops practical skills that will be useful in real world

situation, for instance problem solving skill and certain skills that needed in job, including personalities aspect. *Third*, there are some subjects use competency approach, mainly subjects that related to skill.

2.2. Indonesia's Curriculum 2013 Revised Edition

Indonesia's Curriculum 2013 Revised Edition is a product from Curriculum 2013 revision which was first applied in 2015. At the beginning of Curriculum 2013 was implemented, several problems arose which cause Curriculum 2013 had to be revised. The revision was done to produce new generations that competent in attitude, skill and knowledge.

The Ministry of Education and Culture (2016) stated there are four main points of revision, which are:

1. Complexity of learning and assessment on spiritual attitudes and social attitudes with the revision is structuring the competence of spiritual attitudes and social Attitudes in all subjects. It means only *Pendidikan Agama-Budi Pekerti* teacher and *PPKn* teacher who can give assessment on students' spiritual attitudes and social attitudes.
2. The implementation of 5M thinking process (*mengamati, menanya, mengumpulkan informasi, mengasosiasi, dan mengomunikasikan*) as learning method is procedural and mechanistic which cause teachers use 5M as the only learning method. The revision is giving space for teachers' creativity in

implementing the curriculum where teachers are able to develop the given syllabus and decide the right learning method.

3. Inconsistency between KI-KD with syllabus and books which is revised into KI-KD coherence and document alignment.
4. Limiting students' abilities through taxonomy of thinking processes between education levels, which elementary school only to the level of understanding, applying and analyzing for junior high school, while senior high school up to the level of creating which includes in Higher Order Thinking Skill (HOTS). Therefore, the Basic Competence (KD) in Curriculum 2013 revised is not limited by taxonomy of thinking processes level and HOTS should be applied to all education levels.

2.3. The English Syllabus for Senior High School

Before arranging lesson plan, a teacher must understand syllabus first. Hoesny (2013) simply implies that syllabus is smaller part of curriculum. Yulaelawati (2004) defines syllabus is a set of systematically organized plans and settings for the implementation of learning and assessment which consists linked components to achieve mastery basic competence.

According to Nunan (1988), syllabus is a statement of content which is used as the basis for planning courses of various kinds, and that the task of the syllabus designer is to select and grade this content. In line with that,

Majid (2017) stated syllabus is learning design contains lesson plan of certain subjects as the results of selection, classification, arrangement, and presentation of curriculum content, which characteristic and needs of the learning area as consideration in arranging syllabus.

From explanation above, it can be summarized that syllabus is an organized learning plan for certain subjects containing components that have been adapted to the learning target situation with the aim of achieving the expected competencies.

Based on the Minister of National Education Regulation Number 22 Year 2016, syllabus is used as reference in arranging lesson planning for each study subject which the components are:

1. Subject identity
2. School identity includes name of the school and class
3. Core Competence (*Kompetensi Inti/KI*), means competencies of attitude, knowledge and skill that have to be learned by students in their level of education and class.
4. Basic Competence (*Kompetensi Dasar/KD*), specific competencies of attitude, knowledge and skill that have to be owned by students in certain subjects.
5. Main material, includes facts, concept, principles and procedure written in points in accordance with indicators of competence achievement.

6. Learning activities done by the teacher and students to achieve expected competence.
7. Time allocation, written according to total lesson hours for one semester
8. Learning source, such as books, print and electronic media, environment or other relevant learning source.

Following is format of 2013 Curriculum syllabus.

FORMAT SILABUS KURIKULUM 2013

Nama Sekolah:

Mata Pelajaran:

Kelas/Semester:

Kompetensi Inti:

No.	Kompetensi Dasar	Materi Pokok	Kegiatan Pembelajaran	Alokasi Waktu	Sumber Belajar

The components in syllabus answers three basic questions in a learning, (1) what competencies do students want to master, (2) how to facilitate students to master the competence, and (3) how to find out the level of competency achievement by students (The Ministry of Education, 2008:19).

In addition to syllabus usage as reference in arranging lesson plan, Majid (2017) mentioned syllabus is useful for managing learning activities in small groups or individual learning and developing assessment system which refers to standard competence, basic competence and learning in the syllabus.

2.4. The English Lesson Planning for Senior High School

For the needs of learning implementation in class, lesson plan is derived from syllabus to achieve basic competency. According to Ministry of Education (2008), lesson plan or *Rencana Pelaksanaan Pembelajaran* (RPP) is a comprehensive design by teacher of learning activities that must be carried out by students. There is also learning activities to achieve predetermined competencies, and learning strategies and assessments that will be carried out by teachers in the process of debriefing students' competencies.

In short, lesson plan is a guide for teacher to teach in the class which is made for one or more class meetings. Everything that teacher does in class is already listed in lesson plan. It is useful for teachers because lesson plan eases the teaching activity. Harmer (2007) in Sesorina (2014) emphasize two important points why plan a lesson as follows.

Firstly, lesson plan is guide for teachers to refer to creative changes may be done to adapt with what actually happens in the classroom but in the end lesson plan is still a guide for teachers to fall back on. Secondly, it relates to teacher's relationship with students. Teacher who has done planning

beforehand suggests their commitment toward teaching and will get positive respond from students.

Therefore, teachers have to understand the syllabus and know how to make a lesson plan to achieve competences. In line with the statement above, teachers are demanded to be creative in arranging the lesson plan to make enjoyment in learning, because the situation in the classroom may changes.

2.4.1. English Lesson Planning for Senior High School Before Revision

According to the Minister of National Education Regulation Number 22 Year 2016 about Standard of Process, components that should be in a lesson planning are:

- a. School identity, consists of institutional unit;
- b. Subject or theme/subtheme identity;
- c. Class/semester;
- d. Time allocation;
- e. Basic competency (*Kompetensi Dasar/ KD*), includes knowledge, skills and minimal attitudes that must be achieved by students to shows that students have mastered the competency standards that have been set.
- f. Indicator of Competency Achievement (*Indikator Pencapaian Kompetensi/ IPK*), it means a marker of achievement of KD which characterized by measurable behavioral changes that includes attitudes, knowledge, and skills. Arranged in measurable operational verbs or can be observed.

- g. Learning objectives, a purpose of learning using operational verbs.
- h. Learning materials, materials or content that will be learned includes facts, theory, procedures, terms, example to achieve the learning objectives.
- i. Learning method, is a certain method that applied by teacher to create an appropriate learning situation so that students achieve KD that is adapted to the characteristics of students.
- j. Learning media, is a tool or media to deliver the materials which can help students in understanding the learning.
- k. Learning sources, is a reference can be in the form of books, print and electronic media, natural surroundings, or other relevant learning resources.
- l. Teaching activity, is a sequence of teaching and learning activity carried out through introduction, core and closing.
- m. Assessment, is a process for assessing learning processes and outcomes which adjusted to indicators of competency achievement and refer to on assessing standards.

Despite the fact that there is no standard of lesson planning format, The Ministry of Education and Culture provides a training module for teachers, which contains example of a lesson planning. Following from the training module for teachers, the format of lesson planning and the instructions of how to write each component can be seen as follows.

RENCANA PELAKSANAAN PEMBELAJARAN
(RPP...)

Sekolah : ...
Mata Pelajaran : ...
Kelas/Semester : ...
Materi Pokok : ...
Alokasi Waktu : ...

A. Kompetensi Inti (KI)

1. KI-1
2. KI-2
3. KI-3
4. KI-4

B. Kompetensi Dasar dan Indikator Pencapaian Kompetensi

Instructions

1. Formulate Indicator of Competency Achievement with two or more indicators for each Basic Competency (KD).
2. Indicator of Competency Achievement is behavior that can be measured or observed for Basic Competency (KD) in KI-3 and KI-4.

Example

No.	Kompetensi Dasar	Indikator Pencapaian Kompetensi
1.	3.7....	3.7.1. 3.7.2.
2.	4.7	4.7.1 4.7.2

C. Tujuan Pembelajaran

Instructions

The formulation of the learning objectives is the same as the indicators of competency achievement because indicators of competency achievement are very specific and cannot be described anymore.

D. Materi Pembelajaran

Instructions

1. Write down theme/sub-theme/points of material that will be included in *materi pembelajaran reguler, pengayaan, and remedial*.

- The points of material must be relevant with indicators of competency achievement

E. Metode Pembelajaran

Instructions

Write down one or more learning method. The chosen method must be effective and efficient to facilitate students achieve the indicators.

F. Media dan Bahan

Instructions

Write down specific learning media that will be used in the learning (video/film, audio recording, model, chart, picture, PowerPoint, etc.).

G. Sumber Belajar

Instructions

Write down specifically all learning sources (handbook, reference book, magazine, newspaper, websites on internet, surroundings, lingkungan sekitar, interviewees, etc.).

H. Langkah-langkah Pembelajaran

Instructions

- Write down teaching and learning activities steps which includes introduction, main activities and closing activities.
- Introduction and closing activities are activities which mainly carried out by teachers, while main activities are mainly students do the activities.
- The number of lesson hours for each meeting and the time allocation for introduction, main and closing activity need to be included.
- The format can be written in table as follows.

1. Pertemuan pertama (45 x 2 JP)

Kegiatan Pendahuluan (10 menit)
1.
2.
3.
Kegiatan Inti (70 menit)
1.
2.
3.
Kegiatan Penutup (10 menit)
1.
2.
3.

2. Pertemuan kedua
For the second, third until last meeting can be adjusted to the learning activities that will be carried out in the next meeting.

I. Penilaian

There are four aspects to be assessed which are spiritual attitude (*sikap spiritual*), social behavior (*sikap sosial*), knowledge (*pengetahuan*) and skill (*keterampilan*). Technique of each aspects have to be mentioned and it's allowed to use more than one technique without reducing the effectiveness and accuracy in the assessment.

2.4.2. English Lesson Planning for Senior High School Revised Edition

One of 2013 Curriculum revision points is the lesson planning. As many teachers face difficulty in arranging lesson planning, the lesson planning revised is easier for teachers to make. The lesson planning before revision contains many components which consume a lot of time in making lesson planning. According to Circular Letter of Ministry of Education and Culture Number 14 of 2019 concerning Simplification of Lesson Planning, there are three main points of simplification of lesson planning:

1. Principle in arranging a lesson planning are efficient (not consuming a lot of time and energy in making lesson plan), effective (lesson planning is made to achieve the learning goals) and student-oriented (lesson planning is made with considering readiness, interest, and learning needs of students in the classroom).

2. Compulsory components in lesson planning are learning objectives, learning activity and assessment. The other components are complementary.
3. Teachers are free to modify the format of the lesson planning considering the efficiency and effectiveness in arranging lesson planning.

Furthermore, Indonesia faces 21st Century where information and communication technology develop to digital revolution, changes in society civilization, and creativity as massive point in many aspects. Hence, the Ministry of Education and Culture prepares student competitiveness for 21st century through four aspects such as Character Education Strengthening or *PPK (Penguatan Pendidikan Karakter)*, Literacy, HOTS (Higher Order Thinking Skill), and 4C (Communication, Collaboration, Critical Thinking, and Creativity). The four aspects should be inserted in Curriculum 2013 revised lesson planning.

2.4.2.1. *PPK (Penguatan Pendidikan Karakter)*

PPK (Penguatan Pendidikan Karakter) is an education movement in school to strengthen students' character through the harmonization of heart (ethic), feeling (aesthetic), thought (literacy), and body (kinesthetic). There are five main value of characters in *PPK* that should be integrated in learning process

which are (1) religious, it reflects faith to Almighty God, (2) nationalist, means students are able to prioritize national interests above self-interests, (3) independent, means to not depend on other people and use energy, thought and time to realize dreams, (4) mutual cooperation, reflects act of respecting others and solving problem together, and (5) integrity, means to become trusted person in words, act and work. (The Ministry of Education and Culture, 2016).

2.4.2.2. Literacy

The Ministry of Education and Culture conducted School Literacy Movement or *Gerakan Literasi Sekolah (GLS)* for students to master literacy skill. Literacy skill is not merely reading and writing, but also thinking skill in using learning sources in printed, visual, digital, and auditory. The Ministry of Education and Culture (2017) mentioned several ways to integrate *GLS* through teacher as followings.

1. Providing exemplary literacy in the environment school, especially for students.
2. Inserting *GLS* activity in lesson plan arrangement, learning process and assessment.
3. Using learning method which develops critical-thinking skill, creative, communicative and collaborative.

4. Building learning environment that encourage students to have big interest in literacy.

2.4.2.3. HOTS (Higher Order Thinking Skill)

HOTS (Higher Order Thinking Skill) is a skill in thinking and solving problem critically, logically, and creatively. Curriculum 2013 use common classification of thinking skill known as Bloom's Taxonomy. The taxonomy was revised results 6 levels of thinking process, which are:

1. remembering (*mengingat*)
2. understanding (*memahami*)
3. applying (*menerapkan*)
4. analyzing (*menganalisis*)
5. evaluating (*mengevaluasi*)
6. creating (*menciptakan*).

From level 1 to 3 is categorized as Lower Order Thinking Skill (LOTS), while level 4 to 6 is categorized as Higher Order Thinking Skill (HOTS).

Essentially, applying HOTS in learning and assessment is meaningful because students not only memorize lesson, but HOTS allows students to: 1) transfer, apply knowledge and skills that they have to new contexts or more complex ways; 2) think critically, applying wise judgment or

produce a reasoned critique; 3) solve problems, identify and resolve problems in their life (*Tim Pusat Penilaian Pendidikan*, 2019: 2).

2.4.2.4. 4C (Communication, Collaboration, Critical Thinking, and Creativity)

To find out how teachers inserted 4C in the lesson planning is by looking at learning activities in the lesson planning. Teachers have to choose learning activities that may develop communication, collaboration, critical thinking and creativity skills.

Ratminingsih et al. (2021) in their research elaborate activities that can develop the 4C skills. To develop students' communication skills, teachers need to give chances for students doing interaction. The interaction can be done by conducting small group or pair work. They can practice how to give their opinion and respond to their friends' opinion. The more often discussion happened in the class, it will make students comfortable. Hence, their communication skill will increase. The other activity that can be held is making vlog. Students are asked to record themselves to tell a topic that related to material. This increases their public speaking skill and confidence which leads to communication skill improvement.

Improving students' critical thinking skills in learning activities by: (1) Actively collecting, selecting, and sorting information sources. Teachers are not the only source, teachers have to let the students to independently find information from various sources; (2) Analyzing videos that related to material; (3) Observing simulation process. To implement critical thinking skills, it can't be done only by knowing and memorizing information. By do a simple simulation that related to material, students can compare between the theory on the book with the simulation then taking conclusion.

The next skill is collaboration. Activities that can engage collaboration skill are: (1) Working in group that is modified to multiple group. It means not students not only to have collaboration with friends in the same group, but they also need to collaborate with other groups; (2) Assigning equal proportion of collaboration. Sometimes students in group have different working proportion which may lead to confrontation in the group. Teachers can choose a leader to make a summary reports the portion of each member's task. This will realize each student that it is important to collaborate.

The last skill that need to be developed in the learning is creativity. Several activities that are able to improve creativity are: (1) Making a vlog or presentation. Others than improving

communication skill, record a video or doing a presentation also help to improve students' creativity. They will think how to deliver their thoughts which brings out their creativity. By making a vlog, they also learn how to edit and use technology to make their video interesting; (2) Selecting updated material. Information and materials always update to new trends, so students have to adjust material and information they use in class.

2.5. Teaching Equipment

A teacher needs teaching equipment to design learning process which play a big role in the success of the learning process. As Akbar (2013) said that 2013 curriculum as competency based curriculum is highly determined by teacher ability in developing teaching equipment. According to Nazarudin (2007), teaching equipment is a preparation arranged by teacher to result a systematically and optimal activity and evaluation of the learning. Teaching equipment that are needed in learning process are teaching material, learning media, student worksheet, and learning evaluation.

In 2013 Curriculum, there are several components that must be included in each teaching equipment, such as (1) Identity which consists of school identity, subject/theme, class/semester, and time allocation, (2) Basic Competence, and (3) Indicator of Competency Achievement. The components are functioned as the guide for teachers in arranging teaching

equipment in order the teaching equipment is in accordance with Basic Competence and Indicator of Competency Achievement.

2.5.1. Teaching Materials

Teaching material is a package of material that has been arranged by teacher to deliver it to the students in result achieving the standard competency and basic competency. Ali (2011) stated teaching materials can be divided into four types.

- a. Visual teaching material, consists of printed material such as handout, book, module, student worksheet, wallchart, picture, and non-printed such as model and market.
- b. Audio teaching material, such as cassette, radio, vinyl record and compact disk audio.
- c. Audio visual teaching material, such as compact disk and film.
- d. Interactive multimedia teaching material, consists of CAI (Computer Assisted Interactive) and web based learning material.

Generally, school provides printed material such as book to be used by teacher and students as the main learning resources. Lestari (2013) noted that book is divided into four types as follows.

- a. Source books, books that can be used as references and sources for a particular scientific study, usually contains a complete scientific study.

- b. Reading books, books that the function is for reading material, for example stories, legends, novels, and etc.
- c. Handbook, which is a book that can be used as a guide for teachers or instructors in teaching and learning carry out the teaching process.
- d. Books of teaching materials or textbooks, books that are prepared for the learning process and contains learning materials.

Teachers have to choose the appropriate learning materials and choose from trusted source. Also, sometimes book or module can be confusing for students, therefore it's the teacher role to simplify the material from book so students can understand the material.

According to Akbar (2013), a good teaching material must have characteristic such as following.

1. Accurate, the accuracy can be seen from aspect such as accuracy on presentment, correct on explaining research result, and proper on citing expert opinion.
2. Relevance, there must be a relevancy between content of the material with competency, assignment, exercise and illustration that suitable with development stage of the reader.
3. Communicative, it means the material is easy to read, understandable, systematic, clear and there isn't any language error.

4. Complete and systematic, complete means the material listed competencies to be achieved by reader, tell the reader the importance in mastering the competencies, listed table of contents and bibliography. The material should be systematic, in order from simple to complex thinking, and from local to global.
5. Student-centered Oriented, is needed to encourage student's curiosity, interaction occurs between student and learning resources, stimulate student to build his own knowledge, motivate student to study in groups and encourage student to practice the content of the reading.
6. Siding with the ideology of the nation and state, means for the needs of Indonesia education, the material should support values of Pancasila as Indonesia's ideology.
7. Correct language rules, it means the material use proper spelling, terms, and sentence structure.
8. Readable, it means the length and structure of sentences in the material is compatible with reader understanding.

From explanation above, it can be concluded that teacher can choose any kind of teaching materials by prioritizing success of teaching material in helping students to achieve competencies.

2.5.2. Learning Media

Teacher needs learning media to help the students visualize the material because sometimes only reading or listening the material not making the students understand the material. According to Azikiwe (2007), learning media includes all what teachers use to engage all the five senses sight, hearing, touch, smell and taste to convey the lesson. Because each student has different types of learning which cause the effectiveness in learning. Hence, teacher must be creative in creating or choosing a learning media.

Additionally, teacher must be careful and sort out in choosing learning media. There are principles which must be considered in choosing learning media so that learning media can provide advantages to achieve learning objectives. Setyosari (2008) in Akbar (2011) mentioned the principles are:

1. Media suitability with learning objectives.

Essentially, media is a helping tool to deliver learning value that that leads to learning objectives. Therefore, teacher is supposed to choose learning media that compatible with learning objectives.

2. Media suitability with student's characteristic

Each stage of student's development has their own characteristic which influence difference media interest. Early childhood student reacts differently than elementary, middle,

high school age children to medias such as object, people, event, and others. Hence, considerations for choosing media by looking at student's characteristic is important.

3. Appropriate to be learning resource

Learning resource refers to learning media (object, people, event, and others) as it can be used as helping tool for delivering message, but sometimes the object is not related to the subject matter. ideally those two things come together.

4. Efficient and effective

Efficient means take considerations in time, effort, and cost for the media. Effective means media ability as tools for achieving learning objectives. Therefore, a good media is media that capable to achieve learning objectives efficiently and effectively.

5. Safe for students

Students ability in protecting themselves is different according to the level of physical and psychological development. This difference is important to be considered when choosing a media. When a teacher uses sharp and heavy tool as learning media for children, it will be dangerous for them.

6. Media ability in developing student's liveliness and creativity

Media use should give a chance to students to be active and do communication, interaction, collaboration with appropriate

media. A teacher should choose media that is able to develop students' creativity.

7. Media ability in spreading fun learning atmosphere

Fun learning atmosphere can result to effective learning. Choose interesting media for students which able to create fun learning atmosphere.

8. Quality of the media

Low quality media is damaged easily and also threaten health and safety. Hence, a teacher must choose high quality media for the importance of students' safety.

By following the principles explained above, students will be easier in understanding the lesson so they are able to achieve the learning objectives. In addition, teacher's difficulty in delivering the material is reduced by using learning media.

Commonly, schools provide learning media such as whiteboard for teacher explaining the material. As technology develops further and Curriculum 2013 prepares education that follow technology development, learning media also develops. Based on Munadi (2012), learning media can be divided into:

1. Audio media, a media that only involves the sense of hearing and only able to manipulate voice ability. Audio media examples are radio program, recording tools, audio tape, and compact disk.

2. Visual media, a media that only involves the sense of sight. This kind of media consists of print media which includes book, magazine, newspaper, comic, poster, and etc., and verbal visual media which includes sketch, painting, photo, graphic, and diagram.
3. Audio visual media, a media that involves the sense of hearing and sight in one process. This kind of media includes film, video, and television.
4. Multimedia, a media that involves multiple senses in a learning process through computer, internet, and software such as PowerPoint Presentation.

From explanation above, learning media is a tool for helping teachers to teach the material so the students are able to understand the material and achieve the competency. However, even though there are many kinds of learning media, it will be useless if teacher unable to utilize the learning media. Thus, teacher needs to learn and innovatively choosing the right learning media.

2.5.3. Student Worksheet

Student worksheet or Lembar Kerja Peserta Didik (LKPD) is printed teaching materials that contain various assignments that students must do along with instructions, it can be individual or group assignment depends on what is the aim of the learning. The function

of student worksheet is to find out how is the knowledge and understanding of the students. In addition, according to Majid (2005) student worksheet eases teacher in implementing learning activity as students study by themselves and learn to understand and do a written assignment.

Suyono (2015) stated that in arranging student worksheet, things that have to be noticed are (1) title of the student worksheet must be in accordance with the material; (2) the material suitable with student's development; (3) systematic and logic in presenting the material; (4) the material is simple and clear; (5) stimulate students to be involved and active in the learning.

2.5.4. Learning Evaluation

Learning evaluation is an activity of collecting and processing information to measure the achievement of student learning outcomes.

Chittenden in Arifin (2017) said the purpose of learning evaluation are:

- a. Keeping track, means to explore and track student's learning process whether it's in accordance with lesson plan or not.
- b. Checking-up, means to check student skill achievement and their weaknesses during the learning process. Hence, the teacher knows which part of material that has been mastered by students and otherwise.

- c. Finding-out, means to seek, find and detect weakness or mistake of student, then the teacher are able to quickly find the solution.
- d. Summing-up, means to summarize student mastery level in predetermined competencies. The conclusion can be used to arrange report of learning progress for stakeholders in education.

In process of evaluation, teacher should give feedback to students. In the regulation of Ministry of Education and Culture No. 66 Year 2013 about assessment standards, assessment instruments must fulfill following requirements:

- a. The substance represents the assessed competence
- b. Construction that meets the technical requirements according to the type of instrument used.
- c. Use proper language and communicative according to the level of development of students.

2.5.4.1. Arranging Learning Evaluation

Sudjana (2017) stated to arrange learning evaluation instrument, there are several steps that has to be followed, there are:

- a. Studying the curriculum and textbook to be able determine questions, especially about the learning material.
- b. Formulating instructional outcomes in order the teacher clearly knows what to evaluate.
- c. Creating table of specification or evaluation instrument blueprint. What has to be included in the blueprint are measured capabilities with its proposition, tested materials with its proposition, question difficulty level with its proposition, kind of evaluation instrument that will be used, total of questions, and estimated time needed to answer the questions.
- d. Arranging questions based on question blueprint that has been made.
- e. Arranging and deciding the answer key.

2.6 Application Letter

Teaching application letter is important, especially for senior high school students, to prepare them in pursuing their career as application letter is one of the requirements in applying a job. Application letter is a letter of an applicant's profile with accomplishments and achievements as the highlight in the letter. Hatch (2013) defines application letter is generally a business document written in formal or specialized language. It is a structured text that influences the

employer to decide whether someone is qualified or not for the job position. Additionally, Teixeira et al (2020) stated that application letter enables an employer to avoid discriminatory practices in hiring decisions which only based on person's name, gender, and race. As application letter provides details of a person and work-related information, so application letter helps the employer judges fairly.

Application letter focusing on what job position the applicant wants to apply. Advisably, an application letter is submitted with curriculum vitae or resume to show the employer why the applicant is qualified for the job. It is in line with Teare and Hoflin (1976) that mentioned application letter is consisted of cover letter and CV (Curriculum Vitae) or resume. Cover letter as a written document to emphasize that the applicant wants to apply for the job. It is also to give interest to the reader. As for CV includes details about the applicant that the employer wants to know, such as education, experience, skill, accomplishment, and employment history.

2.6.1 Structure of Application Letter

As application letter is a formal document in business, the writing needs to be structured. According to Sarwoko (2018), there are three main paragraphs in structure of application letter, which are:

1. Opening paragraph, consists of:
 - a. The position an applicant wants to apply;

- b. How the applicant knows about the organization or company and the information about the recruitment;
 - c. A brief description about the applicant.
2. Second paragraph, consists of:
- a. The reason why the applicant is interested in the job position;
 - b. Elaboration of how the educational background and experience of the applicant relates to the job position;
 - c. Specific qualifications that enable the applicant fits the job position.
3. Third paragraph

In the third paragraph, the applicant writes the availability to give more information about him/her through interview. Lastly, the applicant should thank the employer for his/her consideration and time in reading the application letter.

2.6.2 Sample of Application Letter

	Jl. Semut Raja No. 30 Kuningan, Jakarta Selatan June 25 th
Human Resource PT WEIN Magazine Jl. Asia Timur Raya No. 29 Jakarta 12790	

Dear Personal Manager,

I would like to apply an English copy writer position and I am enclosing a resume as requested.

I have graduated from University of Indonesia, majoring in English literature. Currently, I am working as an editor in a prominent publishing house. My responsibilities in my job enrich my knowledge of English Learning and Teaching. I have participated in several International Journalism Conferences, of which the Malaysia conference was my greatest moment, when I was a keynote speaker representing Indonesia.

The requirements you mentioned really describe me. I am able to design various learning and teaching activities. Moreover, I am a fast-learner and good at multi-tasking.

Please look through my resume for additional information. I can be contacted by email or phone.

Thank you for your time and consideration. I look forward to hearing from you.

Sincerely yours,
Bayu Segara

2.7 Profile of Istiqamah Senior High School

Istiqamah Senior High School is a Quran based Islamic school which is established in 2007. It is located in Jl. Cijaura Girang No. 14, Puragabaya Regency, Bandung city. The school has vision to form the next generation with having character of religious, knowledgeable, noble character and be a cultured person. To realize the vision, Istiqamah Senior High School has mission which are:

- a. Strengthening the *aqidah* of the *ummah* in accordance with the Qur'an and As Sunnah
- b. Building a good quality Islamic education institution
- c. Developing the potential, capabilities and welfare of human resources
- d. Spreading Islamic *da'wah*
- e. Building an educational institution that care and cultured

Even though this private school prioritizes Islamic education, the school always following national curriculum. At present, 2013 Curriculum revised edition is applied for its learning system.