CHAPTER II

THEORETICAL FOUNDATION

A. 2013 Curriculum

1. The Definition of 2013 Curriculum

Curriculum of 2013 is competency and character based curriculum. Curriculum of 2013 was born as a response to the various criticisms of School Based Curriculum 2006. It is in accordance with the development needs and the world of work. Curriculum of 2013 is one of the government's efforts to resolve the various problems being faced by the world of education today.[1]

The theme of 2013 curriculum is generating Indonesian people which are: productive, creative, innovative, affective; through the strengthening of attitudes, skills, and knowledge which are integrated. Based on the theme, the implementation of 2013 curriculum is expected to produce a productive, creative, and innovative human.[2]

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[1] Salinan Lampiran Permendikbud No 59 Tahun 2014, *Kurikulum 2013 Sekolah Menengah Atas/Madrasah Aliyah*, Rom I, point (A).
[2] Salinan lampiran, *kurikulum 2013*, Rom I, poin (A).

2. The Characteristic of 2013 Curriculum

Curriculum of 2013 is designed with the following characteristics:[3]

a. Developing a balance between spiritual and social attitudes, knowledge, and skills, and applying them in various situations in the school and community.

b. Putting the school as part of the community that provide a learning experience so the learners are able to apply what is learned in the school to the community and utilize the community as a learning resource.

c. Giving freely enough time to develop a variety of attitudes, knowledge, and skills.

d. Developing the competencies expressed in terms of class core competencies which is specified more in basic competence of subjects.

e. Developing class core competence into organizing elements of basic competence. All the basic competencies and learning processes are developed to achieve the competence stated in core competencies.

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[3]Salinan lampiran, *kurikulum 2013*, Rom I,poin (A).

f. Developing a basic competence based on the accumulative principle, mutually reinforced and enriched between-subjects and education level (horizontal and vertical organizations).

3. The Excellences of 2013 Curriculum

The expected objective of the implementation of 2013 curriculum is not impossible to be achieved. It is because the curriculum is competency and character based which conceptually has several excellences:[4]

First, 2013 curriculum uses a scientific based learning. Learners as a subject of study will be led to develop various competencies according to the potention of each.

Second, 2013 curriculum is competency and character based curriculum, so it may underlie the development of other capacities in various aspects (mastery of knowledge, specific skills, and personality) which are able to be optimal based on the specific competence.

Third, many fields of study related to the development of skills which are more appropriate to use the competency approach.

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[4]E. Mulyasa, *Pengembangan dan Implementasi ...*, p. 164.

4. The Innovation of 2013 Curriculum

In 2013 curriculum, syllabus development is no longer done by the teacher, but has been prepared by a team of curriculum developers, both at central and regional levels.[5] Thus teachers develop only lesson plans based on the teacher guide books, student guide books and resource books which have all been prepared. The English teachers guide book is an accompanying book for the students guide book for ELT. The book is useful for the teachers to guide well the learning process performed by the students through the textbooks which have been arranged in accordance with the principles developed in 2013 curriculum. Generally, teacher guide book consist of general instructions, learning guidelines for each chapter and evaluation guidelines.[6]

The English book of 2013 curriculum for students guide are prepared to improve their language skills. The book display is using a text-based learning approach, whether oral or written, by placing the English language as a vehicle of communication. This book explains the minimum effort which should be done by the

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[5]Permendikbud No 59, *Pembelajaran pada Pendidikan* , Pasal 3, ayat (4).
[6] Kementerian Pendidikan dan Kebudayaan, *Bahasa Inggris: Buku Guru*, (Jakarta: Balitbang Kemdikbud, 2014), p. v.

students to achieve the expected competencies. In accordance with the approach used in 2013 curriculum, students are encouraged to be brave to look for other learning resources around them. The role of teachers in improving and adjusting the absorption of students with the availability of the activities in this book is very important. Teachers can enrich it with creations in the form of other suitable and relevant activities which are sourced from the social and natural environment. The creations can be put into lesson plans.[7]

A lesson plan at least contains of:[8]

a. The identity of the school, subject or theme, class/semester, and the allocation of time;

b. Core Competence, Basic Competence and indicators of competencies achievement;

c. Learning materials;

d. Learning activities that include preliminary activities, main activities, and the post activities;

e. Assessment, remedial learning, and enrichment; and

f. Media, tools, materials, and learning resources.

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[7]Kementrian pendidikan , *Bahasa inggris,* p. iii.
[8]Permendikbud No 103 Tahun 2014, *Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah*, Pasal 3, ayat (4).

Lesson plans arrangement must be adapted to the syllabus. Syllabus design is one aspect of curriculum development but is not identical with it. A syllabus is a specification of the content of a course of instruction and lists what will be taught and tested.[9] Lesson plan is arranged and prepared by the teacher based on the syllabus with the principles:[10]

a. fully loads basic competence of spiritual attitudes, social attitudes, knowledge, and skills;

b. can be implemented in one or more than one session;

c. pay attention to individual differences of learners;

d. student-centered;

e. context-based;

f. contemporary-oriented;

g. develop independent learning;

h. provide feedback and follow-up of learning;

i. have relevance and coherence between competencies and between content;

j. utilizing information and communication technology.

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[9]Jack C. Richards, *Curriculum Development in Language Teaching*, (New York: Cambridge University Press, 2002), p. 2.

[10]Permendikbud No 103, *Pembelajaran pada Pendidikan* , Pasal 3, ayat (4).

In addition to the innovation of syllabus development, innovation also occurs in the development of curriculum structure. The curriculum structure formulated after going through a process of discussion and structuring the curriculum. For Senior High School, the curriculum structure in subjects divided into two groups, named the compulsory subjects and the specialization subjects. The specialization subjects group aims (1) to provide opportunities for students to develop an interest in a group of subjects in accordance with the scientific interest in the college, and (2) to develop their interest in a discipline or a particular skill. [11] English entered into the two groups of subjects, so it provides more opportunities for students who have the talent and interest to improve their ability in English.

Related to the evaluation such as the aspects and the way, there are some differences between the evaluation inthe School Based Curriculum 2006 and the evaluation in 2013 curriculum. The emphasis of evaluation in School Based Curriculum 2006 is on cognitive aspect only and tests become the dominant method of assessment. While in the Curriculum 2013, the evaluation

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[11] Permendikbud No 59 Tahun *Pembelajaran pada Pendidikan Dasar dan Pendidikan Menengah*, Pasal 3, ayat (4).

emphasizes on cognitive, affective, and psychomotor aspect proportionally, so that the assessment of tests on portfolios are complementary.[12]

Evaluation of learning outcomes by educators is should be implemented in the form of authentic and non-authentic assessment. The form of authentic assessment includes the result of students" observation activities, field assignments, portfolios, projects, products, journals, laboratory work, and performance, as well as self-assessment. The form of non-authentic assessment includes tests, quizzes, and exams.[13]

B. Scientific Approach

Scientific approach is defined as the process of finding out information in science, which involves testing the ideas by performing experiments and making decisions based on the result of analysis (Longman, 2014). It means that scientific approach is a body of techniques for investigating phenomena, acquiring new knowledge, and correcting and integrating previous knowledge. Tang et al. (2009) says that scientific approach has the characteristics of "doing science". This

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[12] Salinan Lampiran Permendikbud No 104 Tahun 2014, *Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan PendidikanMenengah*, Rom I.

[13] Permendikbud No 104 Tahun 2014, *Penilaian Hasil Belajar oleh Pendidik pada Pendidikan Dasar dan Pendidikan Menengah*, Pasal 2, ayat (1), (3), and (5).

approach allows teachers to improve the process of learning by breaking the process down into steps or stages which contains detailed instructions for conducting students learning. These two ideas became the basic of using scientific approach to be the basis for implementing the 2013curriculum.

In accordance with the standard competence of the 2013 curriculum, learning objectives should include the development of the realm of attitudes, knowledge, and skills. Attitudes are acquired through activity: accept, execute, respect, appreciate, and practice. Knowledge was gained through the activity of remember, understand, apply, analyze, evaluate, and create. Skills were acquired through activities of observing, asking, experimenting, reasoning, serving, and creating (Kemdikbud, 2013a). So, the teaching learning process in scientific approach referred to the process of observing, asking, reasoning, experimenting, and establishing network for all subjects.

Kemdikbud (2013) and Hosnan (2014) state that there are five steps of applying scientific approach in teaching learning process, they are observing, questioning, experimenting, associating, and communicating. The activities of each steps can be explain as follows.

1. Observing

There are two main activities that should be done to lead to the observing steps. First, the teachers give students a wide opportunity to do observation. The observation can be done through reading, listening, or seeing the object. Second, the teachers facilitate the students to do observation and train the students to observe the important things from the object. There are seven steps in observing process, (1) determining the object to be observed, (2) determining the purpose, (3) determining the way of observation, (4) limiting the object, (5) doing observation carefully, (6) reporting the result of observation, and (7) comprehending the result.

2. Questioning

Questioning functions to encourage and inspire learners to actively learn and develop questions of and for itself; to raise skills of students in talking, asking questions, and the other can answer logically, systematically using proper and correct grammar; to encourage students' participation in discussing, arguing, developing the ability to think and draw conclusions; and to build an attitude of openness to give and receive opinions or ideas, enrich vocabulary, as well as developing social tolerance in gregarious.

3. Experimenting

In experimenting, the steps are preparation, working, and follow up. There are five activities that can be done in experimenting, (1) Grouping students into several groups, (2) asking students to discuss, (3) recording the finding, (4) supervising the learning process to ensure that all learners are actively involved in the discussion, and (5) directing the group that need help.

4. Associating

Associating is the ability to analyze and associate the information occurred within the group. Associating is the process of analyzing the information to find the relationship between one information to other information and to find the patterns of interrelationship of the information so that one can make conclusion from the patterns found.

5. Communicating

Communicating is the ability to conclude the facts that have been observed and experimented. There are four activities that can be conducted in communicating steps, (1) asking the students to read their work to the class, (2) asking each group to listen well and

provide additional input with regard to the work of each group, (3) giving explanation after the group discussion ended, and (5) structuring tasks and providing opportunities to the students to demonstrate attitude, skills, and understanding of the substance of learning given.

From the explanation about the steps of doing scientific approach in teaching learning process above, it can be seen that by doing scientific approach students are hoped to be actively involved in class activities by integrating skills, attitude, and knowledge. The question is "how to implement this scientific approach in teaching English at Senior High Schools in Indonesia?"

C. Reading

1. Definition of Reading

Mc.Namara argued that " Reading is an extraordinary achievement when one consider the number of level and components that must be mastered. Consider what it takes to read a simple story.[14] They are three basic definitions of reading have driven literary program in united stated. "Based on the first definition, reading is learning to read means learning pronounce

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[14] Danielle S. Mc.Namara, Reading Comprehension Strategies: theories, intervention, and technology (New York : Lawrence Elrbaum Associaties, 2007), P.3

word. Second definition, reading is learning to read means learning to identify words and get their meaning. Third definition, reading is learning to read means learning to bring meaning to a text to other to get meaning from it"[15] from that statement we can know about three definition of reading such as reading for pronouns word, identify word, and getting the meaning from it, but still many author such Tarigan said "Reading is bringing meaning to and getting meaning from printed or written"[16] and reading is a process concerned with language, that must introduce to student from early on to get knowledge and information from the meaning of the English books, story, magazine, newspaper, etc.

According to Ahmad Izzan said that reading is an difficult and complex activity, because according to language students' skill and their intellectual activity. And the reason for reading to understand and comprehend content massage that include into it. [17]

According to Tarigan "*Membaca adalah sebuah proses yang dilakukan dan juga digunakan oleh pembaca untuk*

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[15]http://. definition *of reading aloud*.com.(Foertsk.1998)

[16] Henry guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 2008),p. 9.

[17] Ahmad Izzan . *Metodologi Pembelajaran Bahasa Inggris*. (Bandung : Humaniora, 2010), p. 80

mendapatkan pesan yang coba disampaikan oleh penulis melalui melihat buku, kata- kata, atau bahan tulisan yang lain"[18]

According to David Nunan , It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills that correspond to them any different purposes we have for reading[19]. So, in the classroom, in students' reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. The concept of reading comprehension could be bottom-up and top-down approaches. Nunan mentions that with the bottom-up approach, the reading is viewed as a process of decoding written symbols, working from small reunites (individual letter) to larger ones (words, clauses and sentences)[20].According to Olson and Diller what is mean by reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written

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[18] Henry guntur Tarigan, *Membaca Sebagai Suatu Keterampilan Berbahasa*, (Bandung: Angkasa, 1985),p. 8.

[19] Nunan, David. 1989. *Designing Tasks for the Communicative Classroom*. Cambridge : Cambridge University Press.1989.P.33

[20] Nunan, David. *Designing task*. P.42

material[21]. This statement is supported by Harris and Sipay who say that reading comprehension ability is taught to be a set of generalized knowledge acquisition skills that permits people to acquire and exhibit information gained as a consequence of reading printed language[22].

According to Harris and Sipay Reading is an active and interactive activity to reproduce the word mentally and vocally and tries to understand the content of reading text. It is important to bear in mind that reading is not an invariant skill, that there are different types of reading skills, which correspond to the many different purposes we have for reading [23].

According to Naf'an Tarihoran that reading is private. It is a mental, or cognitive, process which involves a reader in trying to follow and respond to a message from a writer who is distant in space and time.[24]

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[21] Olson, J.P & M.H Diller.*Learning to Teach Reading in Elementary School.* (London: Macmilan Publishing Company.1982).P42

[22] Harris and Sipay. *How to Increase Reading Ability*. *A guide to Developmental and Remedial Methods, Seventh Edition Revised and Enlarged.*(New York:Longman Publisher Inc.1980) P 179

[23] Harris and Sipay. *How to Increase Reading Ability*.(New York:Longman Publisher Inc.1980) .P 33

[24] Naf'an Tarihoran and Miftahul Rachmat,*Reading Basic Reading Skills,* Serang : Loquen Pres, 2010, P. 1

In classroom, in student's reading activities, the writer is sure that they have many purposes, among others are to graduate from their school and to provide themselves with the knowledge to continue their studies whatever their purposes are. In order to achieve the goal, the comprehension ability in reading is needed. According to Olson and Diller reading comprehension is a term used to identify those skills needed to understand and apply information contained in a written material[25].

Based on that statement above, it is obvious that reading is process which is done by the reader to get certain information and message that the writer tries to convey. It is complex activity, because in reading process, a reader should use his ability to understand the meaning material. Than reading is very important activity in life with which one can update his/her knowledge.

2. Types of reading comprehension

Different types of reading comprehension are often distinguished, according to the reader's purpose in reading and the type of reading used. The following are commonly referred to:

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[25] Olson, J.P & M.H Diller. *Learning to Teach.* (London: Macmilan Publishing Company.1982).P42

1. Literal comprehension: reading in order to understand, remember, or recall the information explicitly contained in a passage.

2. Informational comprehension: reading in order to find information which is not explicitly stated in passage with the reader's experience and intuition and by inferring.

3. Critical or evaluation comprehension: reading in order to compare information in a passage with the reader's.

4. Appreciative comprehension: reading in order to gain an emotional or other kind of valued response from a passage"[26]

3. Purpose of reading comprehension

The main purpose is to search in reading, getting information, and understand the meaning. Richard and Renandya states that "Many Foreign Language Students often have reading to be able to read for information and pleasure, for their career and for studies purpose."[27] So, reading is for getting information from the

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[26] Celce-Murcia, M., Dörnyei, Z. &Thurrell, S. *Communicative competence: A pedagogically motivated model with content specifications*. (Issues in Applied Linguistics 6, 1995), p. 306.

[27] Jack C. Richard and Willy A. Renandya, *Methodology in Language Teaching: An Anthology of Current Practice*, (New York: Cambridge University Press, 2002), p. 296.

text, getting specific information from a text, and for pleasure or for interest. Reading for information include the materials which are classified as non-fictions, sciences, social studies, current affairs personal opinion, technical matters, news magazine, newspaper and article. So, the important point of purpose in reading Henry said that "Reading for detail or fact, main ideas, sequence or organization, inference, classify, evaluate".[28]

1) Reading for details or fact: read is to discover or knowing invention, has done by a figure anything made by figure, what has happen, especially t take problems created by a figure.

2) Reading for main ideas: read is to get knowledge, what they talk is must a good and interest, so getting the problem from the story, what is the lesson can we take from the story that fill with the teacher, and make a reference for getting purpose.

3) Reading for sequence or organization: read to discover to find out what happened on any part of the story, the first happens second, every step make to solve a problem and scenes dramatization.

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[28] Henry, *Membaca* , (Bandung: Angkasa, 2008).p.10

4) Reading for inference: read to find the figures know why and how they feel like that, will show by authors, told reader why change the figure quality process the figure make them succeed or fail.

5) Reading to classify: read to find and know nothing unusual, unnatural about someone figures, what is so funny in these stories or whether the story in true or false.

6) Reading to evaluate: read to discover whether the personages success or live with certain measurement do we want to do as was done by a figure, or employed as a figure work in the story.

7) Reading to compare or contrast: read to discover how changes, figure how different life of life we know how two stories have equality, and how figure resembling readers.

The purpose of reading is connecting the ideas to what they already know. Reading comprehension separates the "passive" unskilled reader from the "active" readers. Then, reading is very important for live, to get knowledge and information from it. This means, the purpose of reading is to understand what is intended by the author through out the reading passage and receive proportional information or other messages from the reading materials.

In addition, purpose of doing reading activity is not only bounded on sort of serious activities. Harmer points out that "in read life people generally read or listen to do something because they want to and because they have a purpose doing so."[29] Such purposes in reading may be drawn as feeling of pleasure, a general impression, organizing reading and study.

According to Harmer's points, there are at leas three which may cause people to begin reading activities. Firstly, people conduct reading activities to leave boredom after daily routines which means that they are willing to find out other pleasure things from the reading. Secondly, reading activities may be a result for particular executives to get general information from written passages like newspaper, magazines, and other media. Lastly, people do reading due to its importance as reading has been taken as compulsory subject to learn. Leaving reading activities in this occasion may result students' fail on their academic program.

According to Nuttal stated that "The aim of teaching reading comprehension is to develop the students' ability to extract the message from text contain."[30] In teaching reading comprehension,

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[29] Jeremy Harmer. p. 182.

[30] Christine. Nuttal, *Teaching Reading Skill in a Foreign Language*, (London: Heinemann Educational B ooks, 1982), p. 21.

the activity can be started by giving questions relating to the reading text. This stimulation can help the students to construct their concept through the reading text they will comprehend.

D. Achievement

1. Definition of Achievement

Achievement is a realitation of potential abilities of a person [31] .The mastery of an achievement of a person can be seen from the behaviors, both the behaviors in a form of knowledge masteries or cognitive skills, affective skills, and motoric skills. An achievement is an expression of learning results as the effect of the students' experiences and learning processes. [32] Students' achievement is not just knowledge mastery, but also talent and skills in seeing, analyzing, and solving problems; so that the activity and the result of the learning process get an assessment[33]. The assessment is done in written, oral and also from the students' attitude. The expression of the behavior changes in the all domains, especially the affective domain of the students that is very

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[31] Sukmadinata, Nana Syaodih. (2005). Landasan Psikologi Proses Pendidikan. Bandung: PT. Remaja Rosdakarya.p,102

[32] Syah, Muhibbin. (2005). Psikologi Pendidikan dengan Pendekatan Baru Edisi Revisi. Bandung: PT. Remaja Rosdakarya.p.150

[33] Sukmadinata, Nana Syaodih. (2005). Landasan Psikologi Proses Pendidikan. Bandung: PT. Remaja Rosdakarya.p,179

difficult[34]. It is because there are the achievement changes that intangible. So that, the solution to solve the problem is by taking record of the changes of the students' behaviors that reflects the changes that happen as the result of the students' achievement in cognitive, affective, and psychomotor domains. The main key to get the measurement and the data of the students' achievement is by knowing the indicators and assessment that relates to the students' achievement.

From these theories, it can be concluded that students' achievement includes cognitive, affective, and psychomotor domains. Because there are some intangible achievement changes that are difficult to measure by the teacher, the teacher must take records of changes of the students' behaviors based on the indicators and also do assessment that relates to the students' achievement. So that, the students' achievement can be measured.

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[34] Syah, Muhibbin. (2005). Psikologi Pendidikan dengan Pendekatan Baru Edisi Revisi. Bandung: PT. Remaja Rosdakarya.p.150