

CHAPTER II

REVIEW OF RELATED LITERATURE

This chapter reviews the related literature, it purposes to give a brief description of what is related to and discussed in this study. It gives some definitions and explanation about something that is discussed in the previous chapter. This chapter discusses the teaching and learning process, the definition of curriculum in Indonesia, do the definition of *Cambridge Curriculum*.

A. The Teaching and Learning Process

1. Teaching Process

A good teacher is a good person, it is simple and true. A good teacher is responsible, discipline and humorist to make the students to be comfortable. Teaching is good where pupils acquire knowledge, skills and understanding progressively and at good pace. The lessons have clear aims and purposes. They cater appropriately for the learning of pupils of differing abilities and interest and ensure the full participation of all.¹¹

In a descriptive manner, teaching is as a process to extend the information or knowledge from the teacher to the student. The extend process often called as a transfer knowledge process. In this context, transfer is not moving as like transfer some money. If it is called a transfer some money, it will be less even loss after it is transferred to other person.

¹¹ Ahmad Muzakki, "The Influence of the English Teachers' Competence on the Quality of Learning Process at MAN Nglawakertosono Nganjuk", Thesis, Faculty of Education, STAIN Kediri, 2012., 10.

So, the transfer here is as overspread process, as like overspread the fire. When the fire is moved or overspread, so the fire does not become smaller but it will bigger. For the teaching process, the process is extended knowledge will be exact implant the knowledge that Smith (1987) said that *teaching is imparting knowledge or skill*.¹²

2. Learning Process

Learning is commonly and correctly referred to as a goal-directed activity. Learning goals of students are those of the individual and may be different from those of the teacher. Teachers sometime remind youngster that learning is “hard work” and emphasize the virtues of ambition and persistence, both accepted middle-class values.¹³

The active process at the classroom is not teaching but learning, teaching is the activity that organizes, guides, stimulates, and assesses learning. Without learning, the teacher’s efforts are futile and wasteful. Thus teaching is best defined as the organizing and the guiding of learning activity.¹⁴

¹² Sanjaya, *Kurikulum dan Pembelajaran.*, 208.

¹³ Muzakki, *The Influence of the English Teachers' Competence.*, 11-12.

¹⁴ Ibid.

B. The Curriculum in Indonesia

1. The Nature of Curriculum

The content of education is interaction between an educator and a learner in supporting the learners to get the purposes of education.¹⁵ Everyone, the society or educationist can have different interpretation about the definition of curriculum. Based on the study that had done by many educationists, it can be concluded that the definition of curriculum can be observed from the different two sides, those are according to old opinion and new.¹⁶

The old opinion or traditional opinion formulate that curriculum is *some of subject that the students must be passed for getting diploma*. The definition has some implication, such as:

- a. Curriculum consists of some *subjects*. The essence of subject is chosen, analyzed and arranged systematically and logic, so they show a subject as likes history, geography, biology etc.
- b. The subject is some of information or science, so the delivery of subject to the students will make them to be a person who has smart thinking.
- c. The subject describes a culture in the past. There is an instruction means that delivery of the culture to the rising generation.

¹⁵ Nana Syaodih Sukmadinata, *Pengembangan Kurikulum (Teori dan Praktek)*, (Bandung: PT Remaja Rosdakarya, 1997), 1.

¹⁶ Oemar Hamalik, *Dasar-Dasar Pengembangan Kurikulum*, (Bandung: PT Remaja Rosdakarya, 2007), 3.

- d. The purpose of study a subject is for getting diploma. Diploma is as a purpose, so got of best of subject means that had got the purpose of study.
- e. There must have an aspect for every student to learn the same subject. Finally, the interesting factor and students' need is not considered in arranging the curriculum.
- f. The delivery of system that is used by a teacher is pouring system. Finally, in learning activity is a teacher who is more active than the students in the class.¹⁷

As a comparison, we are excerpt another opinion, such as by Romine (1954). The opinion can be categorized as a modern opinion that formula as follow:

“Curriculum is interpreted to mean all of the organized courses, activities and experiences which pupils have under direction of the school, whether in the classroom or not”.

The implication of the formulate above is as follows:

- a. The interpretation about curriculum is very widely, because the curriculum is not only consists of courses, but it includes all of activity and experience that become the schools' responsibility.
- b. In compliance with this opinion, every activity out of the class (extracurricular) has included in the definition of curriculum.

¹⁷ Ibid., 3-4.

Therefore, there is not separation between intra and extracurricular. It is same with college preparatory curriculum, vocational curriculum, and general curriculum, all of them has included in the definition of curriculum as like in those explanation.

- c. The implementation of curriculum is not only measured up by four schools' wall, but it is committed in the class or out of the class, in one's line that need to be arrived.
- d. The delivery of system that is used by a teacher is committed with the activity or experience that will be delivered. Therefore, teacher has to set some in motion teaching-learning that has variation in committed with the student's condition.
- e. The education's purpose is not delivery courses or another knowledge that arranged, but tries to make student's personality and learn how they live in society.¹⁸

2. The Function of Curriculum

Beside the curriculum has role, it has some specific function. Alexander English, in his book *Principle of Secondary Education* (1918), said that curriculum functions as *the adjustment function, integrating function, differentiating function, propaedeutic function, selective function, and diagnostic function.*

¹⁸ Ibid., 4-5.

a. The Adjustment Function

The individual lives in area. Every individual must be adaptable in the area thoroughly. Usually, it changes and dynamics, so each individual must be adaptable dynamically. Back on it, the area must be suitable with the condition individually. Here is the function of curriculum as education's tool, so individual's character is *well-adjusted*.

b. The Integrating Function

The curriculum functions to educate persons integrating. Because individual is a part of society, so the integrating individual will give the integration society.

c. The Differentiating Function

Curriculum should to give a good service to the difference between everyone in society. Basically, the differentiation will make a person critical thinking and creative, so it will make advancement social in society. But, the differentiation does not ignore social solidarity and integration because the differentiation can avoided social stagnation.

d. The Propaedeutic Function

Curriculum functions in preparation the student for continuing study. For example is continuing study in the high school or propaedeutic learn.

e. The Selective Function

Differentiating and selective are two things that related to each other. Acknowledgment from the difference is giving an opportunity for

someone to choose what they want and interest. Both of them are requirement for society that submit to democratic system. For improving the ability, so curriculum is arranged widely and flexibly.

f. The Diagnostic Function

One of education service is helping and aiming the student to get to know and receive their selves, it can improve all of theirs' potential. It can be achieve if the student realizes all of their weakness and strength that through exploration process. The student should to be repaired their weakness and improve the strength aught. The function is diagnostic curriculum function and it will guide the student to get improving optimally.¹⁹

The curriculum function is carried out by curriculum totally. The functions give the influence for growing and improving the student in one way with education philosophy and education purpose that is hoped by education institution that pertinent.²⁰

3. The Curriculum Purpose

The curriculum purpose is what they indent to get in every education program and learning. It is education purpose expansion globally, and the institutional purpose specifically that formulate phased, step by step and chronically. The education aims at improving of learner's

¹⁹ Ibid., 13-14.

²⁰ Ibid., 15.

ability that includes knowledge, skill, behavior, evaluation, affective and experience.²¹

The national education purpose is the purpose that is imposed nationally, based on philosophy a country. The characteristic is ideal, comprehensive, whole and become a master for the purpose in under. Institutional purpose is the purpose that is hoped by education institution, for example Senior High School, Madrasah Aliyah etc.²²

C. The *Cambridge Curriculum*

1. The Nature of *Cambridge Curriculum*

One of the International Curriculum is *Cambridge Curriculum*. It is the curriculum that is an adaptation from *University of Cambridge*. The *Cambridge Curriculum* improves an understanding, knowledge and students' competence. It appears an abstract from study experience. In *Cambridge Curriculum*, something important is a process. Because the process is like how the students think about be own themselves. The program that is a shadow of *Cambridge Curriculum* is *Cambridge International Examinations*. *Cambridge International Examinations* is one of the international education program and qualification to children in the age 5-19 years old. The qualification is taken in more than 160 countries and recognized by universities, education supplier and all of industrialist in the world.²³

²¹ Ibid., 129.

²² Ibid., 131.

²³ Ibid., 12-13.

2. The advantages of *Cambridge Curriculum*

- a. Flexibility, the school can adapt *Cambridge Curriculum* an easier. It is conducted to fulfill school requirement. So, the school with bilingual program can integrate *Cambridge* program with National Curriculum.
- b. International Standard, *Cambridge International Level IGCSE* (International General Certificate of Secondary Education) and *International A Level* can be compatibility. Both of the level can be *review* periodical for reflected of thought in education.
- c. External Valuation, many valuations are in curriculum phase. This valuation helps the students directly to be given attainment transcript. It makes them get many achievement through addition language and intelligent.
- d. *Global Outlook*, *Cambridge* program improves global awareness and ability of language.²⁴

3. Some kinds of *Cambridge Curriculum* Program

Cambridge International Examinations is the world's largest provider of international education programs and qualifications for 5-19 year olds. Cambridge programs and qualifications are taken by more than 9000 schools in over 160 countries, and Cambridge qualifications are recognized by universities, education provides and employers across the world.²⁵ Key benefits of the Cambridge International Curriculum (CIC) is based on a set of common principles underpinned by the best educational

²⁴ 'Azzah, *Implementasi Kurikulum Internasional*, 14-15.

²⁵ Cambridge International Examinations Catalogue, 2013.pdf., 4.

and assessment practice. It is international in its outlook and commitment.

CIC is based on:

- a. Quality and coherence delivered through the curriculum
 - b. Guaranteed assessment standards
 - c. High quality resources
 - d. Training and professional development
 - e. A partnership approach²⁶
4. The Program of *Cambridge International Curriculum*

AGE 18

CAMBRIDGE INTERNATIONAL A LEVEL

AGE 16

CAMBRIDGE IGCSE

AGE 14 ← CAMBRIDGE CHECKPOINT

CAMBRIDGE LOWER SECONDARY PROGRAMME

AGE 11 ← PRIMARY ACHIEVEMENT TEST

CAMBRIDGE INTERNATIONAL PRIMARY PROGRAMME

AGE 5²⁷

The Cambridge International Primary Program gives schools a framework to develop Mathematics, English and Science skills and knowledge in young children. It allows teachers to assess learning as student progress, with annual progression tests and analysis tools that allow teachers to identify strengths and weaknesses within subject areas.

²⁶ Cambridge International Curriculum CIE v1, 2008.pdf., 1.

²⁷ Ibid., 2.

At the end of the course, an Achievement Test allows student progress to be recorded and benchmarked.²⁸

The Cambridge Lower Secondary Program follows the same pattern. It provides a coherent core around which schools and teachers can construct the programs that best suit their own students.²⁹ Cambridge Checkpoint is a test to help teachers evaluate continued progress, diagnose strengths and weaknesses, and assess the readiness of student to embark on international qualifications like Cambridge IGCSE (*International General Certificate of Secondary Education*).³⁰

Cambridge IGCSE (*International General Certificate of Secondary Education*) is internationally recognized and suitable for schools worldwide. Cambridge IGCSE brings out the best in students and develops successful learners through a skills-based approach to teaching and assessing.³¹ At the request of many parents and true to an International School, the school started offering the Cambridge International General Certificate of Secondary Education (IGCSE) from August 2010.³²

Cambridge International Level is one of the most respected qualifications around the world and accepted as proof of academic ability for entry to universities worldwide. Cambridge International Levels offer a

²⁸ Ibid.

²⁹ Ibid.

³⁰ Ibid.

³¹ Ibid.

³² Cambridge International Examination, IN868.pdf., 1.

flexible course of study that gives students the freedom to select the combination of subjects that is right for them.³³

5. The Evaluation of *Cambridge Curriculum*

The *Cambridge Curriculum* Evaluation is called check point. Cambridge Secondary 1 is a flexible curriculum with integrated assessment from Cambridge International Examinations. It provides a seamless progression from Cambridge Primary or can be used as a standalone curriculum to develop learners' skills and confidence in English, Mathematics and Science. It offers a curriculum framework for educational success for learners (typically 11–14 years old), with an optional testing structure.³⁴

Cambridge Checkpoint tests are for use at the end of Cambridge Secondary 1. They are marked by Cambridge International Examinations, and provide schools with an external international benchmark for student performance. Cambridge Checkpoint tests enable feedback to be provided on a learner's strengths and weaknesses in key curriculum areas. Feedback of this kind is an invaluable source of information. Schools and colleges will be able to make strategic decisions, drawing upon a pool of information and specialist reporting tools built into Cambridge Checkpoint. Learners taking the test receive a Statement of Achievement

³³ Cambridge International Curriculum CIE v1., 2.

³⁴ Cambridge International Examination, 2013.pdf., 6.

which gives an indication of their academic progress during this education stage.³⁵

Cambridge Checkpoint tests are available in English*, Mathematics and Science and can be offered at two sessions during the year. The tests cover all major areas of learning required in the first years of an international secondary education.³⁶

*The Cambridge curriculum frameworks for English include a First Language and a Second Language option. Formal summative testing for English as a Second Language (ESL) at this level is available through Cambridge ESOL's Preliminary English Test (PET). A suite of teaching materials to support the ESL curriculum framework is being developed for publication in 2014.³⁷

Cambridge Checkpoint is a new series of resources based on the new Cambridge Secondary 1 curriculum frameworks covering three years of study in Stages 7–9 (typically ages 11–14). Written by experienced authors, *Cambridge Checkpoint* provides carefully crafted Course books to support the Cambridge Secondary 1 program in Science, Mathematics and English. Each Course book is accompanied by a Workbook or Practice Book and Teacher's Resource CD-ROM.³⁸

³⁵ Ibid.

³⁶ Ibid.

³⁷ Ibid.

³⁸ Ibid., 7.

a. Cambridge Checkpoint in Science

Mary Jones, Diane Fellowes-Freeman and David Sang

- 1) Supports the teaching of the Science framework both theoretically and practically, with full coverage of the Scientific Enquiry framework integrated throughout the series.
- 2) The Course book gives a thorough introduction to the concepts, and offers a wealth of ideas for hands-on activities to make the subject matter come to life.
- 3) The Workbook contains exercises that develop students' ability to apply their knowledge, as well as Scientific Enquiry skills relating to planning experiments and recording results.
- 4) The Teacher's Resource CD-ROM provides suggestions for how to introduce concepts in the classroom and how to deal with common misconceptions.
- 5) Answers to all questions in the Course book and Workbook, as well as guidance and safety notes for all practical activities, are also included.³⁹

b. Cambridge Checkpoint in Mathematics

Greg Byrd, Lynn Byrd and Chris Pearce

- 1) The Course book offers a comprehensive introduction to all topics covered in the syllabus, offering fully integrated treatment of Problem Solving.

³⁹ Ibid., 8.

- 2) Worked examples show students how to tackle different problems, and plenty of exercise questions prepare students for the different types of question they will face in the progression tests. The Practice Book for each stage contains further exercise questions for practice in the classroom or at home.
- 3) The Teacher's Resource CD-ROM offers advice on how to introduce concepts in the class, and gives ideas for activities to help engage students with the subject matter.
- 4) Helpful hints provide support and/or reminders to key ideas required to tackle a given problem.⁴⁰

c. Cambridge Checkpoint English

Marian Cox

- 1) Written by a well-respected author and teacher trainer, the suite provides a comprehensive structured resource which covers the full Secondary 1 framework for English as a first language and seamlessly progresses into the next stage.
- 2) A lively, colorful Course book for each stage includes activities to develop Reading and Writing skills, with integrated Speaking and Listening tasks and a strong focus on grammar and skills practice.
- 3) Each Course book contains 12 themed units with a full range of stimulus materials, including a balance of fiction and non-fiction from around the world.

⁴⁰ *Ibid.*, 9.

- 4) To support students' learning, a skill-building, write-in Workbook provides extra language tasks and reading and writing skills development, including sequencing and cloze exercises.
- 5) Essential guidance, further activities, activity answers and PDFs for classroom projection are available on a Teacher's Resource CD-ROM for each stage.⁴¹

Cambridge IGCSE (*International General Certificate of Secondary Education*) is the world's most popular international curriculum for 14–16 year olds and is offered by Cambridge International Examinations. It incorporates the best in international education for learners at this level, develops in line with changing needs, and is regularly updated and extended. Cambridge IGCSE (*International General Certificate of Secondary Education*) teachers can draw on excellent resources, training and advice from subject experts. It is part of the Cambridge Secondary 2 stage.⁴²

Cambridge IGCSE (*International General Certificate of Secondary Education*) encourages learner-centered and enquiry-based approaches to learning. It develops learners' skills in creative thinking, enquiry and problem solving, giving learner excellent preparation for the next stage in their education. Schools can build a core curriculum, extend it to suit their learners and introduce cross-curricular perspectives. Clearly defined learning outcomes and content mean Cambridge IGCSE (*International*

⁴¹ Ibid., 10.

⁴² Ibid., 12.

General Certificate of Secondary Education) is compatible with other curricula and is internationally relevant and sensitive to different needs and cultures.⁴³

6. Completely Cambridge resources *for* Cambridge qualifications

Cambridge University Press works closely with Cambridge International Examinations as parts of the University of Cambridge. We enable thousands of students to pass their Cambridge exams by providing comprehensive, high-quality, endorsed resources.⁴⁴

Cambridge International Examinations is the world's largest provider of international qualifications for 14–19 year olds and delivers high-quality and leading-edge assessment services. Cambridge University Press is the oldest printer and publisher in the world, operating continuously since 1584, and is one of the largest academic publishers globally.⁴⁵

Cambridge University Press works with Cambridge International Examinations and experienced authors to produce high-quality endorsed textbooks and software that support Cambridge teachers and encourage Cambridge learners.⁴⁶

⁴³ Ibid.

⁴⁴ Ibid.

⁴⁵ Ibid.

⁴⁶ Ibid.