

## **CHAPTER II**

### **REVIEW OF RELATED LITERATURE**

Related literature as a guide of this research in order to the focus research is appropriate with the condition in the research location. Review of related literature to described about the research and also as material for discussion the result in this research.

#### **A. 2013 Curriculum**

2013 curriculum is a fixed curriculum inlayed design by government to replace curriculum based on unit education level (KTSP) <sup>1</sup>. It had been applying for 6 years. 2013 curriculum was being in trial on 2013 to make some school being a path school. On 2014 years, 2013 curriculum had been applied in primary school at I, II, IV, and V class, whereas for junior high school at VII and VIII class, and for senior high school at X and XI class. 2013 curriculum had three aspects in the assessment; they are knowledge aspect, competent aspect, and attitude and behavior aspect. In 2013 curriculum, especially in learning material there are slenderize on some material and additional in some material. The slenderize material looked at Indonesian language material, education social science (IPS), civics education (PPKN), etc. whereas some additional material is on mathematic material. Mathematic material is

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<sup>1</sup> Wikipedia\_ensiklopediabebas. retrieved on 21 november 2105  
[https://id.wikipedia.org/wiki/kurikulum\\_2013](https://id.wikipedia.org/wiki/kurikulum_2013)

suitable with standard international learning process so the government hope it can have balance state in education on domestic education and overseas education.

Learning process 2013 curriculum is a learning competence and to sturdiness learning process and authentic assessment to reach attitude competence, knowledge and skills. Giving sturdiness in learning process is by using scientific approached, is learning process which propulsive the students to can observing, asking, try to collect the data, to analyze, and to communicate the data. The learning principle on 2013 curriculum is emphasized at changed the paradigm: 1) from the student giving known being students searching known; 2) teacher as a one of learning sources being learning based from choices source; 3) textual approach being scientific approach; 4) learning based on content being learning based on competence; 5) partial learning being integrated learning; 6) from learning based on one answer being the true answer multi dimension; 7) from verbalism learning being applicative skills; 8) upgrading and balancing between hard skills and soft skills; 9) main learning to practice the students as learner forever; 10) learning to apply the value to give sample, build exercise of will, and improving students creativity in learning process; 11) learning process in home, school, and in society; 12) learning which apply everyone is a teacher, everyone is students, and every where is a class; 13) with employing communication technology to improving

efficient and affectivity on learning process; 14) full admission of individual and culture each students background<sup>2</sup>.

## **B. English Learning Process on 2013 Curriculum**

In learning language, a person had known about the receptive skills and productive skills. Receptive skills like listening skills, and reading skills, whereas productive skills like speaking skills and writing skills. That skills needed to improve in English learning process, and it is has to be serving corporately. In order to getting of best of that skill, students had to know the language substance like a vocabulary, grammatical, pronunciations<sup>3</sup>.

Learning process which can we do by observations process, asking, exploring, communicating, and associating?

- 1) Observations activity in order to learning process be concerned with the real situation in day living. The process of observe the real situation or phenomena is covering listen explanation activity, read a text, observe the social function, text structure, the grammar, and writing format.
- 2) Asking activity as one of the process to build the students knowledge in concept form, the principle, procedures, legal form and theory, until

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<sup>2</sup> Zaida nur, "Kurikulum 2013 bahasa inggris smp – academia.edu"(p.5) retrieved on 20 november 2015. [https://www.academia.edu/.../kurikulum\\_2013\\_bahasa\\_inggris\\_smp](https://www.academia.edu/.../kurikulum_2013_bahasa_inggris_smp)

<sup>3</sup> Ibid page 9

the students can apply the metacognitive thinking<sup>4</sup>. In order to the learners can critical thinking, logics, and systematic. Asking process is by discussion activity, team work, and class discussion. In asking activity we can ask about the differences of explanation form in either oral form or writing form in English and also in Indonesian language included the differences of the function, the differences of the sentence structure, main point in a text, specifically of information, detail in information, reference word, etc.

- 3) Exploring activity is to train the learners spoken by simulation activity, play drama, or other structural activity.
- 4) Association activity in order to build the thinking skills and has scientific attitude. The teacher as a designer of this activity by an changes situation in a team work so the learners doing the activity like as analyze the text, make the team, make an category, take the conclusion, to compare any expression, text structure, grammatically, discussion the text, and take the conception from the educator.
- 5) Communicating activity is an activity to deliver the information or result of conceptualization either in oral form or writing form like as demonstrated it, write the result, explain the result, and corrected their friends result, publish their result on magazine school, learning journal, school blogs, etc.

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<sup>4</sup> Metacognitive is learning process where the students not only thinking about the material but also how to applied the material.

### **C. English Text Book 2013 Curriculum**

2013 curriculum will make the parents happily because some books will have a guarantee from the government<sup>5</sup>. The teachers' handbook and students textbook in 2015/2016 being completed than in years 2014/2015 which only limited on three subtitle. They are; Indonesian history and Indonesian and mathematic.

In students English textbook, just only there an exercise for student, and some text. There an explanation but it is not like a book which using curriculum based on unit education level (KTSP). For the teacher handbooks also same but there are keys answer and also CD cassette to listening practice.

### **D. Textbook Evaluation**

The most obvious and most common material support for language instructions comes though textbook, most likely as a relatively new teacher, your first concern will not to be choosing a textbook, but rather to find creative use for textbook that has been handed to you by your supervisor. Your challenge is to make the very best use of the textbook that you have. As the teacher, we had to know which the book is

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<sup>5</sup> <http://info-kemendikbud.blogspot..in/2014/09/buku-siswa-kurikulum-2013-smp-8-html>.retrieved on 20 october 2015

appropriated with the students and easy to make students understood with the lessons, their levels ability and goals with the lessons.<sup>6</sup>

The text book are one type of text, a book for use in an educational curriculum. Any criteria for evaluate the textbook by Douglas Brown who adapted from Robinett, they are<sup>7</sup>;

1. Goals of the course
  - a. Will this text book helps to accomplish the course goals?
2. Background of the students
  - a. Does the book fit the students' background? Like an age, native language and culture, educational background, motivation or purpose for learning English.
3. Approach
  - a. Does the theoretical approach reflected in a book reflect a philosophy that a teacher and the institution and the student can easily to identify with? Like a theory of learning and theory of language.

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<sup>6</sup> Brown,Douglas."Teaching by principles iin interactive approach in language pedagogy"second edition;pearson education, Longman. USA. pdf

<sup>7</sup> Ibid<sup>6</sup>

#### 4. Language skills

- a. Does the book integrate the “four skills”? Is there a balanced approach toward the skills? Does the textbook emphasize skills which the curriculum also emphasizes? In listening, speaking, reading, and writing.

#### 5. General content

- a. Does the book reflect what is now known about language and language learning? Such as the validity (does the textbook accomplish what it purpose to?), authenticity of language, appropriateness and currency of topics, situations and context.
- b. Proficiency level (is it pitched for the right level?).

#### 6. Quality of practice material

- a. Exercise (is there a variety from controlled to free?).
- b. Clarity of directions (are they clear to both students and teacher?).
- c. Active participation of the student (is this encouraged effectively?).
- d. Grammatical and other linguistic explanation (inductive or deductive?).
- e. Review material (are there sufficient spiraling and review exercises?).

## 7. Sequencing

- a. How is the book sequenced? By grammatical structured, by skills, by situations, and by some combination of the above.

## 8. Vocabulary

- a. Does the book pay sufficient attention to word and word study? Like as the relevance, frequency, and strategies for word analysis.

## 9. General sociolinguistic factors

- a. Variety of English (American, British, dialects, or international varieties?).
- b. Cultural content (is there a cultural bias?).

## 10. Format

- a. Is the book attractive, usable, and durable? From clarity of typesetting, use of special notation (Phonetic, symbols, stress / intonation marking, etc), quality and clarity of illustrations.
- b. General layout (is it comfortable and not too “busy”?), size of the book and binding, quality of editing, index, table of contents and chapter headings.



### 11. Accompanying materials

- a. Are there useful supplementary materials? Such as workbook, tapes (audio and/ or video), a set of tests, poster, flash card, etc.

### 12. Teacher's guide

- a. Is it useful? From methodological guidance, alternative and supplementary exercises, suitability for nonnative speaking teacher, answer key.