A Literature Study On The Elements Of English Learning Curriculum

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Abstract. This writing aims to determine the importance of learning English curriculum in schools. In this writing using the method of literature review (library research). English is a very important skill. Learning English well is no longer an optional skill, it can improve the students' overall quality. Teachers should guide students to re-understand English from the perspective of general education so that students are willing to learn English well. From the discussion it can be concluded that the English learning curriculum in schools is very important. This is based on the communication skills that students get, not only limited to knowledge, students will be motivated and feel that what they have learned can be useful and used in language. Learning English is developing the ability to speak English contextually and in accordance with the context and the daily conditions and situations of students. This is to produce a form of learning English that is more in touch with the language needs of students. These findings need to be integrated in such a way as to produce learning activities that emphasize aspects of how English is used as a communication tool that suits the needs of students.

Keywords: Integration, Curriculum, Contextual, Literature Review

Abstrak. Penulisan ini bertujuan untuk mengetahui pentingnya pembelajaran kurikulum Bahasa Inggris di sekolah. Dalam penulisan ini menggunakan metode kajian pustaka (library research). Bahasa Inggris adalah keterampilan yang sangat penting. Mempelajari bahasa Inggris dengan baik bukan lagi merupakan keterampilan pilihan, tetapi dapat meningkatkan kualitas siswa secara keseluruhan. Guru hendaknya membimbing siswa untuk memahami kembali bahasa Inggris dari perspektif pendidikan umum agar siswa mau belajar bahasa Inggris dengan baik. Dari pembahasan dapat disimpulkan bahwa kurikulum pembelajaran bahasa Inggris di sekolah sangatlah penting. Hal ini didasari dengan keterampilan komunikasi yang diperoleh siswa, tidak hanya sebatas pengetahuan, siswa akan termotivasi dan merasa bahwa apa yang dipelajarinya dapat bermanfaat dan digunakan dalam berbahasa. Pembelajaran bahasa Inggris adalah mengembangkan kemampuan berbahasa Inggris secara kontekstual dan sesuai dengan konteks serta kondisi dan situasi sehari-hari siswa. Hal ini untuk menghasilkan bentuk pembelajaran bahasa Inggris yang lebih menyentuh kebutuhan bahasa siswa. Temuan ini perlu diintegrasikan sedemikian rupa untuk menghasilkan kegiatan pembelajaran yang menekankan aspek bagaimana bahasa Inggris digunakan sebagai alat komunikasi yang sesuai dengan kebutuhan siswa.

Kata kunci: Integrasi, Kurikulum, Kontekstual, Tinjauan Literatur

BACKGROUND

Learning English for Specific Purposes, sometimes known by its abbreviation ESP, is increasingly important in this age of globalization. Presently, ESP is being heavily promoted now.. Functionally, ESP learning aims for students to gain experience learning English which at the same time will provide academic, professional goals and in accordance with the field of work to be occupied by studying certain language components (Basturkmen: 2010). The study of ESP is essential for EFL students as well. Because it includes measures to help EFL students improve their spoken and written English communication skills, the goal of creating the English curriculum is crucial. The four types of communication abilities include speaking, reading, listening, and writing. The success of the teaching process is greatly influenced by this fundamental aspect of the learning process. According to Njeng'ere (2014), the curriculum plays a role in identifying and organizing the learning process into goals, objectives, goals and outcomes. learning to be achieved. The parameters for measuring student progress in terms of knowledge, skills, and attitudes will be determined by the curriculum.. Patankar and Jadav (2013) explain that curriculum plays an important role in education. The curriculum will guide all interactions in the educational process, including those between teachers and students, as well as those between students and the learning tools, materials, and information being taught. The assessment standards and learning indicators outlined in the curriculum will ultimately decide the level of student performance.

The curriculum will guide all interactions in the educational process, including those between teachers and students, as well as those between students and the learning tools, materials, and information being taught. The assessment standards and learning indicators outlined in the curriculum will ultimately decide the level of student performance. Although it was initially exclusively offered to students in higher education levels, English has long been a crucial component of Indonesia's educational system. However, as demand for and interest in English have grown through time, the curriculum for teaching English has changed. The government ultimately started implementing English classes at a lower educational level, particularly at the basic education level, with the intention of improving the competence and mastery of English for students. Since the early 1990s, English as a foreign language has started to cause concern in Indonesia, particularly in the area of basic education, as a result of growing awareness of the necessity of acquiring the language as soon as possible in order to be competitive in a more contemporary and globalized world. It was this awareness that finally made the government issue a policy through the Ministry of Education and Culture of the Republic of Indonesia (Depdikbud RI) No. 0487 of 1992 Chapter VIII which states that

elementary schools can add subjects to their curriculum (Kulsum, 2016).). The decision to include English as local content in primary schools is ultimately supported by this policy. Because of this, English is becoming increasingly popular as a subject in elementary schools. Elementary schools are competing to use English in the classroom so that it becomes a foreign language in Indonesia. Even kindergarten schools are starting to introduce English (Maili, 2018). English is a promotion for schools and pride for students' parents. Schools that teach English are considered more prestigious than schools that do not include English in their subjects (Zein, 2017). It is not surprising that in the early 2000s there was a tendency for parents to send their children to schools that offered English as part of the local student content (mulok).

The inclusion of mulok as a primary school subject is actually a manifestation of a locally important part that plans to equip students with the skills deemed necessary by the region to adapt the provision of mulok to circumstances and local needs. subjects are regional languages, but as English became more and more popular with the general public, many primary schools later added it as a Mulok subject. With the mulok program It is hoped that elementary school graduate students who do not continue their studies will have provisions more skills in the form of a foreign language that can be used to make a living (Sutarsya, 2017). In practice, the addition of English mulok can be given in elementary school during the school considers the addition of mulok to be relevant and in accordance with the circumstances around and the school is able to provide the necessary facilities related to learning materials and teachers to support learning English at the school (Zein, 2017). These are the fundamental guidelines that apply to English in primary school. Mulok English for elementary schools is now more frequently acknowledged and included in the KTSP for the 2006 Education Unit Level Curriculum. English is one of the required local subjects for all elementary school students from class I to class VI, according to Permendiknas Numbers 22 and 23 of 2006 concerning Content Standards and Graduate Competency Standards, respectively (Kalsum, 2016). The allotted learning time is 2x35 minutes per week. Even though English is only taught in grades IV–VI and is taught in all courses beginning in class I, practically all SD in Indonesia with KTSP incorporates English as mulok.

Then, in 2012, the government planned to replace the KTSP with the 2013 curriculum, which caused a significant change in the importance of English in primary schools. This new curriculum is based on a passion for implementing more democratic educational programs (Zein, 2017). An egalitarian and learner-centered educational style is prioritized in the 2013

curriculum to increase student engagement. This curriculum upholds religious, cultural, and religious values while placing a priority on rights to freedom of learning.

Before the implementation of the 2013 curriculum, many experts say that the core curriculum should put more emphasis on promoting students' religious and cultural values that have defined Indonesia. The basic education system was later modified to reflect this view that more emphasis should be placed on teaching children religious and cultural values. A foreign culture (English) was introduced to the nation before them. In addition, many people believe that losing one's own language (Indonesian) may result from learning a foreign language. As a result, it is advised that English not be taught in elementary schools. Not long after that, in mid-2013, the government started introduced the 2013 curriculum by appointing 2,598 model schools for the elementary level throughout Indonesia (Zein, 2017). There were numerous issues in the field as a result of abrupt and inadequately prepared curriculum modifications. Resource readiness Insufficient personnel and supporting infrastructure present a challenging issue when first being applied. Many schools aren't prepared for changes to the way the curriculum is taught and structured. Other issues, such as the removal of bombastic English for elementary school kids, are equally complex as the school's readiness to apply the new curriculum.

Pages 9–10 Permendikbud No. 67 of 2013 concerning the elementary curriculum does not include English classes for elementary students at all. The implementation of English classes in elementary schools then raises a number of problems. Based on the problems mentioned above, the Ministry of Education and Culture made changes to the 2013 Curriculum in 2014 to strengthen the curriculum that is currently still used in pilot schools. Meanwhile, KTSP can be used as a teaching resource in schools that lack the necessary structures and resources. Seeing these conditions, even in schools that have implemented the 2013 curriculum, KTSP schools still offer English as the official language. So what about the teaching method? In what ways does the 2013 curriculum use pure English This study tries to identify how the elements that must be in the English learning curriculum are implemented so that they are in accordance with the curriculum objectives issued by the government and the needs of the teaching and learning process.

THEORETICAL REVIEW

Theoretical study is the basis used as a guide in writing this research report. The existing theory is based on reference and is structured as stages in analyzing problems. Broadly speaking, the theoretical review includes the elements in the curriculum strategy for learning English and previous study studies which are used as a reference in data analysis.

Curriculum development for ESP is based on the needs of the students. Based on the theory of Hutchinson and Waters (1987) ESP is an approach to language teaching in which all decisions about content and methods are based on the learner's reasons for learning. This is in accordance with Tsao (2011) who explains that teaching English in ESP is designed to meet the specific needs of students. For this reason, the English learning curriculum is adapted to the needs of students in their learning. After adjusting the formation of the curriculum according to the needs in the field, it was discovered that students were less able to adapt to the existing curriculum structure. In fact, several theories state that the curriculum plays an important role in achieving learning goals.

According to Dudley-Evans (2000) the key stages in ESP are needs analysis, syllabus design, material selection (and production), teaching and learning, and evaluation. Sequence these activities cannot be separated, related and or linear, and represent phases that overlap and are mutually exclusivedepends, this is in accordance with the opinion In accordance with the author's background as a lecturer teaching English courses, then based on previous theory the teacher has duties and responsibilities in guaranteeing the participants students to be able and in accordance with the demands of the curriculum that has been designed. Print (1993) states that teachers facilitate the curriculum and must be able to implement it and create it suitable for the learning environment (including learning level characteristics, local needs, setting cultural background). Based on Handler (2010), on the practical side, teachers have responsibilities to be involved in decisions such as understanding curriculum content, planning activities, and assessment based on curriculum focus, as well as matching content with several standards in the syllabus curriculum. Teachers also have an important role in delivering the curriculum. Linsey et al., (2010) describes the term 'curriculum delivery' as the point at which the learner interacts with the curicculum design.

RESEARCH METHODOLOGY

In this study, the writers employed the library research technique; specifically, they used books as a data source for composing articles. Examining written sources is how library research, also known as library research is done. The research is descriptive-analytical in

character and is presented in a clear, orderly, and focused manner. The secondary data used to create the study topics for this paper. Secondary sources, namely data obtained not from main books but from these books contain supporting data (Tatang M. Amirin, 2000). This is the outcome of a review of the earlier journal articles that cover topics connected to the curriculum creation process serve as the secondary sources for this article.

RESULT AND DISCUSSION

Definition of Curriculum

In the world of education applied as a number of subjects (subjects) that must be taken by students from the beginning to the end of the lesson program to receive an award in the form of a diploma. From this understanding it is revealed that the curriculum contains two main things, namely (1) there are subjects that must be taken by students, and (2) The main goal is to get a diploma. The implication is that each student must master all eyes lessons given and places the teacher in a very important and decisive position. The curriculum originates from the world of sports, namely curir (runner) and curere (racing place), which interpreted as the distance that must be traveled by a runner from start to finish for won an award medal (Susilana, et al.: 2006). However, according to Susilana, et al. (2006) the definition of the curriculum above is considered narrow or simple. This is as understood by Harold B. Alberty (Susilana, et al.: 2006) that the curriculum is all of the activities that are provided for the students by the school. Same thing put forward by Saylor, Alexander, and Lewis (Susilana, et al.: 2006) who consider curriculum as all the school's efforts to influence students to learn, both in the classroom, in school grounds and outside the school.

A curriculum can also refer to a document which contains the formulation of objectives, teaching materials, teaching and learning activities, schedules, and evaluation. Hilda Taba (Munir, 2008; Susilana, et al.: 2006) revealed that a curriculum is a plan for learning; therefore, what is know about the learning process and the development of the individual has beaten on shaping of a curriculum. The definition of curriculum which refers to the learning process is disclosed by Ali (Munir, 2008), namely the curriculum is categorized in three senses, namely (1) curriculum as student learning plans, (2) curriculum as learning plans, and (3) curriculum as a learning experience that is obtained by students. Curriculum as participant learning plan educate, as Hilda Taba understands. Curriculum as a learning plan is a lesson plan in a school. The curriculum covers a number of subjects offered by an educational institution that must be taken or studied by students in school or higher education to obtain a certain diploma. This is based on the notion of curriculum in on. Curriculum as a learning experience views the

curriculum not just lesson plans only, but also as a real and actual learning experience that occurs in the process education at school. Learning activities carried out by students in order to achieve mastery of competency standards. This understanding as stated by Tanner T. & Tunner L. (Susilana, et al.: 2006).

In the implementation of the curriculum in each educational unit there are principles that: support the achievement of curriculum implementation, as stated (Hamalik 2013) following:

a. Obtaining equal opportunity. This principle prioritizes the provision of a place that empower all students in a democratic and fair manner to obtain knowledge, skills, and attitudes.

b. Child centered. There are efforts to make students independent to learn, work together, and judge yourself. This is important, so that students are able to build a will, understanding, and knowledge. Therefore there must be an active learning effort, creative, effective, and fun as well as with a comprehensive and continuous assessment.

c. Approaches and partnerships. The entire learning experience is designed continuously, starting from Kindergarten, class I to class XII. The approach used in experience learning is focused on the varied needs of learners and integrates various disciplines. This requires partnership and is a shared responsibility between students, educators, educational units, the world of work and industry as well as parents and society.

d. Unity in policy and diversity in implementation Competency standards prepared by center, but the method of implementation is adjusted to the needs and capabilities of each area or school.

Curriculum Objectives

Judging from the hierarchical educational goals, it consists of very general goals to goals specific and measurable. The objectives of the curriculum are divided into four, namely:

a. National Education Goals

The National Education Goals are a broad objective with plenty of philosophical content. Every educational effort, which includes every institution and administration, must use the National Education Goals as a benchmark. In other words, formal, informal, and non-formal educational institutions all provide formal education. General education objectives are typically expressed as ideal behavior that is in line with the national philosophy and outlook on life, which are expressed by the government in the form of legislation.

The National Education Goals provide as a source of information and a direction for education efforts. In law No. 20 of 2003, it is stated that national education works to develop

capabilities and shape national character and civilization dignified in order to educate the life of the nation. This law aims to mold future students into morally upright, wise, healthy, and knowledgeable people who have a strong sense of faith and devotion to God Almighty. The development of educational goals in the form of the aforementioned objectives is an ideal that is challenging to realize and assess its performance. Finding the perfect goal's size is challenging. Due to this problem, the objective of education, which is universal in nature, needs to be more precisely stated.

b. Institutional Purpose

There are particular goals that must be achieved by every educational institution. On the other hand, this goal could be summed up as a condition that every student must satisfy in order to finish a course of study at a certain college. Institutional objectives are supplemental targets produced as a result of competition for graduates from each educational level. As an illustration, consider the competency criteria for elementary, secondary, vocational, and higher education. The following are examples of institutional goals, like those in government regulation number 19 of 2005 concerning National Education Standards Chapter 5 article 26, which explains that graduate competency standards are at the basic education level aims to lay the foundation of intelligence, knowledge, personality, noble character, and skills to live independently and attend further education. Graduating general secondary school students must meet competency criteria that are designed to raise their intelligence, knowledge, personalities, moral integrity, and ability to live independently and pursue postsecondary education in their chosen fields. Graduate competence standards in higher education are designed to give students the information, skills, independence, and attitude they need to find, develop, and use science, technology, and the arts in ways that benefit humanity.

c. Curricular Goals

Every subject area or set of lessons has objectives that must be met. These are called curricular goals. The qualifications students must possess after completing a specific subject of study in an educational institution are known as curricular goals. In essence, curricula also serve as a means of achieving educational institutions' objectives. Each educational objective must therefore be able to support and be focused on achieving the constitutional objective. Article 6 of Government Regulation No. 19 of 2005 Concerning National Education Standards specifies that the following constitutes the secondary-level general, vocational, and special education curricula of:

1. Groups of religious subjects and noble character.
2. Citizenship and personality subject groups.

3. Science and technology subject groups.

4. Aesthetic subject groups.

5. Physical, sports and health subject groups.

d. Learning or Instructional Objectives

   Learning or instructional objectives are the most specific goals. Learning objectives is the ability or skill expected to be possessed by students after them doing the process is an absolute requirement for teachers (Sanjaya, 2008). Objectives for Curriculum Development The objective component is a crucial element in the development of curricula. The curriculum objectives are formulated in 2 ways, namely;

a. Development of demands, needs and conditions of society.

b. Ideas and actions aimed at realizing philosophical ideals, particularly philosophy. The creation of objectives is crucial to the success of a curriculum. There are a number of reasons why goals must be created for the curriculum, among them: Goals that are closely related to the direction and objectives that every educational effort must pursue. Which goal clearly can help curriculum developers in designing curriculum models that can be implemented use will even help teachers in designing learning systems. curriculum goals clear can be used as a control in determining the limits and quality learning (Nana Syaodah and Sukmadinata, 2001). According to Bloom in his book Taxonomy of Educational Objectives, which was published in 1965. The form of behavior as a goal that must be formulated can be grouped into 3 classification or 3 domains (fields), namely the cognitive domain, effective. psychomotor.

c. Cognitive domain

The cognitive domain is educational goals related to intellectual abilities or thinking skills such as the ability to remember and the ability to solve problems. As for Cognitive domain consists of 6 levels, namely:

   a. Knowledge,

   b. Understanding (comprehension),

   c. Application (application),

   d. Analysis

   e. Synthesis

   f. Evaluation.

 d. Psychomotor domain

The psychomotor domain is a goal related to one's skill abilities (Mimin Haryati, 2007). There are 6 levels included in this domain, namely:

1) Reflex motion

2) Basic skills

3) Perceptual skills

4) Physical skills

5) Movement skill

6) Non-discursive communication.

e. Affective Domain

Affective domain goals from the cognitive domain indicates that a person will only have high level cognitive talents. This domain is concerned with attitudes, values, and appreciation. The affective domain has 5 levels:

a. Receiving/attending

b. Respond (responding)

c. Assessing (valuing)

d. Organizing (organizing)

e. Value characterization. (Asrohah and Alamansyah, 2009)

CONCLUSION AND SUGGESTION

It is clear from the discussion above that Indonesia has a sizable population of English learners in the modern era of globalization. Setting the appropriate English curriculum in light of learners' demands is therefore crucial at the moment. The curriculum is made up of a number of values that pupils internalize. These values can be cognitive, affective or psychomotor. Curriculum development strives to adapt education to social change while investigating previously unexplored information. Textbook problems are just one aspect of curriculum challenges; there are also many others, such as problems with direction and educational objectives, problems with the subject content, and problems with other connected concerns. As an educational program that has been systematically planned, the curriculum has a very important role for students education. Besides having a role, the curriculum also carries out certain functions. In accordance with the role that must be "played" by the curriculum as an educational tool and guideline, then content the curriculum must be in line with the goals of education itself. It can be said that the purpose of curriculum changes is to improve instruction. The curriculum development process is an activity to create a new curriculum through the steps of compiling, implementing, and perfecting the curriculum on the basis of an assessment carried out during the curriculum implementation activities. A curriculum cannot be created or produced without a clear goal and anticipated outcomes. As a result, the designed curriculum

needs to be modified to meet the demands of the students. It will be simpler for curriculum designers to decide what values should be included in the curriculum with this objective

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