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**2<sup>nd</sup> ICEL 2014**  
**THE SECOND INTERNATIONAL CONFERENCE ON EDUCATION AND LANGUAGE**

20, 21, 22 MAY 2014  
Bandar Lampung University, Indonesia  
**PROCEEDINGS**

Hosted by  
Teacher Training and Education Faculty (FKIP),  
English Education Study Program, Bandar Lampung University (UBL)

# PROCEEDINGS

THE SECOND INTERNATIONAL CONFERENCE  
ON EDUCATION AND LANGUAGE

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**2<sup>nd</sup> ICEL 2014**

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20 -22 MAY 2013



Organized by:  
Faculty of Teacher Training and Education (FKIP),  
English Education Study Program of Bandar Lampung University  
Zainal Abidin Pagar Alam street No.89 Labuhan Ratu, Bandar Lampung, Indonesia  
Phone: +62 721 36 666 25, Fax: +62 721 701 467  
[www.ubl.ac.id](http://www.ubl.ac.id)

## **PREFACE**

The activities of the International Conference are in line and very appropriate with the vision and mission of Bandar Lampung University (UBL) to promote training and education as well as research in these areas.

On behalf of the Second International Conference of Education and Language (2<sup>nd</sup> ICEL 2014) organizing committee, we are very pleased with the very good responses especially from the keynote speakers and from the participants. It is noteworthy to point out that about 80 technical papers were received for this conference

The participants of the conference come from many well known universities, among others: University of Wollongong, NSW Australia, International Islamic University Malaysia, Kyoto University (Temple University (Osaka), Japan - Jawaharlal Nehru University, New Delhi, India - West Visayas State University College of Agriculture and Forestry, Lambunao, Iloilo, Philippine - Bahcesehir University, Istanbul, Turkey - The Higher Institute of Modern Languages, Tunisia - University of Baku, Azerbaijan - Sarhad University, KPK, Pakistan - Medical Sciences English Language Teacher Foundation Program, Ministry of Health, Oman - Faculty School of Arts and Sciences, Banga, Aklan Philippines - Sultan Ageng Tirtayasa, Banten, - Pelita Harapan University, Jakarta - STIBA Saraswati Denpasar, Bali - University of Muhammadiyah Yogyakarta - Ahmad Dahlan University Yogyakarta - Sriwijaya University, Palembang - Islamic University of Malang - IAIN Raden Fatah Palembang - Universitas Diponegoro, Semarang, Indonesia - Universitas Haluoleo Kendari - State Islamic University of Sunan Gunung Djati, Bandung - Tadulako University, Central Sulawesi - Sanata Dharma University - Lampung University and Open University,

I would like to express my deepest gratitude to the International Advisory Board members, sponsors and also to all keynote speakers and all participants. I am also grateful to all organizing committee and all of the reviewers who contribute to the high standard of the conference. Also I would like to express my deepest gratitude to the Rector of Bandar Lampung University (UBL) who gives us endless support to these activities, so that the conference can be administrated on time.

Bandar Lampung, 20 May 2014

**Drs. Harpain, M.A.T., M.M**

*2<sup>nd</sup> ICEL 2014 Chairman*

## PROCEEDINGS

The Second International Conference on  
Education and Language (2<sup>nd</sup> ICEL 2014)  
BANDAR LAMPUNG UNIVERSITY  
Bandar Lampung, Indonesia  
May 20,21,22 2014

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## Table Of Content

Preface .....	ii
Steering Committee.....	iii
Table of Content .....	iv

### Keynote Speakers :

1. Recent Trends In Asian ESP – Amporn Sa-ngiamwibool .....	I-1
2. Improving Teaching And Research Capacity In Indonesia Education Throught Asean Collaboration - Didik Sulistyanto .....	I-6
3. Foreign Language In Nation Building: A Case Study Of India – Gautam Kumar Jha .....	I-11
4. The Influence Of Learning Styles, Motivation, And Types Of School On Students’ English Achievement At Junior High Schools In Bandar Lampung – Harpain .....	I-17
5. Teachers And Students’ Perceptions Of Communicative Competence In English As A Foreign Language In Indonesia – Hery Yufrizal .....	I-26
6. Enhancing Teaching Capability Through Thailand’s Teacher TV Program - Rapin Chayvimol .....	I-34
7. Is Cooperative Learning Appropriate Instructional Methodology To Support The Implementation of Curriculum 2013 in indonesia? : Theoretical And Cultural Analysis - Yanuar Dwi Prastyo .....	I-41

### Paper Presenter :

1. The Model Of The Development Of Instructional Material For Enhancing Students’ English Speaking Skills At Elementary Schools In Bandar Lampung - Akhmad Sutiyono .....	II-1
2. Error Correction And Feedback In Speaking : A Comparative Study Of Teacher (Lecturer) And Student Preferences In Responding Students’ Errors In Speaking At English Education Study Program - Bambang Irfani .....	II-8
3. Performance Assessment In Teaching EFL Reading In Indonesia: Viewed From First Language (Li) Use To Check Learners’ Comprehension - Candra Jaya .....	II-19
4. Deaf Education And Teachers Training In Zambia - Chibesa, R. Simbule.....	II-25
5. The Effectiveness Of Using Cooperative Learning Type Number Heads Together (NHT) Improving Reading Comprehansion Of The Students At SMP N 20 Tangerang - Destiani Rahmawati.....	II-30
6. Fostering Collaborative Inquiry Learning Through Cloud-Based Application - Dony Saputra, Dedy Iskandar, Nasril Sany .....	II-37
7. SIPEBI: A Model Of Cultural Edutainment Web Portal As A Medium For Students’ Self-Directed-Learning And Alternative Assessment - Dony Saputra, Santo Tjhin, Tubagus Zufri .....	II-43
8. Bacteria Material In The Short Story Based On The Characters Of Punokawan For Biology Learning - Endah Rita Sulistyia Dewi, Prasetyo .....	II-49
9. Teaching English Based On Character Education At Senior High School Metro - Fenny Thresia .....	II-53
10. Causes Of Private Tutoring In English: Perspectives Of Saudi Secondary School Students And Their Parents – Ghazi N. Alotaibi.....	II-60

11. Local Voices In Creative Writing – Harris Hermansyah Setiajid .....	II-66
12. Some Theories Of Educational Marketing – Hasbi .....	II-71
13. Problems In Developing Seminar Course For Biology Education Students – Herawati Susilo .....	II-81
14. Improving Students’ Speaking Skill Through Audio Visual Media At 4 <sup>th</sup> Grade Of Labschool Elementary School East Jakarta – Herlina .....	II-87
15. Teaching Speaking To Young Learners Through Role Play – Iin Inawati .....	II-97
16. Designing And Developing Learning Apps For Esl Learners – Learners Ismail Fayed, Azidah Abu Ziden .....	II-106
17. ESP Needs Analysis Based Syllabus Of Economics Faculty Students, Universitas “45” Makassar – Lalu Abdul Khalik.....	II-116
18. The Improvement Of Students' Ability To Learn Cell Biology And Discuss Its Application In Live Through The Implementation Of The Student Team Achievement Divisions (STAD) With Lesson Study (LS) – Marheny Lukitasari, Herawati Susilo .....	II-128
19. Using Translation As An Activity In Content-Based Instruction – Melinda Roza .....	II-134
20. Student Teacher’s Reflective Skill: Phenomenology Study About The Experience Of Teaching Practice In Esl Classrooms In A Primary School In Batam – Meri Fuji Siahaan .....	II-139
21. Students’ Understanding On Cultural Concept: Case Study In Mathematics Department – Muhammad Arief Budiman .....	II-148
22. The Possibility Of Generalizing Types Of Basic Sentences In Bahasa Indonesia In Relation With The Learning Of Basic Sentence Structure In English – Nana Suciati .....	II-155
23. Fishbone Strategy In Teaching English In Indonesia: A Tool Organizer For Learning EFL Reading – Nasir .....	II-160
24. Coaching Model Of Science Teacher Professionalism Through MGMP Teaching Clinic Management – Ngurah Ayu Nyoman Murniati .....	II-166
25. Exploring The Learning Of Language Through Global Dance And Music: A Theoretical Analysis – Norah Banafi.....	II-170
26. English Teaching Media In Class Implementing Curriculum 2013 – Putra Mahardhika .....	II-177
27. Language Equation: Enchancing Stories Writing Skill – Sakulkaew Kaewmulkit.....	II-181
28. Indonesian Scientific Writing By Using Communicative Approach – Sobri.....	II-189
29. Indonesian Curriculum Development: Meaning-Based Curriculum And Competency-Based Curriculum In The Context Of Teaching English Subject – Subandi .....	II-198
30. Distribution Of Daily Use Local Language In Indonesia – Suparman Ibrahim Abdullah, Yunita, Maria C .....	II-206
31. How To Teach Science For Elementary Gifted Students. A Case Study Done At CGS Cianjur In Indonesia – Surachman Dimiyati, Asnah Said .....	II-212
32. Critics And Suggestions For GPO In Science Teaching A Free Online Resource For Teachers In Indonesia Implemented By Universitas Terbuka – Surachman Dimiyati, Mujadi .....	II-216
33. An Investigation Of Thai High School Students’ English Language Learning Problems – ThanThamajaree, Amporn Sa-ngiamwibool.....	II-221

34. Improving Learning Motivation And Cognitive Learning Outcomes Using Blended Earning-Based Guided Inquiry Strategy Through Lesson Study In Genetics – Waris, Herawati Susilo.....	II-226
35. The Effect Of Active Learning Methods Terjun-Tulis-Saji To The Improvement Of Scientific Literacy And Mastery Of Biology Competencies Of Senior High School Students – Wirastini, Komang Ayu, Herawati Susilo, Hadi Suwono .....	II-232
36. A Three-Dimensional Contextualization Established For An English Language-Learning-&-Teaching To Get Along With In The Classroom – Yan Pei-heng, Yan Jing, Chen Si.....	II-238
37. The Influence Of Physical Fitness Test Towards Students’ Motivation In Learning Physical Education Of Grade XI – Noviana Amelia, Simon Mulia.....	II-245
38. Distinctive Feature Of Phoneme In Savunese Language – Rudolof Jibrael Isu .....	II-254

## INDONESIAN CURRICULUM DEVELOPMENT: MEANING-BASED CURRICULUM AND COMPETENCY-BASED CURRICULUM IN THE CONTEXT OF TEACHING ENGLISH SUBJECT

Subandi

State Islamic Institute of Raden Intan, Bandar Lampung

Corresponding email: dr.subandi@yahoo.com

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### Abstract

Curriculum as the foundation of teaching and learning process covers subject matters and students' learning experience from inside and outside of school. This article aims at describing Indonesian curriculum developments, which consist of Meaning-Based Curriculum (MBC) and Competency-Based Curriculum (CBC), based on theoretical dimension and practical dimension. Curriculum views as a theoretical dimension are underpinned by four models of curriculums that consist of (1) dualistic model, (2) interlocking model, (3) concentric model, (4) cyclical model. Meanwhile, English subject matter curriculum (ESMC) views as a practical dimension are based upon (1) *thematic* development in MBC, (2) *syllabus* development in CBC. Two theoretical dimensions of the Indonesian curriculum views describe (1) *Concentric model* is incorporated into MBC in the 1994 Curriculum and CBC in the 2004 and 2013 Curriculum; (2) *Interlocking model* is incorporated into CBC in the 2006 Curriculum. Three dimensions of ESMC views describe (1) *Thematic* development is incorporated into MBC in the 1994 Curriculum to develop students' English skills and components based on selected themes, (2) *Syllabus* development is incorporated into CBC to develop students' English competences by the 2004 and 2006 Curriculum; however, in the 2013 Curriculum to develop students' core competences for character values that are attached in science and technology by Exploring English without adequately equipping students with English skills and components.

**Key words:** curriculum, meaning-based curriculum (MBC), competency-based curriculum (CBC), English subject matter curriculum (ESMC)

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### 1. INTRODUCTION

Curriculum in Indonesia refers to a set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objective (*Republic of Indonesia law, no.20 year 2003*).

Meaning-Based Curriculum (MBC) as the 1994 Curriculum (Lie, 2007:5) is based on communicative approach as a compulsory subject at general high school as students' developing device in knowledge, technology, and culture (*Decree of education and cultural Ministry .No. 061/U/1993*).

English Subject Matter Curriculum (ESMC) for general high school in the 1994 Curriculum comprises the skills of reading, listening, speaking, and writing by emphasizing on the reading skill (*Decree of education and cultural ministry. No.061/U/1993*).

Three kinds of Competency-Based Curriculum (CBC) include the 2004, 2006, and 2013 Curriculum of which each ESMC in the 2004 and 2006 consists of four standards of competence (SC) :listening and reading to comprehend text and speaking and writing to express text, (*Department of National Education, 2003 & Education ministerial regulation no. 22 year 2006*).

In the 2013 Curriculum, meanwhile, comprises four core competences (CC) , namely CC 1 for religious, CC 2 for social, CC 3 for knowledge, CC 4 for knowledge applications (*Basic competence in the 2013 Curriculum,2013:7*).

Olivia (1992:9-12&160-171) proposes four models of curriculum, which consist dualistic, interlocking, concentric, and cyclical model, underlying Indonesian curriculum models.



## 2. THE MODELS OF CURRICULUM: THEORETICAL DIMENSION

The curriculum models are based upon the relationship between curriculum as to “what” to teach including program and content and instruction as to “how” to teach including a method of instruction and teaching acts (Olivia, 1992:10).

Four curriculum models by Olivia (1992:9-12&160-171) cover (1) dualistic model, (2) interlocking model,(3) concentric model, (4) cyclical models.

Firstly, dualistic model describes that the curriculum sits on one side; meanwhile, the instruction sits on the other that can be depicted in Figure 1.

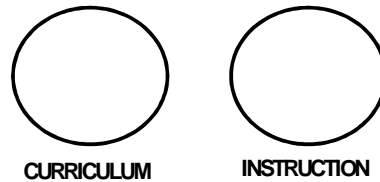


Figure1. Dualistic Model

The curriculum and instruction are not in jointed entities that illustrate little relationship between teacher’s classroom direction and master plan. This model shows the changes in curriculum on instructional process insignificantly affect one another.

Secondly, interlocking model describes that both curriculum and instruction are on integrated positions that can be depicted in Figure 2.



Figure 2. Interlocking Model

Each component on the jointed entities implies no matter which element appears on the left or the right that demonstrates an integrated relationship between these two entities due to harm of the separation of one from the other.

Thirdly, concentric model illustrates curriculum-instruction in one component in the sketch and the other one in the subsystem can be depicted in Figure 3.

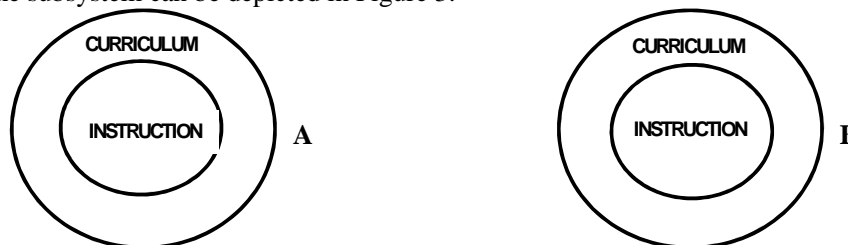


Figure 3. Concentric Model

Model A describes curriculum on the sketch and instruction on the subsystem; but, model B describes instruction on the sketch and curriculum on the subsystem. These models show instruction in model A depends on curriculum; however, model B is subservient to global instruction.

Fourthly, cyclical model describes that curriculum – instruction relationship and instruction – curriculum relationship on the separate entities are linked with circular relationships that can be depicted in Figure 4.

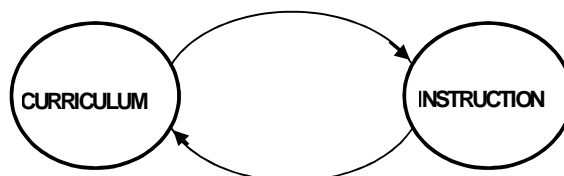


Figure 4. Cyclical Model

The instruction is made after curriculum; meanwhile, the curriculum is modified after instruction has been implemented and evaluated. This model shows each component is inseparable entities but a part of a sphere – a circle.

### 3. MEANING-BASED CURRICULUM (MBC): THE 1994 CURRICULUM

MBC is based on *Decree of education and cultural ministry. No.061/U/1993* in which its aim is to provide students with the skills of reading, listening, speaking, and writing based on the selected theme by considering their interests, language development, vocabulary mastery, and grammar.

The emphasis, however, is on the reading skill which is equipped with grammar, vocabulary, and pronunciation to underpin the four English skills based on guideline of teaching program (GBPP).

Three bases in MBC comprise (1) meaningful approach, (2) model of guideline of teaching program (GBPP), (3) thematic developments.

Three aspects in meaningful approach include (1) linguistics for oral and written expressions, (2) subject matters for students' needs and interests, (3) teaching-learning process for students and teacher as a teaching facilitator.

Models of GBPP development emphasize on the reading skill which is supported by grammar, vocabulary, and pronunciation based *thematic* developments as themes-based students' needs to develop students' knowledge, technology, and art that can be presented in Figure 5

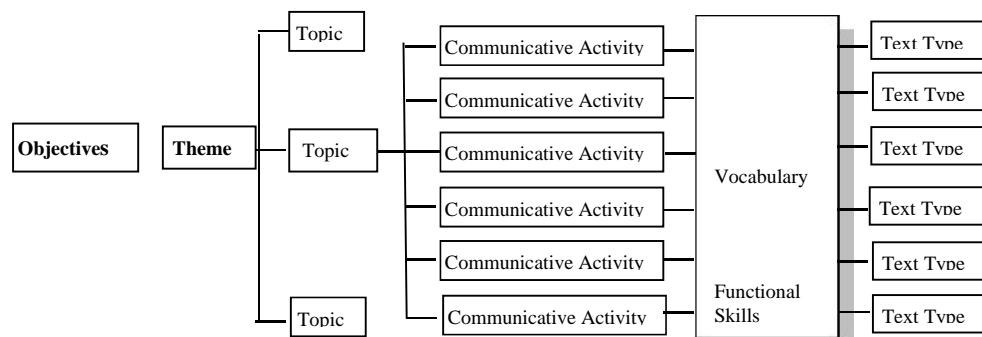


Figure 5. Thematic Developments in MBC (the 1994 Curriculum)

Six components in MCB developments include (1) objectives to suitable skills, (2) suitable theme (3) topic from thematic development, (4) communicative activities as learning process, (5) linguistic skill in vocabulary and functional skills, (6) text types.

### 4. COMPETENCY-BASED CURRICULUM (CBC): THE 2004 CURRICULUM, 2006 CURRICULUM, AND 2013 CURRICULUM

The 2004 Curriculum contains a set of planning and organization of competence to achieve national objective in adjustable environment and school potency (*Department of National Education, 2004:4*).

The 2006 Curriculum known as School-Level Curriculum (SLC) is operational curriculum which is arranged and performed by each unit of school (*Management of Director General of Elementary and Secondary Education, 2009:1*).

The 2013 Curriculum is as a path from the 2004 and 2006 Curriculum of which each curriculum development consists of affective, cognitive, and psychomotor (*Public trial of the 2013 curriculum, 2012:4*).

The central standard development in the 2004 and 2006 curriculum is on the standard of content to promote students' four English skills. However, in the 2013 curriculum, is on the standard of graduate competence to promote four CCs, namely religious, social, knowledge, and knowledge application (Jaya, 2013:85).

### 5. INDONESIAN CURRICULUM DEVELOPMENT TOWARDS DIMENSION OF TH MODELS OF CURRICULUM

Two kinds of Indonesian curriculum developments, which consist of MBC and CBC, are described as models of curriculum as a theoretical dimension.

In the model of MBC in the 1994, curriculum planner provides (1) thematic development , (2) the skills of reading, listening, speaking, and writing as well as grammar, pronunciation and vocabulary (from 2500 to 3000 words) (*GBPP*).

In the model of CBC in the 2004, the curriculum planner provides (1) standard of competences, (2) basic competences, (3) learning Indicators, (4) learning materials (*the 2004 & 2006 Curriculum Comparison*).

In the Model of CBC in the 2013, curriculum planners provide (1) core competences, (2) basic competences, (3) learning materials, (4) learning scenario, (5) time allocation, (6) learning resource (*Basic Frameworks and Curriculum Structure 2013: 2013:13*).

The theoretical dimension of MBC and CBC in the 2004 & 2013 describe *Concentric Model A* is incorporated in each model as depicted in Figure 6.

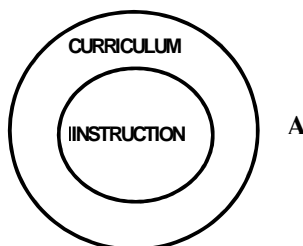


Figure 6. The Curriculum Model of MBC and CBC (the 200& 2013)

In the model of CBC in the 2006, the curriculum planners provide (1) standard of competence, (2) basic competence (*The 2004 & 2006 Curriculum Comparison*). The theoretical dimensions of CBC in the 2006 describes *Interlocking Model* is incorporated in this CBC that can be depicted in Figure 7.

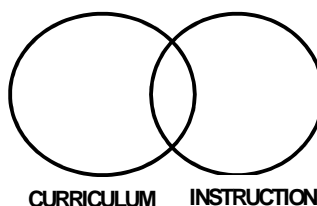


Figure 7. The Curriculum Model of MBC in the 2006 Curriculum

The Interlocking Model describes curriculum and instruction are developed by schools (*the 2004 & 2006 Curriculum Comparison*).

## 6. ENGLISH SUBJECT MATTER CURRICULUM (ESMC) TOWARDS MEANING-BASED CURRICULUM (MBC) AND COMPETENCY-BASED CURRICULUM (CBC)

MBC provides English teachers with *thematic* development; meanwhile, CBC provides English teachers with *syllabus* development.

Thematic developments in MBC on model of GBPP describe ESMC develops four English skills and three languages components based on the selected themes are presented in Table 1.

Table 1. ESMC on MBC in the 1994 Curriculum

Objective	Selected Themes	Functional Text and Language Components	Example of Functional Texts	Vocabulary List
Provides students with 500-1500 words based on themes to learn reading, listening, speaking, and writing, grammar.	<ul style="list-style-type: none"> <li>• Education</li> <li>• Clean Environment</li> <li>• Family life</li> <li>• Pollution</li> <li>• Health</li> </ul>	<ul style="list-style-type: none"> <li>• Introducing self</li> <li>• Greeting</li> <li>• Felling of Proud</li> <li>• Apologizing</li> </ul>	<ul style="list-style-type: none"> <li>• <i>Allow me to introduce my self</i></li> <li>• <i>Good afternoon</i></li> <li>• <i>I am proud of you</i></li> <li>• <i>Excuse me for disturbing you</i></li> </ul>	<ul style="list-style-type: none"> <li>• Education : <i>examination, lecturer, certificate,</i></li> <li>• Clean Environment : <i>Dust, cleanliness,</i></li> <li>• Family Life : <i>ride, divorce, father in-law</i></li> <li>• Health : <i>Drug, blood, injection, tooth</i></li> </ul>

Five components of GBPP 1994 are (1) objectives for students' English skills and language components, (2) selected themes for students' science, technology, and art, (3) functional text for expressions and language components, namely grammar, vocabulary, and pronunciation, (4) vocabularies from themes.

Syllabus developments in CBC in the 2004 (*Standard of Competence of English subject, 2003:25&29*) describe ESMC develop four English skills based on text types are presented in Table 2.

Table 2: ESM in MBC in the 2004 Curriculum

Standard of Competence (SC)	Basic Competence (BC) / SKILLS	Learning Indicators	Learning Materials
Orally and written communicating in an accurate and a fluent language in interactional and monologue text dealing with narrative, procedure, spoof / recount, report and news item.	<b>LISTENING</b> Understanding transactional and interpersonal discourse and oral monologue related to narrative, procedure, spoof, recount, report, and news item.	Responding accurate utterance in transactional and interpersonal discourse: • Receiving services / goods • Introduction • Meeting • Parting • Agreement • Thanking .  • Responding monologue discourse: Narrative, procedure, spoof , report, and news item	• Thank you • Pleased to meet you • Hello • See you • That's OK • That's right  • Let me tell you, let me show, I would like to tell you, did you know where there is a bomb?
	<b>SPEAKING</b> Expressing meaningful nuances and rhetorical development steps in written text in by using text types: narrative, procedure, spoof , recount, and news item.	• Performing various oral transactional utterance • Receiving services / goods • Introduction • Meeting • Parting • Invitation • Surprising • Expressing of feeling: Attention, surprise, sympathy, happiness, • Performing monologue: Narrative, procedure, spoof , report, and news item.	• Here you are • Hello my name is ... • Hello .. • See you • Shall we start ..? • Are you looking lovely?  • Let me tell you, let me show, I would like to tell you, did you know where there is a bomb?
	<b>READING</b> Understanding meaningful nuances and rhetorical development steps in written text in narrative, procedure, spoof , recount, and news item.	Responding various text types: • Narrative: Letter, song • Procedure (instruction, recipe, manual) • Spoof/recount : • News items • Ideational meaning • Textual meaning	• I have a dream • Open the can • Once upon a time... • Jim Carey had a trip to the zoo. Who went to zoo? • He often goes to the zoo. Often, he goes to zoo.
	<b>WRITING</b> Expressing meaningful nuances and rhetorical development steps in written text in by using text types: narrative, procedure, spoof , recount, and news item.	• Demonstrating basic competence • Grammar, vocabularies, and punctuation • Writing main idea • Elaborating idea • Using italic • Drafting • Producing text types : Narrative, procedure, spoof , report, and news item	• Adjective, adjective phrase, connectors, nouns, noun phrases, quantifier, simple present tense, imperative, and verbs. • Factual recounts :Adjective, adjective phrase, clause, connector, passive voice, preposition, pronoun, tenses • Report : adjective, comparing, contrast, pronoun, simple present tense

Four components available from syllabus developments in the CBC (the 2004) are (1) standard of competence in students' oral and written communication in interactional and monolog text based on text types, (2) basic competences in students' understanding of text types, (3) indicator of students' responses to text types, ideal, and textual meaning, (4) learning materials for text types purpose.

Syllabus development in CBC (the 2006) (*Standard of Competence & Basic Competence 2006: 2006:309-311*) describes ESMC develops four English skills based on text types are presented in Table 3

Table 3. ECSM in MBC in the 2006 Curriculum

Skill	Standard of Competence (SC)	Basic Competence (BC)
Listening	Understanding the meaning of transactional and interpersonal conversation in daily context	Responding the meaning of <i>transactional</i> (to get things done) and <i>interpersonal</i> (socialize) conversation in formal and informal way: <i>introduction, meeting and parting, agreement, invitation, receiving promise, and cancelling promise.</i> Responding the meaning of <i>transactional</i> (to get things done) and <i>interpersonal</i> (socialize) conversation in formal and informal way: <i>expression of happy, showing attention, showing sympathy, and giving instruction.</i>
	Understanding short functional text meaning and simple monolog texts in the text types : recount, narrative, and procedures in daily context	Responding the meaning of shortly spoken functional text accurately, fluently, and acceptably (for example: <i>announcement, advertisement, invitation, etc</i> ) Responding the meaning of monologue text : <i>recount, narrative, and procedure</i> text type.
Speaking	Expressing the meaning of transactional and interpersonal conversation in daily context	Expressing the meaning of <i>transactional</i> (to get things done) and <i>interpersonal</i> (socialize) conversation in formal and informal way: <i>introduction, meeting and parting, agreement, invitation, receiving promise, and cancelling promise.</i> Expressing the meaning of <i>transactional</i> (to get things done) and <i>interpersonal</i> (socialize) conversation in formal and informal way: <i>expression of happy, showing attention, showing sympathy, and giving instruction.</i>
	Expressing short functional text meaning and simple monolog texts in the text types : recount, narrative, and procedures in daily	Expressing the meaning of short functional text accurately, fluently, and acceptably (for example:

	context	<i>announcement, advertisement, invitation, etc</i> Expressing the meaning of monologue text that uses the variety of spoken language accurately, fluently, and acceptably in various daily life contexts: <i>recount, narrative, and procedure</i> text type.
Reading	Understanding short functional text meaning and simple essays in the text types : <i>recount, narrative, and procedures</i> in daily context and to gain science.	Responding the meaning of short functional text (for example: <i>announcement, advertisement, invitation, etc</i> ) in formal and informal way in daily life context to gain science.  Responding the meaning or accurately, fluently, acceptably written essays in daily context to gain science in the text types: <i>recount, narrative, and procedure</i> text type
Writing	Expressing short functional text meaning and simple monolog texts in the text types : <i>recount, narrative, and procedures</i> in daily context	Expressing the meaning of shortly written functional text accurately, fluently, and acceptably (for example: <i>announcement, advertisement, invitation, etc</i> ) in formal and informal way in various daily life context.  Expressing the meaning and rhetorical steps accurately, fluently, and acceptably by using the variety of written languages in a daily life context: <i>recount, narrative, and procedure</i> text type.

Two components available from syllabus developments in CBC in the 2006 curriculum are (1) standard of competences in four skills in which (a) listening to understand, but speaking to express out of conversation and monologue text based on text types, (b) reading to understand but writing to express out of text types, (2) basic competences in four skills in which (a) listening to respond, but speaking to express out of transactional, interpersonal, and short functional conversation, (b) reading to respond, but writing to express out of text and essay.

Syllabus developments in CBC (the 2013) (*Basic Competence 2013: 2013: 66-67*) describe ESMC develop four core competences based on text types are presented in Table 4.

Table 4. ECSM in MBC in the 2013 Curriculum

Skill	Core Competence (CI)	Basic Competence (BC)
UNSTATED	1. Fully appreciating and accomplishing based on students' religion of each.	
	2. Developing behavior ( <i>honest, discipline, responsible, care, courteous, friendly, cooperation, collaboration, peaceful love, responsive, and proactive</i> ) and showing attitude to solve various nation problem in effectively interacting with social and natural environment as well as self position as nation reflection towards world association.	2.1 Showing behavior for <i>responsible, care, responsive, and proactive</i> in processing, reasoning, and presenting information dealing with the occurrence of natural environment (flood, tsunami, earthquake, ect) in <i>explanation</i> text type. 2.2 Showing behavior for <i>responsible, care, responsive, and proactive</i> in processing, reasoning, and presenting information the occurrence the problem related to social environment (citizens' conflict, poverty, stupidity, etc) in <i>explanation</i> text type. 2.3 Showing behavior for <i>responsible, care, responsive, and proactive</i> in processing, reasoning, and proposing solution to overcome the problem related to natural environment in <i>hortatory exposition</i> text type. 2.4 Showing behavior for <i>responsible, care, responsive, and proactive</i> in processing, reasoning, and proposing solution to overcome the problem related to social environment in <i>hortatory exposition</i> text type. 2.5 Showing behavior for <i>discipline, responsible, and peaceful love</i> in finding main idea by using various idiom, proverb, and poetic language that are originated from English poem.
	3. Comprehending and implementing factual, conceptual, procedural knowledge in science, technology, art, culture, and humanities with mankind, nationality, national matters, civilization insight related to current phenomena and event as well as implementing procedural knowledge in the specific field of the study based on students' talent and interest to solve the problem.	3.1 Understanding how to present <i>explanation</i> text type related to the occurrence of problem about natural environment (flood, tsunami, earthquake, ect). 3.2 Analyzing <i>explanation</i> text type related to the occurrence of social environment (citizens' conflict, poverty, stupidity, etc) 3.3 Understanding how to present <i>hortatory</i> text type to overcome problem about natural environment. 3.4 Analyzing <i>hortatory</i> text type to overcome problem about social environment. 3.5 Analyzing main idea in the various idioms, proverbs, and poetic language that are generated from English poem.
	4. Processing, reasoning, and presenting concrete and abstract domain related to the matters that are independently learned from school and being able to utilize appropriate method in accordance with the basic principle of the knowledge.	4.1 Grasping main idea in the <i>explanation</i> text type and presenting information about the occurrence of the problem related to natural environment (flood, tsunami, earthquake, ect). 4.2 Producing information in <i>explanation</i> text type coherently related to the occurrence of social environment (citizens' conflict, poverty, stupidity, etc) 4.3 Grasping main idea in the <i>hortatory exposition</i> and proposing solution to overcome the problem about natural environment. 4.4 Producing coherent <i>hortatory exposition</i> text to solve the problem about social environment. 4.5 Expressing main idea by using various idioms, proverbs, and poetic language that are generated from English poems.

Two components available from syllabus developments in CBC (the 2013) are (1) core competences (CC) consisting of CC1 for religious, CC2 for social attitude, CC3 for knowledge, CC4 for knowledge application, (2) basic competences in CC2 to show responsible and honest by *explanation text.*, CC3 to present and analyze explanation text related to environment, CC4 to gain main information from explanation text and hortatory text to overcome social problem .

## 7. CONCLUDING REMARK

Theoretical dimension of MBC (the 1994 Curriculum) and CBC (the 2004 & 2013 Curriculum) as *Concentric Model A* is by equipping instructions with (1) English skills and components and themes by the 1994, (2) standard of competence, basic competence, and learning indicators and materials by the 2004, (3) four core competences, basic competences, learning materials, scenario and resource by the 2013.

Meanwhile, theoretical dimension of CBC (the 2006 Curriculum) as *Interlocking Model* is by equipping instructions with standards of competences for each skill from basic competence which are developed by each instructor.

Practical dimensions of ESMC in MBC (the 1994 Curriculum) as a *thematic* development is by providing students with four English skills and three language components based on selected themes.

Practical dimension of ESMC in CBC (the 2004, 2006&2013 Curriculum) as a *syllabus* development is by providing students with (1) one standard of competence for four English skills by the 2004, (2) each standard of competence for each basic competence for four English skills by the 2006, (3), four cores competences for basic competences without focusing on a particular English skill.

In a nutshell, the ESMC dimension, the 1994 emphasizes theme-based materials in English skills and English components, the 2004 highlights four English skills in one standard of competence, the 2006 emphasizes four English skills by each standard of competence, the 2013 highlights character values in English materials without being adequately equipped with four language skills and three language components.

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Jl. Z.A. Pagar Alam No.26 Labuhan Ratu  
Bandar Lampung 35142 Phone: +62 721 701463  
[www.ubl.ac.id](http://www.ubl.ac.id)  
Lampung - Indonesia

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