

2013 Curriculum Evaluation: a Comparison to Language Curriculum Design and 21st Century Learning Skills

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Abstract: The curriculum should always be updated in line with the changes to keep it relevant to the changing society. The main reason of curriculum changing is as the revision, evaluation, and correction of the previous curriculum. The objective of doing curriculum evaluation is to know whether the currently used curriculum in Indonesia already meet the rubric of 21st CLD and Language Curriculum Design from Nation and Macalister. The research design used in this study was qualitative research. This study applied content analysis approach which focused on senior high school curriculum for English subject. It resulted that 2013 Curriculum used in Indonesia already tried to fulfill the Language Curriculum Design proposed by Nation and Macalister and promote 21st CLS, especially skilled communication.

Key Words: curriculum evaluation; language curriculum design; 21st century learning skills; skilled communication

Abstrak: Kurikulum harus selalu diperbarui sejalan dengan perubahan agar tetap relevan dengan masyarakat yang berubah. Alasan utama perubahan kurikulum adalah sebagai revisi, evaluasi, dan koreksi kurikulum sebelumnya. Tujuan melakukan evaluasi kurikulum adalah untuk mengetahui apakah kurikulum yang saat ini digunakan di Indonesia telah memenuhi rubrik CLD ke-21 dan Desain Kurikulum Bahasa dari *Nation and Macalister*. Desain penelitian yang digunakan dalam penelitian ini adalah penelitian kualitatif. Penelitian ini menerapkan pendekatan analisis konten yang berfokus pada kurikulum sekolah menengah atas untuk mata pelajaran bahasa Inggris. Hasilnya, Kurikulum 2013 yang digunakan di Indonesia telah dicoba untuk memenuhi Desain Kurikulum Bahasa yang diusulkan oleh *Nation and Macalister* dan mempromosikan CLS ke-21, khususnya komunikasi yang terampil.

Kata kunci: evaluasi kurikulum, desain kurikulum bahasa, keterampilan belajar abad ke-21, komunikasi yang terampil

INTRODUCTION

Our world now faces a twenty first century era and a number of global initiatives have attempted to define the skills and competencies needed by the students to succeed in 21st century. School, as one basic function of education, tries to accommodate students need by giving what it is called as twenty first Century Learning Design (21st CLD), a learning design which focuses on content knowledge in interdisciplinary themes, creativity and innovation, critical thinking and problem solving, communication and collaboration, Information, Communication, and Technology (ICT) skills, and life and career skills (P21 Framework Definition, 2009). Partnership for 21st cen-

tury skills or P21 (2003) (from Beers, 2011) identifies six key elements of 21st century learning, those are emphasizes core subjects at higher level of understanding; emphasizes learning skills such as information and technology skills, thinking and problem-solving skills, interpersonal and self-directional skills; uses 21st century tools such as digital technology and communication; educators teach and students learn in a 21st century context which uses real-world application and experiences; educators teach and students learn in a 21st century context in emerging areas such as global awareness and financial, economic, business, and civic literacy; and teachers use 21st century assessment which measure 21st century skills in both standardized testing and classroom assessments.

In Indonesia, ideal learning process as stated by 21st CLD yet cannot be implemented well. Trends in International Mathematics and Science Study (TIMSS) test conducted in 2007 showed that Indonesian students who participated in this test received lower results than other participating countries such as Thailand, Brazil, Tunisia, Qatar, Japan, Taipei, Hong Kong, Australia, and Korea (Mullis, 2008). The Program for International Student Assessment (PISA) stated that Indonesia held lower score than the mean average in both three categories of subject given as the test –Mathematics, Science, and Reading (Organization for Economic Cooperation and Development/OECD, 2012).

Data from The World Bank (2010) stated that the education achievement of many Indonesian teachers is still lower than what is required by law. It showed that only 37 percent of all teachers held bachelor degrees and 26 percent had only a high school degree or less (The World Bank, 2010). A study about the general competency of Indonesian teachers in terms of their academic background, subject and pedagogical knowledge, and teaching practices in classrooms was conducted and the result showed that 20 to 25 percent of Indonesian teachers have not even attained the education levels required by the prior teacher laws: a two-year diploma for primary school teachers, a three-year diploma for junior secondary school teachers and a four-year degree for senior secondary school teachers (The World Bank, 2010).

Today teachers are expected to embrace diversity with differentiated pedagogical practices. In short, the kind of education needed today requires teachers to be high-level knowledge teacher who constantly advance their own knowledge as well as their profession. On the contrary, the data above showed that teachers have not attained the expected outcomes. In the process of teaching and learning, teachers have an important role in achieving the learning goals in the classroom. Therefore, teachers need a guide in the teaching learning process such as curriculum, syllabus, and lesson plans.

In order to be able to implement 21st Century Learning Skills (21st CLS) in teaching and learning process, Ministry of Education needs to design a well implemented curriculum and syllabus which can accommodate the world demand for graduate students. The newest curriculum used in Indonesia, 2013 Curriculum, has tried to embed 21st CLS in the teaching and learning process. The 2013 Curriculum is known to be focused on fostering students' attitude, skills,

and knowledge, as it is in line with 21st CLS. In curriculum, crucial part such as learning goals, basic competence, materials, learning activities, assessment, time allocation, and source are written. As a teacher, it is important to prepare good teaching and learning based on the curriculum to accommodate students' needs well, especially in this 21st century.

Improving the quality of education is one important point which is planned by Indonesian government. In order to achieve the good quality of education, Indonesian educational system has set the goal to be achieved. To achieve the national educational goals set by Indonesian government, curriculum should be arranged and formulated strategically into certain programs. Curriculum development takes big part in deciding what should be put in an educational program and the main objective of curriculum development is to improve the quality of education and is not merely to produce teaching materials. The curriculum does not only pay attention to the development of the present but also directs attention to the future. The curriculum should always be updated in line with the changes to keep it relevant to the changing society. Therefore, Indonesian curriculum has changed for eleven times since the establishment; 1947 Curriculum, 1964 Curriculum, 1968 Curriculum, 1973 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 1997 Curriculum, 2004 Curriculum or Competence-based Curriculum, 2006 Curriculum or School-based Curriculum, and the latest is 2013 Curriculum (Alhamuddin, 2018). The main reason of curriculum changing is as the revision, evaluation, and correction of the previous curriculum. In planning a curriculum, several aspects which should be included cover goals, materials, resources, learning activities and evaluation as the basis for establishing the curriculum.

The objective of doing curriculum evaluation is to know whether the currently used curriculum in Indonesia already meet the rubric of 21st CLD and Language Curriculum Design from Nation and Macalister (2010). Curriculum evaluation is intended to improve the curriculum made by the Ministry of Education with reference to the rubric of 21st CLD and Language Curriculum Design from Nation–Macalister. The analysis was conducted to determine whether the curriculum has met the four levels of communicative competence rubric or not. The results of the analysis are suggestions which can be used as a reference for the Ministry of Education to provide better curriculum in order to meet the 21st century skills needed by the students. The language curriculum de-

sign designed by the Ministry of Education should cover the students' needs; the competencies needed by the students, the tasks, and the learning activities experiences. The curriculum designed should oriented on students' needs and cover the competencies and tasks which are appropriate to the students' needs. In order to achieve the objective, it is important to re-design a language curriculum, including identify what competencies needed by the students, identify what tasks should be given which are appropriate to the students' needs, describe the content and sequencing in a language curriculum, describe the assessment process, and describe the learning activities experiences which can accommodate the students' needs.

METHOD

The research design used in this study was qualitative research. According to Ary, Jacobs and Sorensen (2010), qualitative research focuses on the deep understanding of a phenomenon rather than numbers or quantification in collecting and analyzing data. Fraenkel and Wallen (1993) said that qualitative research produces descriptive data from the actual words or actions of people, including deep understanding and description of documents or phenomenon.

This study applied content analysis approach which focused on senior high school curriculum for English subject. Content analysis is defined as a research method for the subjective interpretation of the content of text data through the systematic classification process of coding and identifying themes or patterns (Hsieh & Shannon, 2005). This research used 2013 Curriculum for senior high school grade X for English subject. It focused on evaluating the syllabus based on Language Curriculum Design by Nation and Macalister. It is also evaluated and analyzed by using skilled communication rubric from Microsoft Partnership in Learning (2012) to know whether it allows for skilled communication or not.

RESULTS

Curriculum is defined as number of subjects or knowledge which is most useful for living in contemporary society and should be followed by the students to reach a degree or gain a diploma (Zais, 1976). It is also defined that curriculum is a learning experience that is planned and directed, that is composed through the process of the systematic reconstruction of knowledge and experience under the supervision of educa-

tional institutions so that the learner can continue to have an interest in learning as part of their personal social competence (McNeil, 1985). Curriculum can also be explained as all learning, activities, and experiences learners have under the guidance of school both inside and outside the classroom (Sukmadinata, 2007). From the definition above, it can be concluded that curriculum is academic knowledge, or subjects, planned learning, to be learned in school and can be practiced outside of school.

In Indonesian context, curriculum refers to the set of planning and organization of aim, content, and learning material as the guidance to learning activity to achieve a particular educational objectives (Republic Indonesia, 2003). There are five curriculum components in Indonesian educational system; goals and objectives, materials, media or facilitation, strategy or methodology, and teaching learning process. Indonesian curriculum has transformed for eleven times since the establishment; 1947 Curriculum, 1964 Curriculum, 1968 Curriculum, 1973 Curriculum, 1975 Curriculum, 1984 Curriculum, 1994 Curriculum, 1997 Curriculum, 2004 Curriculum or Competence-based Curriculum, 2006 Curriculum or School-based Curriculum, and 2013 Curriculum.

The current curriculum used, the 2013 Curriculum, is the revised version of the 2006 Curriculum which consist of character building (religious, honesty, tolerance, discipline, hard work, creative, independent, democratic, communicative, curiosity, nationality, peace-loving, social and environmental responsibility, and responsible) as the basic education. From the explanation before, it can be concluded that 2013 Curriculum is trying to implement the character building in the process of teaching-learning. In language subject context, 2013 Curriculum focus on learning and using language as a media of communication to deliver idea and knowledge systematically, effectively, and logically. The statement before show that 2013 Curriculum focuses on preparing students for facing the global era and ASEAN Economic Community by using 21st century skills such as communication skill and collaboration skill.

In order to make students able to face the global era and ASEAN Economic Community, this 2013 Curriculum is developed based on 21st century skills which should be implemented in the teaching learning process. The structure of 2013 Curriculum groups school subjects into three different categories for senior high schools; category A, category B, and interest category. The A and B category consist of compulsory subjects that should be learnt by the students, such as

Religion subject, Civic Education, *bahasa Indonesia*, Math, Indonesian History, English, Art, Physical Education, and Entrepreneurship. Meanwhile, interest category will be different based on students' class. Science class students will learn about Math, Biology, Physics, and Chemistry; while social class students will learn about Geography, History, Sociology, and Accounting. Language and literature students will learn more about Indonesian language and literature, English literature, another foreign language, and also Anthropology. 2013 Curriculum is designed to give students opportunity to learn based on their interest. Each subjects category focus on different aspect. Category A focuses on cognitive and affective aspect, while category B focuses on affective and psychomotor aspect.

In general, the 2013 Curriculum contains four elements; (1) standard of graduate competencies, (2) standard of contents, (3) standard of learning process, and (4) standard of assessment.

In standard of graduate competencies of 2013 Curriculum, students are expected to improve and to balance between the soft skills and hard skills which include aspects of competencies of attitudes (including: personal faith, morality, self-confident, and responsibility in interacting effectively with the social environment), skills (including having effective and creative thinking in the field of abstract and concrete domains), and knowledge (the ability to produce the knowledge, science, technology, arts, and culture that are based on humanity, national, state, and civilization).

Standard of contents explain that the competencies shifted from the competencies which are originally derived from the subjects and turns into a subject which are developed from the competencies. Competences in the educational system are developed through the integrative thematic in all subjects at the elementary school level, subjects at the levels of junior high school and senior high school, and vocations at the level of vocational high school.

There are some changes in the standard of learning process using 2013 (2011) taxonomy consists of observing, questioning, experimenting, associating, communicating, and creating; and for Curriculum. In the 2006 Curriculum, standard process was initially focused on the exploration, elaboration, and confirmation. Meanwhile, in 2013 Curriculum, it adapts knowledge stages of Bloom's Taxonomy, which are knowing, understanding, applying, analyzing, evaluating, and creating. Besides using Bloom's Taxonomy, 2013 Curriculum also used Dyers's skill taxonomy and Krathwohl's (1973) taxonomy. Dyers's and Krath-

wohl's taxonomy stages are accepting, responding, valuing, organizing/internalizing, and characterizing/actualizing. In the 2013 Curriculum also, it is stressed that learning does not just happen in the classroom, but also in school and community environments. Teachers' role also shifted from the only source of learning to facilitator and guide; and attitudes, as the key point of 2013 Curriculum, are not taught verbally, but through example and role model.

Standard of assessment in 2013 Curriculum shifted from assessment through tests (measure the competence of knowledge based on the subject result only) to the authentic assessment (measure all attitude competencies, skills, and knowledge based on process and outcome) which can be concluded that 2013 Curriculum use competency-based assessment as the guidance in assessing students' skills. Instrument of assessment is not only the test, but more to encourage the use of portfolios made up by students as the main instrument of assessment.

The design of language curriculum (in this case English curriculum) should be prepared in accordance with the students' needs and should also be in line with the objective of the existing program which is to produce graduates of candidates qualified and professional educators. Language curriculum developed should refer to the current theory of curriculum design, syllabus design, and also based on the empirical findings gotten by identifying the types of competencies and tasks required by students. Furthermore, the design contains knowledge and skills that are important for the students. To collect the data about what knowledge and skills needed by the students, environment analysis and needs analysis should be conducted in the process of developing a language curriculum. In 2013 Curriculum, needs analysis has been done, as it can be seen that the knowledge and skills put in the curriculum already tried to embed 21st CLS, along with the world demand towards graduate students. Meanwhile, environment analysis in 2013 Curriculum is not well-developed.

DISCUSSION

Environment analysis in 2013 Curriculum is not well-developed. It can be seen from the fact that in the beginning of 2013 Curriculum implementation, many schools still have difficulties in following the new curriculum. The 2013 Curriculum focuses in using media and internet as the source of learning, and forces the students to actively involve in the teaching and

learning process. Meanwhile, in some part of Indonesia, like in rural area, using media, internet, and forcing the students to actively involve in the learning process is still hard to do. Environment analysis is one part neglected by the Ministry of Education. 2013 Curriculum has implemented in Indonesia since July 2014. In only one year and half, started from January 2013, 2013 Curriculum was prepared by the Ministry of Education and Culture to be used in all over Indonesia, as beforehand implemented in 6,221 chosen schools as a trial in July 2013. The survey had for the headmaster, teachers, parents, and students in the chosen school was only held once during the first implementation of 2013 Curriculum. There was no further evaluation after the new curriculum made was implemented, but the government kept insisting to use 2013 Curriculum as the new curriculum which should be applied in all over Indonesia.

Needs analysis in 2013 Curriculum is implemented well, even though it is not explicitly stated in the curriculum, since the result of needs analysis is confidential. But, it can be seen that in language subject context, 2013 Curriculum focus on learning and using language as a media of communication to deliver idea and knowledge systematically, effectively, and logically. It shows that 2013 Curriculum focuses on preparing students for facing the global era and ASEAN Economic Community by using 21st century skills such as communication skill and collaboration skill.

It can be seen in this part

Fungsi sosial

Menjalin hubungan dengan guru, teman dan orang lain

Ungkapan

My name is... I'm ... I live in ... I have ... I like dan semacamnya

Unsur kebahasaan:

(1) *Kata terkait dengan hubungan kekeluargaan dan kekerabatan, profesi pekerjaan, hobi.*

(2) *Kata kerja dalam simple present tense: be, have dalam simple present tense*

(3) *Kata tanya What? Who? Which?*

(4) *Ucapan, tekanan kata, intonasi, ejaan, tulisan tangan yang rapi*

(5) *Rujukan kata*

Topik

Keteladanan tentang perilaku terbuka, menghargai perbedaan, perdamaian.

gai perbedaan, perdamaian.

Some principles in Language Curriculum Design already included in the 2013 Curriculum, such as language system, keep moving forward, teachability, have comprehensible input, fluency, output, deliberate learning. The language focus of a course needs to be on generalizable features of the language system. The language curriculum also progressively covers useful language items, skills and strategies, for example

Teks lisan dan tulis sederhana, untuk memaparkan, menanyakan, dan merespon pemaparan jati diri

The language curriculum also has substantial quantities of interesting comprehensible receptive activity in both listening and reading, for example

Audio CD/VCD/DVD

SUARA GURU

Koran/ majalah berbahasa Inggris

www.dailyenglish.com

http://americanenglish.state.gov/files/ae/resource_files

<http://learnenglish.britishcouncil.org/en/>

It also provides activities aimed at increasing the fluency with which learners can use the language they already know, both receptively and productively, for example

Unjuk kerja

Bermain peran (role play) dalam bentuk interaksi yang berisi pernyataan pujian dan responnya.

Ketepatan dan kesesuaian menggunakan struktur dan unsur kebahasaan dalam menyampaikan pujian serta responnya

Portofolio

Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar

Kumpulan hasil tes dan latihan.

The goal in 2013 Curriculum in general is already mentioned. Meanwhile, more specific goal is mentioned in every basic competence in the syllabus, like written below

Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada ungkapan memuji bersayap serta responnya, sesuai dengan konteks penggunaannya.

The content in 2013 Curriculum also tried to accommodate the 21st CLS and world demands toward

the graduate students, as it can be seen from the social function put in each topic

Fungsi sosial

Menjaga hubungan interpersonal dengan guru, teman dan orang lain.

Fungsi sosial

Menyatakan dan menanyakan tentang tindakan/ kejadian yang dilakukan/terjadi di waktu lampau yang merujuk waktu terjadinya dengan yang merujuk pada kesudahannya

2013 Curriculum already tried to put the material presented in order sequentially. It can be seen in the syllabus; the material explained first is the easiest one, then the material gradually getting harder.

My name is... I'm ... I live in ... I have ... I like dan semacamnya

'I'd like to tell my name,' I will tell him about my job, I'm going to introduce my friend

I had plowed into a big green Buick. I hollered farewells to my friends and poured myself into the car

My friend has prepared everything before we left

As it can be seen above, the material is getting harder, from the simple present tense to simple future tense, to simple past tense, to present perfect tense. The 2013 Curriculum is presented in a good way. The use of table in both curriculum and syllabus make those who read it understand better than only using description. The use of table makes curriculum and syllabus understandable even for non-teacher readers. The format used also cover all aspect needed to be explained in a language curriculum design.

Monitoring and assessment are regularly done, as it is written in 2013 Curriculum. The assessment also includes the way to assess and the criteria of assessment. The type of assessment used also varied, like portfolio, role play, etc. so the students will feel less burdened. This can happen because the students mostly feel under pressure when they have to be assessed in a traditional test, like written mid-exam.

Kriteria penilaian:

Pencapaian fungsi sosial

Kelengkapan dan keruntutan struktur teks memaparkan dan menanyakan jati diri

Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan

Kesesuaian format penulisan/ penyampaian

Unjuk kerja

Melakukan monolog yang menyebutkan jati diri di depan kelas

Ketepatan menggunakan struktur dan unsur kebahasaan dalam menyebutkan jati diri

Pengamatan (observations):

Bukan penilaian formal seperti tes, tetapi untuk tujuan memberi balikan. Sasaran penilaian:

Berperilaku jujur, disiplin, percaya diri, dan bertanggung jawab dalam melaksanakan komunikasi

Kesungguhan siswa dalam proses pembelajaran dalam setiap tahapan

Portofolio

Kumpulan karya siswa yang mencerminkan hasil atau capaian belajar berupa rekaman penggunaan ungkapan dan skrip percakapan

Kumpulan hasil tes dan latihan.

Catatan atau rekaman penilaian diri dan penilaian sejawat, berupa komentar atau cara penilaian lainnya.

Penilaian Diri dan Penilaian Sejawat

Bentuk: diary, jurnal, format khusus, komentar, atau bentuk penilaian lain

Evaluation is an important thing to conduct after applying a new curriculum. Evaluation is intended to gather information about the amount of learning, the quality of learning, the quality of teaching, the quality of curriculum design, the quality of course administration, the quality of support services—library and language lab, teacher satisfaction, learner satisfaction, sponsor satisfaction, later success of graduates of the course, and financial profitability of the course. In evaluating 2013 Curriculum, usually, Ministry of Education sends questionnaire to schools. The questionnaire consists of some question regarding to the new curriculum applied. Some related parties such as teachers, students, school administrators, and head masters take part in the evaluation process. The evaluation process for 2013 Curriculum is done confidentially, so the result is not published publicly; only the internal will know the result.

Another thing to consider in evaluating and re-designing curriculum is to use the current theory which can accommodate the learners' needs; one of it is the communicative competence. Teachers in this era are

expected to master English competencies, both in spoken and written, and also knowledge and skill, including: general English, English for instruction, and English for academic purposes. By fulfilling the competencies, English teachers are expected to be able to master good English actively, including able to teach English well and consider the students' characteristics and also able to use English as the language of instruction in learning other subjects in the class.

The successful use of language for communication cannot be removed from the development of communicative competence of the users of the language itself. It is also strongly influenced by the socio-cultural norms of the society where the language is used / used. This has emerged three decades ago since the first time the communicative approach is used in language teaching. In some language programs, the language teachers and researchers or developers of the language curriculum implement communication-oriented teaching design to create and develop more effective ways or methods in order to improve students' communication skills in response of learning an earlier language oriented to grammatical knowledge.

At the program level, the curriculum design based on Communicative Competence contains various alternatives to develop the professional skills in language teaching including planning, organizing/implementing, and evaluating the program. Meanwhile, at the institutional level, the curriculum design is highly relevant because the program will be able to provide and provide knowledge and skills that are relevant to the needs of learners in learning English.

The English curriculum development process can be done through several stages, (1) exploration; this stage is done with how to analyze the weaknesses and advantages of the old system or the old curriculum and also to analyze the students' needs or the real needs of learners through questionnaires, interviews, and observation, (2) draft development; within this stage, the curriculum is designed in prototype or initial draft, (3) field testing; then the next step is to test the design inside the class to see its strength and weakness and effectiveness as materials evaluation and refinement of design, and (4) finalization; final step is the finalization of the design through Focus Group Discussion (FGD) and also through the judgment from the experts.

The procedures for determining competencies and tasks can refer to the needs analysis (Long, 1993). As in the Mustadi's study (2011), there are four main competencies and ten main tasks identified during the

teaching and learning process and identified through needs analysis. Those competencies are grammatical competence, sociolinguistic competence, discourse competence, and strategic competence. Meanwhile, the ten tasks are: a) Spelling alphabets/letters and numbers, and pronouncing English sounds (phonological competence); b) Understanding main words and functional words (lexical competence); c) Understanding the rules of noun phrase & constructing and presenting description texts which describe objects by using noun phrases; d) understanding rules of words and sentence formations or structural skills (singular and plural, sentence components like main words and functional words), adverbs of frequency (some, much, a little, many, a lot of, a few, any), relative clauses (who, that, which, whom, whose, where), tenses, active and passive voices, direct and indirect speeches, degrees of comparison, gerunds and to infinitives, affixes and derivatives, conditional sentences, relatives/adjective clauses (who, which, that, whom, whose), causatives (have, make, get, use of wish, etc); e) constructing sentence types: simple, compound, and complex sentences; and constructing sentence forms: statement, interrogative, imperative, request, and exclamation sentences (structural competence); f) understanding English language teaching for elementary schools students such as interesting strategies based on the socio cultural context; g) being able to teach by using English as the language of bilingual instruction in the social context of elementary school level; h) producing utterances of self introduction appropriately; i) combining grammatical forms and meanings to achieve text in different genres in the form of different text types; and j) being able to use relevant language contents such as language functions/English expressions clearly in an organized, coherent way, according to the genre and communicative situation; selecting the relevant contents and express them using appropriate tone of voice, body language and gestures.

CONCLUSION

2013 Curriculum used in Indonesia already tried to fulfill the Language Curriculum Design proposed by Nation and Macalister. This can be seen that from the fact that Ministry of Education as the producer of 2013 Curriculum already fulfilled some points proposed in Language Curriculum Design book, such as considering the environment, discovering the students' needs, following the principles, deciding the goals, sorting the content and sequencing, finding a format and

presenting material, adopting or adapting a course book, monitoring and assessing the curriculum used, and evaluating a course from the curriculum used.

2013 Curriculum also tried to promote 21st CLS, especially skilled communication. As it is explained above that there are four big ideas of skilled communication; extended communication, multi modal, requires supporting evidence, and communication designed for a particular audience. 2013 Curriculum tried to promote extended communication in the teaching and learning process, as seen from the task given inside the syllabus that force the students to produce communication that represents a set of connected ideas, not a simple thought. Multi modal also well presented in 2013 Curriculum, as the 2013 Curriculum is not only using textbook in the teaching and learning process, but also using internet and other real-life learning material, such as video, news report, interview, etc. Communication competence in 2013 Curriculum also focus on making the students able to communicate differently based on the particular audience they face.

Based on the discussion above, it can be concluded that the 2013 Curriculum in Indonesia used Competency-Based Design Task, which designs are developed based on Communicative Competencies includes four areas of competence: Grammatical Competence, Sociolinguistic Competencies, Discourse Competencies, and Strategic Competencies. The implementation of those competences can be enlarged into at least ten tasks. Besides that, the competencies and tasks can be integrated into four English skills, such as speaking, listening, reading, and writing.

The design of this English learning system has implications as follows:

First, This design is recommended to apply in learning English especially for adult learners, because this language curriculum design is focus on language use in daily life. In applying the 2013 Curriculum, teacher needs to sort the relevant structural items/grammatical knowledge which can be integrated synergistically with each competence and tasks to build communicative skills which can be directed to active communication.

Second, There are three things that must be met. First, the program developer must provide physical and academic support for the implementation of this design because implementing the 2013 Curriculum requires appropriate facilities and learning facilities so that the process learning can work effectively and can be implemented maximally. Second, the implementation of 2013 Curriculum requires adequate un-

derstanding and knowledge about communicative competence in English language teaching both from educators and learners. Course training especially about communicative competence in English language teaching, the concept of competency-task based language teaching, task grading and sequencing, teaching techniques/strategies, media, and assessment or evaluation can be conducted to make all the parties included in 2013 Curriculum have a better understanding about the curriculum implemented. Third, the implementation of this design requires an adequate time allocation for implementing the competence and task, both for knowledge and practice; and it is expected that the learning process can take place maximally.

Third, The design of communicative competence can still be developed both in theory and practice through further research, especially on material design and also on assessment and evaluation design.

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