



Theory Underpinning of 2013 English Curriculum as Revealed in Syllabus and English Textbook in Vocational High School

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Abstract

This study aims to find out the basic theories that exist in the English curriculum as revealed in the syllabus and English textbook. The researcher used documents such as the syllabus and English textbooks for class X at one of the Vocational High Schools in Garut, West Java, Indonesia. The research method used by the researcher is qualitative research and document analysis as a research design. Data collection was done by analyzing documents in the form of the 2013 curriculum, such as the English syllabus and English textbooks for class X. The results show that there are 2 theories underpinning as revealed in the English syllabus and English Textbook including the theory of teaching included Genre Based Approach and the theory of learning includes behaviorism, cognitive constructivism, and social constructivism.

Keywords: *Theory underpinning, syllabus of 2013 curriculum, Indonesian Curriculum*

INTRODUCTION

The curriculum is a foundation in the world of education. where the content in the curriculum contains a guideline for the course of an education. According to Sailor and Alexander (1974), curriculum is defined as reflecting volume judgments regarding the nature of education. The definition used also influences how the curriculum will be planned. The curriculum is the values of justice at the core of education. The term affects the curriculum that will be planned and utilized.

Richards (2001) states that the processes that are used to determine the needs of a group of learners, to develop aims or objectives for a program to address those needs to determine an appropriate syllabus, course structure, teaching methods, and materials, and to carry out an evaluation of the language program that results from these processes. Praghlapati (2020) adds that areas of theoretical scope or field of curriculum study include curriculum concepts, curriculum determination, curriculum development, curriculum design, curriculum implementation, and evaluation. As prospective educators, they should understand the content of the curriculum which is the central point for teachers as a guideline development. Teachers should seek creative ideas and test the curriculum in their classes. This is an important phase in curriculum development efforts. Curriculum is also used as a

reference for learning evaluation where the teacher will know the child's development from each lesson that students have done.

Indonesia is currently developing and implementing a curriculum called curriculum 2013. Curriculum 2013 is expected to be able to complete the shortcomings existing in the previous curriculum. Curriculum 2013 emphasizes the development and strengthening of attitudes, knowledge, and skills. The example of implementing KTSP (School-based curriculum) 2006 and 2013 curriculum stated that the material is prepared to provide knowledge to students, but in Curriculum 2013 the material is balanced, including attitude competence, hard skills, and soft skills. Furthermore, if in the KTSP 2006 students are required to memorize and be told by the teacher it is inversely proportional to curriculum 2013 where students do based on observations, questions, and results through the use of various learning resources that they find out for themselves. In the KTSP 2006 assessment, students are assessed from the results of the midterm and final exams but in curriculum 2013 authentic assessment on aspects of attitude, knowledge, and competence skills by portfolio. Numerous studies have been conducted related to this topic. Adioska (2020) examines the extent to which the 2013 curriculum meets the standard criteria as a good book by testing the psychological validity of pedagogical validity as well as the process and content of the material contained in the English textbook. According to him, the results of the study did not meet the standards of a good book, therefore the author asked the government and teachers to review the contents of the textbook. The same research was also conducted by Darma and Aristo (2018) who according to them stated that textbooks are an important element for teaching and the most important part of the curriculum. However, in their research, it is said that material is often found that is not in accordance with the curriculum and research objectives that refer to the basic competencies and core competencies of the 2013 curriculum. They analyze whether the textbooks used are in accordance with the rules of the 2013 curriculum or not. And the results say that is relevant but there are slight shortcomings that the teacher must correct before teaching to his students. Arbaati, Halwat, and also Srijono (2015) researched the same things about textbooks but with different topics, they evaluated and improved the textbooks used in the classroom. Is the book in accordance with the 2013 curriculum based on the theme and teaching materials, and the results show that not all teaching materials and themes recorded in the package are in accordance with the 2013 curriculum, such as core competencies and basic competencies. The results show 92.3% in accordance with the rules of the 2013 curriculum.

There are several researchers who researched the implementation of the syllabus curriculum, including Sofiana, Mubarak, and Yuliasri (2018) whose research aims to determine the extent to which the 2013 curriculum is implemented in planning, learning processes, and assessments. The results of their research show that it is in accordance with the principles of the 2013 curriculum by paying attention to basic competencies, core competencies, graduate competency standards, learning activity materials, strategy selection and assessment. Supported by the suitability of the 2013 curriculum principles that put forward a scientific approach. Then a similar study was also carried out by Adilah, Yufriza, and Ginting (2014) with research that aims to analyze the implementation of learning plans made by teachers and the learning process based on the 2013 curriculum. by showing its feasibility in the class by achieving an observation value of 90.9%.

Seeing this, it is important to do similar studies with different focuses one of them being different sites. More specially, this study will focus on the theory underpinning of English curriculum as revealed in syllabi and English textbooks in Vocational High Schools. The

study aims to obtain information about the theory underpinning that is contained in the English curriculum.

LITERATURE REVIEW

The curriculum occupies a central role in shaping educational outcomes, serving as a framework for learning and development. In Indonesia, the implementation of 2013 Curriculum signaled a move towards a more holistic and competency-based educational paradigm, aimed at addressing perceived limitations in previous curricula. Within this context, the instruction of English in Vocational High Schools (VHS) assumes particular importance, as it equips students with vital communication skills for navigating a globalized labor market and pursuing specific vocational pathways. This emphasis on practical English proficiency is crucial for enhancing students' employability and preparing them for the demands of the modern workforce.

The transition from KTSP 2006 to 2013 Curriculum reflects a fundamental shift in educational philosophy. While KTSP 2006 focused primarily on knowledge acquisition through teacher-centered instruction and rote memorization, 2013 Curriculum promotes student-centered learning through observation, inquiry, and the utilization of diverse learning resources. Furthermore, assessment practices have evolved from reliance on traditional examinations to authentic assessments that evaluate students' attitudes, knowledge, and skills through portfolio development. This shift underscores a commitment to developing well-rounded individuals capable of applying their knowledge in practical contexts.

Empirical research has consistently highlighted the challenges associated with aligning instructional materials, particularly English textbooks, with the principles of 2013 Curriculum. Studies by Adioska (2020), Darma and Aristo (2018), and Arbaati, Halwat, and Srijono (2015) have revealed discrepancies between textbook content and the curriculum's core competencies, emphasizing the need for ongoing evaluation and refinement. These studies collectively underscore the critical importance of ensuring that educational resources effectively support the goals of 2013 Curriculum, thereby facilitating meaningful learning experiences for students.

METHODOLOGY

This study employs a qualitative document analysis design to investigate the theoretical underpinnings and ideological frameworks embedded within the English curriculum. Aligning with the methodological principles articulated by Shank (2002) and Creswell (2003), this research adopts a naturalistic inquiry approach, enabling the researcher to generate detailed and nuanced interpretations of the curriculum's underlying assumptions and values. The resulting analysis will present findings in the form of descriptive narratives, facilitating comprehensive understanding for the reader.

The data sources for this research include the local government's English syllabus for tenth grade, 2017 revised tenth-grade English textbook published by the Curriculum and Books Center, Balitbang, Ministry of Education and Culture, and relevant scholarly literature encompassing expert books and journal articles. Following Lincoln and Guba's (1986) assertion regarding the primacy of the human instrument in naturalistic inquiry, the researcher serves as the primary analytical tool. This involves a rigorous examination of the selected documents to identify and interpret the theoretical and ideological constructs informing the English curriculum.

FINDINGS AND DISCUSSION

Theory of Teaching

After analyzing documents such as the syllabus and English textbook, it can be concluded that the 13 English subject curriculum uses a genre-based approach. In the syllabus, writing skill competencies have been inserted to encourage students to hone their writing skills. Feez & Joyce (1998) state that the genre-based approach is a methodology that is designed to support language learning as a social process. Referring to K3 and K4 which are core competencies of genre-based approach (GBA) knowledge and skills, this is considered to be able to help improve students' language skills. One example contained in the English syllabus for class x basic competence 3.7 "analyzes social functions, text structures, and linguistic elements in simple descriptive texts about people, tourist attractions, and famous historical buildings according to the context of their use." The genre-based approach is divided into 2 cycles, namely the spoken cycle and the written cycle. The spoken cycle aims to develop an understanding of speaking and listening skills. The writing cycle aims to develop an understanding of reading and writing skills. The following is the application of the genre-based approach contained in the syllabus and English textbook for class X. GBA is used in both syllabus and textbooks.

This research adopts a pedagogical framework grounded in the Genre-Based Approach (GBA), structured around four sequential stages: Building Knowledge of the Field, Modelling of Text, Joint Construction of the Text, and Independent Construction of the Text. The initial phase, Building Knowledge of the Field, is critical for establishing a contextual foundation for subsequent learning. As articulated by Widya (2015), this stage encompasses activities designed to enhance students' comprehension through reading and listening exercises. Furthermore, it necessitates the introduction of the target language within the specific genres of exposition and discussion texts, both orally and in written form. A key pedagogical consideration at this juncture is the facilitation of impersonal viewpoints, thereby fostering objectivity in students' analytical and communicative skills. The implementation of this GBA cycle, as delineated within the syllabus, serves as the analytical framework for the present study's data.

Figure 1. Building Knowledge of the Text from syllabus

<p>3.7. Menganalisis fungsi sosial, struktur teks, dan unsur kebahasaan pada teks deskriptif sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, sesuai dengan konteks penggunaannya.</p> <p>4.8. Menangkap makna dalam teks deskriptif lisan dan tulis sederhana.</p> <p>4.9. Menyunting teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata,</p>	<p>Teks deskriptif lisan dan tulis, sederhana, tentang orang, tempat wisata, dan bangunan bersejarah terkenal</p> <p><i>Fungsi sosial</i></p> <p>Membanggakan, mengenalkan, mengidentifikasi, memuji, mengkritik, mempromosikan</p>	<p>Mengamati</p> <ul style="list-style-type: none"> Siswa memperhatikan / menonton beberapa contoh teks/ film tentang penggambaran orang, tempat wisata, dan bangunan bersejarah. Siswa menirukan contoh secara terbimbing. Siswa belajar menemukan gagasan pokok, informasi rinci dan informasi tertentu dari teks <p>Menanya</p> <ul style="list-style-type: none"> Dengan bimbingan dan arahan guru, siswa mempertanyakan antara lain perbedaan antar berbagai teks deskripsi yang ada dalam bahasa Inggris, perbedaan 	<p>Kriteria penilaian:</p> <ul style="list-style-type: none"> Pencapaian fungsi sosial Kelengkapan dan keruntutan struktur teks deskriptif Ketepatan unsur kebahasaan: tata bahasa, kosa kata, ucapan, tekanan kata, intonasi, ejaan, dan tulisan tangan Kesesuaian format penulisan/ penyampaian <p>KINERJA (praktik)</p>	<p>18 JP</p> <ul style="list-style-type: none"> Audio CD/ VCD/DVD SUARA GURU Koran/ majalah berbahasa Inggris www.dailyenglish.com http://americanenglish.state.gov/files/ae/resources_files http://learn
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Refers to table 1 students are expected to be able to pay attention to or read several texts and films about depictions of people, tourist attractions, and historical buildings which are grouped as descriptive texts which are also known as building knowledge of the field. The purpose of this stage is to build knowledge or background knowledge of students about the topic they are going to write about or about it. The teacher's way of helping students master the topics in the textbook is also the dimension that in the warmer stage, vocabulary builder and pronunciation practice are part of building knowledge of the field. Badger and White

(2002) states that teachers to provide the teaching on the linguistic organization of written discourse as well as the practicing to move from concepts, thoughts, and ideas to written texts. At this stage students will be greatly helped by knowing new vocabulary relevant to the topic to be discussed. Students will more easily understand the ongoing discussion, students will not be confused about what the teacher is talking about. In table 2 the teacher is introducing the context in the form of an interesting game for students. Students are divided into groups in one group there are 4 people in it. Then students are asked by the teacher to look for words that have the same meaning and then see if there is a difference, if there is a part it will be crossed with a red X symbol. Afterwards the third table, teacher is introducing the concept of giving new vocabulary so that students understand the context that the teacher will suffer by completing the words that are intentionally omitted and students must complete the missing words. Then students will remember and know new vocabulary which will be discussed by the teacher.

Figure 2. Building knowledge of the field from English Textbook Chapter IV page 51-52

WARMER

Task 1: Let's play odd man out game.

Below are lists of words related to tourist destinations. Let's play odd man out game. Play this game in groups of four. Find the word that does not belong to the same category as the other words in the same group. That word is the odd word (the odd man). Cross out or circle the word and explain your reason. Look at the example. Complete with other groups to finish this game.

outdoor camping ground ~~air conditioner~~ sleeping bag

1 wave trees sandy breeze	2 savannah botanical garden wood jungle	3 canopy leafy green blue
4 cool hot cold fresh	5 coral clear sofa fish	6 dirty nice clean comfortable
7 ship boat raft canoe	8 fall down rock splash waterfall	9 valley amusement park hot spring crater
10 sunny wet warm hot	11 terrible amazing awesome marvelous	12 impressive interesting boring unforgettable

Figure 3. Building knowledge of the field from English Textbook Chapter IV page 51-52

VOCABULARY BUILDER

Read the text about Tanjung Pating National Park. After you read it, scan the text quickly to find the English equivalents for the Indonesian words below. You are given the dashes and some letters of the English words as the clues. Each dash represents a letter. After you find the words, compare your answer to your friends.

...t... (noun)	ekoturisme
...tin... (noun)	tupuan
...Ja (noun)	tanjung
un... (adjective)	tidak seperti
a... (noun)	hidung (binatang)
...mo... (adjective)	sangat besar
es... (verb)	mendirikan
h... (noun)	pusat/inti
...sa... (adjective)	mengesankan
ex... (adjective)	bekas tangkapan
...tion (noun)	pelestarian
...R... (adjective)	menggunakan

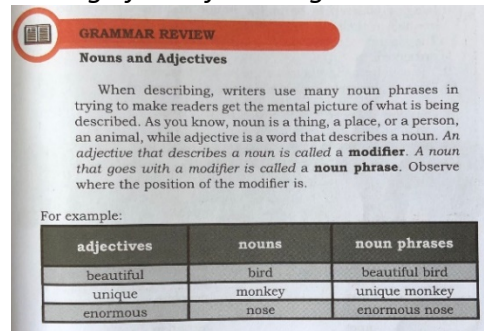
PRONUNCIATION PRACTICE

Listen to your teacher pronouncing the following words. Repeat after him/her.

destination	/destɪˈneɪʃən/
peninsula	/pɪˈnɪnsjələ/
valley	/ˈvælɪ/
snout	/snaʊt/
enormous	/ɪˈnɔːməs/
establish	/ɪˈstæblɪʃ/
heart	/hɑːt/
impressive	/ɪmˈpresɪv/
ex-captive	/eksˈkaptɪv/
preservation	/ˌprezəˈveɪʃən/
amazing	/əˈmeɪzɪŋ/

The second stage is about the modelling of text. Widya (2015) defines MOT as a stage in which teachers familiarize students with the genre discussed. Teachers approach students with spoken and written exposition and discussion text in the modelling of text syllabus it is

Figure 6. Modeling of Text from English Textbook page 53-60



The third stage is the Join Construction of the text at this stage, students are allowed to implement their understanding and ability to produce texts from the types of texts taught by the teacher. Widya (2015) states that Students should develop their opinions and provide strong arguments in spoken and written form. At this stage, students begin to contribute to the preparation of all examples of target text types, and the teacher begins to reduce his contribution to providing direction to students. and students must be able to independently compose descriptive texts as stated in the syllabus at the point of learning to hold exploring.

Table 7 also gives the statement that students are asked in groups to read other descriptive texts from other sources. Then, students are asked to pair up to find the main idea and detailed information, and students are left to edit the descriptive text given by the teacher in terms of structure and language.

Figure 7. Join Construction of the Text from Syllabus

Kompetensi Dasar	Materi Pokok	Pembelajaran	Penilaian	Alokasi Waktu	Sumber Belajar
<p>dan bangunan bersejarah terkenal, dengan memperhatikan fungsi sosial, struktur teks, dan unsur kebahasaan yang benar dan sesuai konteks.</p> <p>4.10. Menyusun teks deskriptif lisan dan tulis sederhana tentang orang, tempat wisata, dan bangunan bersejarah terkenal, dengan memperhatikan tujuan, struktur teks, dan unsur kebahasaan, secara benar dan sesuai dengan konteks.</p>	<p>n, dsb.</p> <p>Struktur text</p> <p>(1) Penyebutan nama orang, tempat wisata, dan bangunan bersejarah terkenal dan nama bagian-bagiannya yang dipilih untuk dideskripsikan</p> <p>(2) Penyebutan sifat orang, tempat wisata, dan bangunan bersejarah terkenal dan bagiannya, dan</p> <p>(3) Penyebutan tindakan dari atau terkait dengan orang,</p>	<p>teks dalam bahasa Inggris dengan yang ada dalam bahasa Indonesia</p> <ul style="list-style-type: none"> Siswa mempertanyakan gagasan pokok, informasi rinci dan informasi tertentu dari teks deskriptif <p>Mengeksplorasi</p> <ul style="list-style-type: none"> Siswa secara kelompok membacakan teks deskriptif lain dari berbagai sumber dengan pengucapan, tekanan kata dan intonasi yang tepat Siswa berpasangan menemukan gagasan pokok, informasi rinci dan informasi tertentu serta fungsi sosial dari teks deskripsi yang dibaca/didengar. Siswa menyunting teks deskripsi yang diberikan guru dari segi struktur dan kebahasaan Berkelompok, siswa menggambarkan tempat wisata lain dalam konteks penyampaian informasi yang wajar terkait dengan tujuan yang hendak dicapai dari model yang dipelajari <p>Mengasosiasi</p> <ul style="list-style-type: none"> Dalam kerja kelompok terbimbing 	<ul style="list-style-type: none"> Melakukan monolog tentang deskripsi orang, tempat wisata, bangunan bersejarah terkenal di depan kelas / berpasangan Ketepatan dan kesesuaian dalam menggunakan struktur teks dan unsur kebahasaan dalam membuat teks deskriptif <p>observasi:</p> <p>Penilaian untuk tujuan memberi balikan. Sasaran penilaian:</p> <ul style="list-style-type: none"> Perilaku tanggung jawab, peduli, kerjasama, dan cinta damai, dalam melaksanakan Komunikasi Ketepatan dan kesesuaian dalam menyampaikan 		<p>english.britishcouncil.org/en/</p>

Refers to table 8, which means that in the writing section, there is exercise 1, students are asked to edit some errors contained in the text that has been provided. For example, in the fifth sentence, there is an error in writing "waterfall" even though it should be written "waterfall" also the second example in the text is written "bowl giant" when it should be

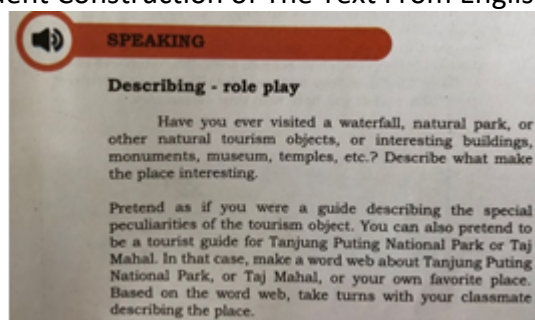
written "giant bowl". Table 9 means that the guidance given to students is in the form of guiding questions about editing. listed in the book, instructions are given in the form of 10 questions, these questions are given with the aim of directing students how to edit the text that has been presented. It is important for teachers to know the ability of students, whether these students are able to continue to the next stage or not.

Figure 8. Joins Construction of the Text from English Textbook page 65-66



The last stage is the Independent Construction of the Text. Widya (2015) defines that students then encounter a step to construct ideas both speaking and writing individually. It has been highlighted that teachers need to guide students especially those with lower achievement to select the topic dealing with the genre taught. In both spoken and written form, teachers can employ the aforementioned rubric to assess students' CT. At this stage, students carry out the same activities as learning activities in the previous stage, but at this stage, students compose the text independently, not in groups, and without help from the teacher. With this stage, students are expected to be able to make descriptive texts independently and be able to master the structure of the text, grammar, and concepts of descriptive text. Refers to table 9, there is an exercise section, with role play acting as a tour guide and explaining places that he thinks are interesting to convey. Then there is a reflection in which students are required to do the exercise independently. Students must answer several questions that the teacher gives about the discussion that has been delivered.

Figure 9. Independent Construction of The Text From English Textbook Page 67



Theory of Learning

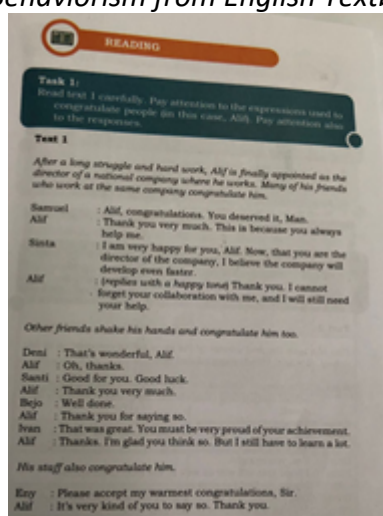
This learning theory is useful for helping learning activities in the classroom, which by referring to the learning theory of teachers and students, it easier to convey and receive the

material to be taught. Schunk (2012) states that learning theory is a process of collecting and modifying knowledge, skills, strategies, beliefs, attitudes, and behavior. Starting from knowledge and skills in the form of cognitive, linguistic, social, and so on. In the English textbook for class x, there are several learning theories that are used and supported by statements from experts regarding these theories.

A. Behaviorism

This theory explains how students behave with their environment which is influenced by internal and external factors. The theory of behaviorism is known that learning is changing student behavior, from being able to produce oral or written products. in this behavior theory the teacher plays a role in student learning by providing a stimulus so that students respond to the stimulus from the teacher. Schunk (2012) says that Mental processes are not necessary to explain the acquisition, maintenance, and generalization of behavior. The expected result from the application of behaviorism theory is that the desired behavior is formed from each student This theory puts forward changes in student behavior as a result of the learning process. Schunk (2012) defines behavioral theories view learning as a change in the rate, frequency of occurrence, or form of behavior or response, which occurs primarily as a function of environmental factors. Behavioral theories contend that learning involves the formation of associations between stimuli and responses. Table 11 put on English textbook for class x there is material on how to convey expressions in congratulating others and what their responses are like. Therefore, conveying congratulations is stimulus and thanking is a response.

Figure 10. Behaviorism from English Textbook page 23



B. Cognitive Constructivism

This theory is more concerned with the learning process than the learning outcomes. Schunk (2012) defines social cognitive learning theory as a theory that people learn from their social environments. The theory also says that learning does not just involve the relationship between stimulus and response, but human behavior is determined by their perception and understanding of situations that have a relationship with learning objectives. This theory can also emphasize that parts of a situation will be interconnected with all contexts of the situation. The theory also has the view that learning is an internal process in which there is information processing, memory, psychological aspects, emotions, and so on. Learning is an activity that involves a perfect

thought process. This theory is also a fundamental principle, namely that teachers do not only provide knowledge to their students, but students must also have an active role in building their own knowledge that is in their memory. For example, in Table 12 put an English textbook, students teach many new vocabulary before the core learning is carried out for students to understand the context of the learning that will be delivered by the teacher. In Table 12 students try to match English vocabulary to Indonesian, students are required to understand the context being studied, so students are applying the theory of cognitive constructivism. With the new vocab learning, students can also independently find out the meaning of the information presented by the teacher.

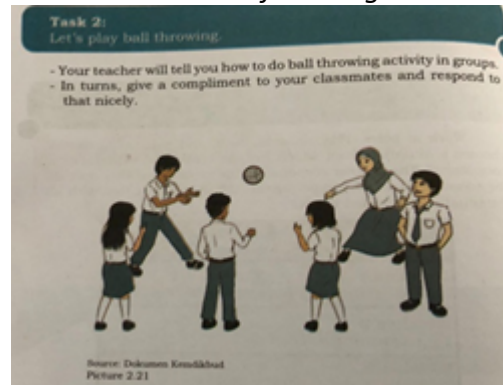
Table 11 (Cognitive Constructivism)

VOCABULARY BUILDER	
Match the words with their Indonesian equivalents. Compare your work with your classmate's. The first one has been done for you.	
pen pal (noun)	kereta komuter
sound (verb)	sangat menyukai
run (transitive verb)	jauh
(be) into (preposition)	nampaknya
attend (school, college) (verb)	sahabat pena
distant (adjective)	bahasa pertama
commuter train (noun)	bersekolah/kuliah
magnificent (adjective)	haar biasa
mother tongue (noun)	mengelola
half sister/brother (noun)	saudara tiri

Social constructivism

This social construction is considered a social process and social interaction that ultimately creates social reality. Vygotsky (1978) said that child development cannot be separated from social and cultural situations. He believed that the development of memory, attention, and reasoning involved learning to use tools available in society, such as language, mathematical systems, and strategic memory. In this stage, knowledge is socially constructed and comes from human relationships. As supported by Santrock, 2009 involvement with others will create opportunities for students to develop and improve their understanding, as they are open to the thoughts of others and participate in creating shared understanding. Adisusilo (2010) adds that social constructivists through communication with their community, someone reveals knowledge to others so that they experience leverage and refinement. Referring to the statement above, it is evidenced by the material in the class x textbook on page 36 that interacting with friends and playing roles is one way for teachers to reflect on the theory of social constructivism. Where students are asked by the teacher to play or throw a ball to their friends while giving praise which aims to make students understand how to give praise and how to respond. Teachers must create many opportunities for students to learn by building knowledge together, both with teachers and with peers.

Table 12 (*Social Constructivism from English Textbook page 26*)



Referring to the table above, it can be concluded that students increase their knowledge by socializing with other people, students will find it easier to understand these subjects because they are carried out in practice.

CONCLUSION

It can be concluded that the theory underpinning the 2013 English Curriculum from the analysis of the syllabus and the English textbook got 2 theoretical results. The first is the theory of teaching where the approach used in the two documents is the Genre Based Approach because it refers to core competence 3 and competence 4 in the form of knowledge and skills, which are related to the genre-based approach whose aim is to develop students' abilities in English. There are 4 stages of learning in the genre-based approach: building knowledge of the field, modelling of text, joining construction of the text, and independent construction of the text. The four stages are contained in the syllabus and textbook, which strengthens the author's understanding that the approach used is genre-based.

Then the second theory is the theory of learning, 3 types of approaches can help teachers in learning activities. The first is behaviorism in which the teacher directs children by stimulating and responding. Students learn based on their habits that are brought from birth and influenced by the environment. Then the second is cognitive constructivism where this way of learning is a mental process that occurs in humans. This theory is more concerned with the learning process than the learning outcomes. The last one is social constructivism which in this theory people can learn by observing others. Character formation in this theory also cannot be separated from social and cultural influences.

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