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11.	THE INFLUENCE OF INDONESIAN EDUCATION CURRICULUM TO ENGLISH LANGUAGE TEACHING <i>Joelasanono Oediarti Soelistijowati, Chatarini Septi Ngudi Lestari & Ika Ismurdyahwati</i>	129
12.	THE INTERFERENCE EFFECT OF L1 ON THE MATRICULATION STUDENTS: AN ANALYSIS OF WRITTEN MATERIALS <i>Khalifah Mastura Khalid</i>	138
13.	A LEARNING-TO-LEARN WRITING MODULE FOR ESL LEARNERS <i>Malini Karuppiyah</i>	154
14.	PROCESS VS. PRODUCT APPROACH OF TEACHING WRITING IN MALAYSIAN SCHOOLS <i>Sarala @ Thulasi a/p Palpanadan & Ummul Khair Ahmad</i>	165
Listening		
15.	THE IMPLEMENTATION OF SUPPLEMENTARY MATERIALS IN TEACHING THEME-BASED LISTENING LESSONS FOR STUDENTS IN VIETNAMESE HIGH SCHOOLS <i>Cao Hong Phat & Tran Quang Nam</i>	176
16.	ALPHABOOSTER! AN INTERACTIVE GAME TO PROMOTE LISTENING SKILLS AND ENRICH VOCABULARY <i>Razanawati Nordin, Azlan Abdul Rahman & Rosliana Roslan</i>	191
Teaching Method		
17.	TURNING OUR STUDENTS INTO TEACHERS FOR THE DAY, TO ENHANCE LEARNING AND HELP THE COMMUNITY <i>Andrew Nicholas Williams & Wan Mohamad Bin Wan Abdullah</i>	195
18.	PROMOTING LANGUAGE ARTS LESSONS TO LEARN ENGLISH IN YOUNG LEARNER CLASSROOMS <i>Emma Malia</i>	204
19.	USING POWER POINT IN TEACHING ENGLISH TO YOUNG LEARNERS <i>Hertiki, Oktavia Tri Sanggala Dewi & Nukmatus Syahria</i>	217
20.	THE USE OF MULTILINGUALISM TO DEVELOP ADVOCACY SKILLS <i>Mary Anne Vaz & Marcus Raja</i>	222

THE INFLUENCE OF INDONESIAN EDUCATION CURRICULUM TO ENGLISH LANGUAGE TEACHING

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Introduction

It is undeniable that English is an international language. English is used in various kinds of international events, such as seminars and workshops. Furthermore, English has become a global language. The speakers of a global language are usually capable of dealing with a wider range of English varieties than someone who is stuck with native speaker attitudes and competence.

In English Language Teaching (ELT), we usually use English for Academic Purposes to describe courses and material designed especially to help students to use their English in academic contexts. In designing the teaching materials and describing courses, we do need a curriculum as our guidance. As we know that curriculum is a plan that interprets educational goals both individual and society to reach the kinds of learning experiences for students. Consequently, curriculum gives influence to education, it influences the aims of education particularly.

The changing educational environment, the diverse educational needs of students, the high expectations from the public, and the policy reports demand strongly educational change. In relation to that, The National Education Department has made some curriculum adjustments which consider certain points such as what students should learn, how is the content and learning sequences given to the students, and how will the lesson started. Finally, some curriculum adjustments influence the English Language Teaching in Indonesia.

Discussion

Indonesian Education

Education is the most important and most noble of human effort. It is very important because all other activities have their foundation in education. It enables

humans to achieve their fullest personal, spiritual, mental, social, and physical potentials. The ability of being educated is what distinguishes humans from animals.

In Indonesia, national education should be able to ensure equality of education opportunities, improving quality and relevance and efficiency of education management. Equity realized the opportunity of education programs in 9-year compulsory education. Improvement of the quality of education is directed to improve the quality of Indonesian human through the way of thinking, self-confidence, and self-esteem that have the competitiveness in facing global challenges. Increasing the relevance of education is intended to produce graduates with the appropriate charges based on the needs of potential natural resources of Indonesia. Increasing the efficiency of education management is done through the implementation of school-based management and management of education is planned, effective and sustainable.

The implementation of Law No. 20 of 2003 on National Education System is described in a number of regulations, among others, Government Regulation No. 19 Year 2005 on National Education Standards. Government Regulation is landing on the need to provide structured and carried out eight national education standards, namely: (1) the content standards, (2) a standard process, (3) graduate competency standards, (4) the standard of teachers and staffs, (5) standard facilities and infrastructure, (6) management standard, (7) the standard financing, and (8) assessment of educational standards.

Curriculum

Curriculum is a plan that interprets educational goals both individual and society, to reach the kinds of learning experiences for students. In other word, curriculum is a set of planned activities which are designed to implement a particular educational goal related to what is to be taught, the knowledge, skills and attitudes.

Curriculum is also defined as an understood as a set of plans and the setting of objectives, content, and study ways and used as a guide providing learning activities to achieve certain goals of education.

Government and business in the private sector always try to improve the quality of education, especially to improve students' progress in various subjects

continue to be done, such as completion curriculum, learning materials, and the learning process.

The foundation of curriculum in Indonesia is always based on the four important things, they are philosophy, psychology, sociology, and the history of Indonesia.

The modern dimension of Indonesian curriculum consists of all experiences for learning which are planned and organized by the school. It is composed of the actual experiences and activities of learners inside or outside the classroom under the guidance of the teacher and for which the school accepts responsibility.

Historical Background of Indonesian Education Curriculum

In the history of Indonesia's education, national education curriculum has experienced many changes, namely in the years 1947, 1952, 1964, 1968, 1975, 1984, 1994, 2004, and the latest is 2006. The change is a logical consequence of the change the political system, social, cultural, economic, and science. The entire national curriculum is designed based on the same basis, the Pancasila and the 1945 Constitution, the difference is the emphasis on basic education goals and implementation approach, especially in English Language Teaching (ELT).

The history of curriculum development in English Language Teaching began in 1947. The development of English Language Teaching in Indonesia for Junior High School and Senior High School can be seen as follows:

English Curriculum Development in Indonesia Emilia (2011)

Year	English Curriculum Used	Characteristic
1947	Subject Plan 1947	To replace the Netherlands education system. The curriculum was developed as development conformism, which emphasizes the establishment of the Indonesian people character.
1952	Unravels Subject Plan 1952	Every lesson plan must consider the content of subjects connected with everyday life. Using Grammar Translation Method.
1964	Education Plan 1964	Using Audio Lingual Method
1968	Curriculum 1968	Using Audio Lingual Method
1975	Curriculum 1975	Using Audio Lingual Method

		<p>Goal-oriented</p> <p>Integrative approach adopted in the sense that any lessons have meaning and role of support to the achievement of goals more integrated.</p> <p>Emphasizing the efficiency and effectiveness in terms of resources and time.</p> <p>Conventional approach instructional system, known as Development Procedure of Instructional System. That system always leads to the achievement of specific goals, can be defined and measured in the form of student behavior.</p> <p>Influenced behavior psychology that emphasizes the stimulus to response and training (drill).</p>
1984	Curriculum 1984	<p>Oriented to the instructional goals. Based on the view that the students learn in school is very limited and then learning in the classroom must be functional and effective.</p> <p>Therefore, before choosing or set of teaching materials, which must first be defined is what the goal should be achieved by students.</p> <p>The approach of teaching is based on students with student's active learning system. CBSA is a teaching approach that provides the opportunity for students to actively engage the physical, mental, intellectual, emotional, and with the hope that students get the maximum learning experience, both in cognitive, affective and psychomotor.</p> <p>The lesson material is packed using spiral approach. Spiral is the approach used in the packaging of teaching materials based on the width and depth of learning materials. The higher the class and school levels, the more knowledgeable in the materials and lessons provided.</p> <p>Provide concept of science before exercises. Concepts must be based on the understanding, then after the training given to understand. To support the understanding, tools used to help students understand the concept.</p> <p>The material is given based on the level of maturity or readiness of students. Using the skills of the process. Skills in the process of</p>

		learning are the approach that emphasizes how to acquire knowledge and communicate results. This approach should be done with effective to achieve the goal lessons.
1994	Curriculum 1994 created as the completion of Curriculum 1984 and accordance implemented with the Law no. 2 in 1989 about National Education System	Using Communicative Approach
2002	Competency Based Curriculum Version 2002	Developing the ability to do (competence) duties in accordance with certain performance standards that have been set.
2004	Competency Based Curriculum Version 2004	Using Systemic Functional Linguistics Genre Based Approach
2006	Competency Based Curriculum Version Curriculum Level Education Unit	<p>Emphasis on student competency achievement both individual and classical.</p> <p>Results-oriented learning (learning outcomes) and diversity.</p> <p>It is in learning to use the approach and methods vary.</p> <p>Source of learning not only teachers, but also other sources of learning that meet the educational elements.</p> <p>Emphasis on the assessment process and results of study in achievement of a competency.</p> <p>There are fundamental differences compared with the previous competency-based curriculum (version 2002 and 2004), that schools are given full authority to plan for education to the standards that have been set, starting from the goal, the vision-mission, structure, the burden of learning, and a calendar of education, to the syllabus development.</p>

The coming curriculum that will be used on the next July 2013 is Curriculum 2013 which is planned to achieve a better curriculum than the previous ones.

English Language Teaching

From the English Curriculum Development in Indonesia table, it is clear that in line with the development of a country, it needs changes in language teaching, especially the curriculum. Curriculum development is a more comprehensive process than syllabus design. It includes 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 result from these processes.

Curriculum development in Indonesia, especially in English Language Teaching (ELT) always follows the development of the methods used in teaching process which are trend at that time. Furthermore, the changes of Indonesian curriculum is always based on the need analysis both the students and the teachers which is linked to the global development on science and technology era. Consequently, English Language Teaching (ELT) in Indonesia is always try to adjust those development. Finally, the changes of curriculum in Indonesia always influences the English Language Teaching (ELT).

The next curriculum, which is called Curriculum 2013 will be applied on the next June is better than the previous ones because it accommodates the local wisdom and the importance of using songs in English Language Teaching (ELT).

Conclusion

The entire national curriculum is designed based on the same basis, the Pancasila and the 1945 Constitution, the difference is the emphasis on basic education goals and implementation approach, especially in English Language Teaching (ELT).

Curriculum development in Indonesia, especially in English Language Teaching (ELT) always follows the development of the methods used in teaching process which are trend at that time. As it is stated on the previous table, different curriculum has emphasized on a certain method, approach, and technique. Furthermore, the changes of Indonesian curriculum is always based on the need analysis on both the students and the teachers which is linked to the global development on science and technology era. Consequently, English Language Teaching (ELT) in Indonesia is always try to adjust those development. Finally,

the changes of curriculum in Indonesia always influences the English Language Teaching (ELT).

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Appendix : The Questionnaire of The Influence of Indonesian Education Curriculum to English Language Teaching

NOTE:

This brief questionnaire aims to know and share your experiences on the influence of education curriculum to English Language Teaching.

1. Sex (check) Male Female
2. You are... (check) a teacher a lecturer
3. How long have you been teaching English?
4. In what level of education are you teaching?
5. How is the influence of education curriculum to English Language Teaching at the place that you are teaching?