Principle of Goals, Content, and Sequencing: A Review of English for Vocational High School in 2013 Curriculum (2017 Revision)

Annisa Ratna Purwanti

nisaratna@student.undip.ac.id

Diponegoro University, Semarang

This qualitative study tries to conform the principle of goals, content, and sequencing in 2013 curriculum (K13) for grade X of VHS. K13 is expected to deal with the 21st century skills which do not only make the students excellent in cognitive domain but also affective and psychomotor domains. That is why K13 has four core competences (KI 1- KI 4) to cover those domains as one of its goals. Another goal is to implement and integrate the language system, macro-skills, and micro-skills. K13 also aims to create communicative and meaningful activities. The strengths in sequencing content in K13 are the way it constructs the content starts from the easy to the difficult materials and it models a spiral curriculum. Despite the goals and content in K13 bring more positive development rather its predecessor, it also has several issues dealing with this principle. They are divided into issues in sequencing goals and sequencing content. The issues are related because the development of content is derived from goals. Issues in goals are the concept of communicative and meaningful teaching learning and time allotment. While the issue discovered in sequencing content is authenticity. The researcher also gives suggestion dealing with the issues.

 Keywords: goals, content, curriculum 2013, VHS

Penelitian kualitatif ini mencoba untuk menyesuaikan prinsip tujuan, isi, dan urutan pada 2013 kurikulum (K13) untuk kelas X tingkat SMK. K13 diharapkan dapat mencakup keterampilan abad 21 yang tidak hanya membuat siswa unggul dalam domain kognitif tetapi juga ranah afektif dan psikomotorik. Itulah mengapa K13 memiliki empat kompetensi inti (KI 1- KI 4) untuk mencakup domain-domain tersebut sebagai salah satu tujuannya. Tujuan lainnya adalah untuk mengimplementasikan dan mengintegrasikan sistem bahasa, keterampilan makro, dan keterampilan mikro. K13 juga bertujuan untuk menciptakan kegiatan yang komunikatif dan bermakna dalam pembelajaran. Keunggulan K13 dalam prinsip mengurutkan konten adalah konten dimulai dari materi yang mudah ke yang sulit dan menerapkan model kurikulum spiral. Meskipun tujuan dan konten di K13 lebih berkembang dibandingkan kurikulum sebelumnya, K13 juga memiliki beberapa isu yang terkait dengan prinsip ini. Isu tersebut dibagi menjadi isu dalam mengurutkan tujuan dan mengurutkan konten. Isu tersebut saling terkait karena pengembangan konten berasal dari tujuan. Isu dalam tujuan adalah konsep pembelajaran yang komunikatif dan bermakna serta alokasi waktu. Sedangkan masalah yang ditemukan dalam mengurutkan konten adalah authenticity. Peneliti juga memberikan saran yang berkaitan dengan isu-isu tersebut.

INTRODUCTION

The 2013 curriculum (or K13) emerged as an improvement of the previous curriculum. It also has two revisions; in 2016 and 2017. It is anticipated as a curriculum which deals with the twenty first century skills. The clearest differences in K13 2017 revision from KTSP (School-based Curriculum in 2006) are teachers should teach using scientific approach (or 5M), teachers do not only assess the cognitive factor, but also affective and psychomotor factors, and the learners are treated as human being and processor of information. Tantra (2015) states that there is a shift in the learning paradigm; from '*peserta didik diberi tahu*'(students as a passive role to receive knowledge from teachers) to '*peserta didik mencari tahu*' (students as an active role to discover knowledge by themselves and teacher acts as a facilitator).

He further explains by implementing K13, it is expected that the curriculum provides relevant competency with essential learning materials, invites students' active learning, provides contextual learning paradigm, designs course books consisting of content and process of learning, and conducts authentic assessment as assessing does not only focus on product, but also process. Moreover, Hasan (2013) states that use of authentic assessment lead the students to develop their higher order of thinking skills (HOTS). Several techniques available for authentic assessment such as portfolio, journal, students' diaries, project-based assessment, and so on.

However, in designing a curriculum, a curriculum designer has to hold on to the several principles; content and sequencing, format and presentation, and monitoring and assessment. As the very first principle, content and sequencing playing a crucial role in designing a curriculum. It aims to to create a list of the items to teach in the order in which they are going to be taught. Content and sequencing is the application of the needs and environment analysis. The designer has to consider the environment in which the course will be used, the needs of the students, and principles of teaching and learning (Nation and Macalister, 2009).

There are several prominent principles in designing a curriculum. Zapata (2005) states that the various components of the curriculum, such as aims, contents, evaluation and resources are interrelated although sometimes they are treated in a separate way. He further proposes some underlying assumptions before a curriculum designer sequences goals and content. They are (1) general objectives established for each level and for the contents of that level, (2) general objectives of the unit or level should be oriented to the integral formation of all students, (3) accepting the principles of meaningful learning, and (4) attention to diversity which ensures all students gain the basic contents that are going to support maximum development of each student. Therefore, the purpose of sequencing goals and content is to create a certain order within them which is goin to make sure the conncection between the educational objectives and the learning activities of the students in such a way. Zapata also says that the learning goals and contents of a certain area are interdependent. In addition, the order in which they are presented is relevant to learning.

Nation and Macalister (2009) define the aim of this part of the curriculum design process is to make a list of the items to teach in the order in which they will be taught. Content and sequencing must take account of the environment in which the course will be used, the needs of the learners, and principles of teaching and learning. Sequencing content has two major divisions; whether the material in one lesson depends on the learning that has occurred in previous lessons (a linear development) or whether each lesson is separate from the others so that the lessons can be done in any order and need not all be done (a modular arrangement).

Furthermore, Nation and Macalister in Zamanian et al (2015) propose some aspects need to consider in sequencing goals and content as follow: (1) a language course should train

students in how to learn a language, so that they can become effective and independent language learners, (2) learners should have increasingly spaced, repeated opportunity to give attention to wanted items in a variety of contexts, (3) a language course should cover useful language items, skills and strategies in a progressive way, (4) the teaching of language items should take account of the most favorable sequencing of these items and should take account of when the learners are most ready to learn them, (5) the items in a language course should be sequenced so that items which are learned together have a positive effect on each other for learning, and so that interference effects are avoided.

To sum up, the principles in sequencing goals and content are:
1. Goals can be more than one (language, ideas, skills, discourse),
2. The language items cover the most useful ones,
3. Making sensible content to teach,
4. Break goals down into smaller well-specified performance objects,
5. Based on the Elaboration Theory, leaning contents should be order so as to leave the more simple and general elements in the first place, and incorporating the more complex and detailed elements progressively later on (Zapata, 2005).

The principles are actually applied better in this recent curriculum than in the previous ones. Change in a curriculum is a normal development to bring the education system better. There are two related things in a curriculum, a curriculum and a syllabus. Dubin and Olshtain (1986) state that a curriculum as "a broad description of general goals by indicating an overall educational-cultural philosophy which applies across subjects", while a syllabus as "a more detailed and operational statement of teaching and learning elements, which translates the philosophy of the curriculum into a series of planned steps leading towards more narrowly defined objectives." In other words, curriculum is in the level of paradigm on which the educational practice is based. On the other hand, syllabus is a part of curriculum which realizing what is designed in curriculum.

Indonesia has done several changes in curriculum, even K13 as the latest curriculum applied has occured some revisions to meet the stakeholders, teachers, and students' needs. The position of English in K13 2017 revision differs from the previous curriculum. Comparing to SBC (KTSP), the amount of meeting for English is reduced, it only has 3 credit hours per week. From the goals, it aims to integrate all language skills and students' domains (affective, cognitive, and psychomotor). Therefore, the realization is by providing four core competences (KI) which cover them. They are KI 1 as spiritual competence, KI 2 as social competence, KI 3 for knowledge competence and KI 4 refers to the knowledge utilisation of KI 3 (the practice to apply the KI 3 in written and spoken. The goals of English in K13 are also in line with the language goal; communicative and meaningful. To meet the goals, MOEC (Ministry of Education and Culture) asks the teachers to teach using authentic materials and authentic assessment by conducting scientific approach. Scientific approach has some learning models; discovery learning, problem-based learning, performance-based learning, project-based learning, and teaching factory. While in teaching EFL, we have another approach to use; a text-based approach since every basic competence begins with a text type. Then, by conducting scientific approach and its models, teacher as a facilitator invite the learners to play an active role in the classroom to meet the goals of communicative and meaningful.

Furthermore, there are five stages should be done by the teachers and students to achieve the learning objectives in K13. We may highlight the key concept of K-13; integrating skills

and also develop the students' character building (affective), knowledge (cognitive), and skills (psychomotor). That is the reason why MOEC proposed scientific approach to establish in K13 because it refers to the process of observing, asking, reasoning, experimenting, and establishing network for all subjects (Zaim, 2017).

In line with the principle of goals and content sequencing, in K13, there are also two core competences (*kompetensi inti, KI*) which consist of KI 3 (knowledge aspect) and KI 4 (skill or knowledge utilization aspect). While the other two core competences; KI 1 and KI 2 are integrated into the subject. As a result, English teachers have to facilitate and assess those aspects.

Furthermore, if we refer to the principle from Nation and Macalister, there is an underlying issue related to the goal of English in K13, whether English for VHS in Indonesia is categorized into English for Specific Purposes (ESP) or General English (GE). In addition, the content provided in VHS at the moment seems to be general. For instance, there are several text types learned in grade X in first semester, such as descriptive, recount, and narrative text. The theme of texts provided in the English course book published by MOEC in 2016 are very general, i.e in descriptive text: Let's Visit Niagara Falls, Which One is Your Best Getaway? For general information, it may be useful, but if we look at the goal of VHS graduates who have to be ready to work, it may be less useful and not related to their major. The authenticity issue here is being questioned. Moreover, the more materials are added in K13. Practically, the teachers need more time allotment, but in K13, the time allotment is reduced.

These factors lead the researcher to conduct this study. It aims to know whether the English 2013 curriculum for vocational high school (VHS) of grade X conforms with the goals, content, and sequencing principle. Based on the background above, the researcher proposes the research problem: **"How are the goals, content, and sequencing principle applied in the English 2013 curriculum (K13) for VHS in grade X?"**

METHOD

The goal of this study is to know how the goals, content, and sequencing principle are applied in the English 2013 curriculum (K13) for VHS in grade X. This descriptive research used government documents as the data. The researcher is also one of the English teachers in an VHS, namely SMK N 1 Mandiraja, so she had access to get the documents needed, such as English 2013 curriculum taken from the Decree of General Director of Basic and Secondary Education (Dirjen Dikdasmen) No. 130/D/KEP/KR/201 Date : 10 February 2017 about structure of curriculum in vocational secondary education.

The collected data then were analyzed descriptively by comforming the goals, content, and sequencing in K13 to the principle of goals, content, and sequencing based on Nation and Macalister (Language Curriculum Design, 2009).

FINDINGS AND DISCUSSION

Findings

The general objective of 2013 curriculum (K13) is to cover four aspects of competence in the form of core competence (abbreviated to KI); KI 1 is spiritual competence, KI 2 is social competence, KI 3 for knowledge competence and KI 4 refers to the knowledge utilisation of KI 3 (the practice to apply the KI 3 in written and spoken) (see table 4.1). KI 1 and KI 2 are not directly given in English subject. Those aspects should be reached by intracurricular, cocurricular, and extracurricular. It means that English as a subject has to cover those apects in the teaching learning and assessing process. The curriculum also shows that it integrates all

four language skills (listening, speaking, reading, and writing) and the assessment for the skills (KI 4, knowledge utilisation) used is vary, but it has to be in the alternatives in assessment (portfolios, jornals, authentic assessment, project based assessment, and so on).

Due to suggestion and critics addressed to the first edition of K13, there are several improvements in the goals, content, and sequencing principle in the 2017 revision. The following tables are the lists of sequenced goals and content provided for the grade X.

Table 4.1 Kompetensi Inti (Core Competences)

KI.3	Understanding, applying, and analyzing factual, conceptual, procedural knowledge based on students' curiosity about science, technology, art, culture and humanities with the insights of humanity, nationality, fidelity and civilization related phenomena and events in specific areas of work to solve problems.
KI.4	Processing, reasoning and presenting in concrete and abstract realms linked to the development of what students learns in schools independently, and being capable of performing specific tasks under direct supervision

Table 4.2 List of Goals and Contents in K13 taken from the Decree of General Director of Basic and Secondary Education No. 130/D/KEP/KR/201

Basic Competences (the knowledge) Each basic competence starts with analyzing the social function, the generic structure, and the language features of a text in a spoken and written form according to the context	Basic Competences (the knowledge utilisation) Each basic competence starts with arranging the text learned in KI 3 in spoken and written form according to the context	Time Allot ment
3.1 Interactional and transactional text related to asking and giving information about one self and family.	4.1 Interactional and transactional text related to asking and giving information about one self and family.	6
3.2 Interactional and transactional text to express and response congratulations and complement.	4.2 Interactional and transactional text to express and response congratulations and complement.	6
3.3 Interactional and transactional text related to asking and giving information about plan/intention	4.3 Interactional and transactional text related to asking and giving information about plan/intention	6
3.4 Descriptive text about people, things, and places.	4.4. Descriptive text about people, things, and places.	12

3.5	Announcement related to asking and giving information about school or work place.	4.5.	Announcement related to asking and giving information about school or work place.	6
3.6	Asking and giving information related to past events	4.6	Asking and giving information related to past events	9
3.7	Recount text related to asking and giving information about events or experiences	4.7.	Recount text related to asking and giving information about events or experiences	9
3.8	Narative text related to asking and giving information about local legend	4.8	Narative text related to asking and giving information about local legend	9
3.9	Memo, menu, schedule and signs related to asking and giving information abot school or work place activities	4.9	Memo, menu, schedule and signs related to asking and giving information abot school or work place activities	12
3.10	Interactional and transactional text related to asking and giving information about comparison connected to the students' major	4.10	Interactional and transactional text related to asking and giving information about comparison connected to the students' major	9
3.11	Interactional and transactional text related to asking and giving information about direction connected to the work place	4.11	Interactional and transactional text related to asking and giving information about direction connected to the work place	9
3.12	Interactional and transactional text related to asking and giving information about simple routine task connected to the work place	4.12	Interactional and transactional text related to asking and giving information about simple routine task connected to the work place	9
3.13	Interactional and transactional text related to asking and giving information about suggestion and offering	4.13	Interactional and transactional text related to asking and giving information about simple routine task connected to the work place	6

The discussion will be divided into underlying issues in sequencing the goals and sequencing the content. This new curriculum is expected to provide some better changes in the teaching learning process. It is not only concerned with the cognitive domain, but also the affective and psychomotor. By doing observation, we would be able to know whether K13 has already implemented this principle or to what extent K13 has established the principle.

Discussion
Underlying Issues in Sequencing the Goals
Based on the given tables above, we could see some improvements in K13. If we look at the basic competences, they focus on the spoken and written forms of a text which are suitable to the goal of K13. The goals of K13 are in line with the language system   (linguistic competence, sociolinguistic competence, discourse competence and strategic competence), macro-skills (productive; speaking and writing, and receptive skills; listening and reading) and micro-skills or the elements of language (grammar, vocabulary, pronunciation and spelling) (Ahmad, 2014). The learning goals are also broken down into smaller well-specified peformance objectives which are more student-centered than in KTSP. The students play an active role in the class, while the teacher acts as a facilitator in the teaching learning activities. Furthermore, K13 is expected to be in line with the actual goal of English teaching; meaningful and communicative. Meaningful means that the materials and assessment used are authentic materials (the authentic materials for VHS are going to be discussed later) which are related to the real life. The concept of meaningful in learning English for VHS will lead to the concept of ESP which remains vague until nowadays. Theoretically, English for VHS is closer to ESP, but if we observe at the implementation of teaching learning and the English learning goals, it is far from the concept of ESP (Kusni, 2013).

While communicative means that the activities provide a real basis for speaking, and the interactive exchange of ideas, opinions, and feelings with others. According to Cunningsworth (1984), there are five principles in communicative exercise type. They are the principles of information transfer, information gap, jigsaw, task dependency, and correction for content. Since the implementation of scientific approach, most activities in K13 are communicative because they inivite the students to actively participate in the classroom. I consider that communicative aspect has already fulfilled if the EFL teachers implement it properly, because it is still found even though the curriculum changes, but the way the teachers teach remain the same.

Another issue related to goals is the time allotment. Of the table 4.1, we can see that government sets the time allotment for each basic competence. However, the setting differs from the reality due to each school has its academic calendar. Moreover, in VHS, we have apprenticeship (*Prakerin*) program in the work industry where the students do not attend school for studying as usual. Actually, the sequencing of goals in K13 is good since it highlights the concept of language system, but with a lot of basic competences provided, the teachers have difficulty in teaching all of them due to limited time. Based on the writer and her teacher colleagues' observation, the basic competences in K13 seems like the basic competences in KTSP were added by some basic competences in general high school (e.g. the basic competences discuss about text types). As a result, the content for English in K13 for tenth graders of VHS are so many. Additionally, concerning on time allotment, in KTSP, we had 4-6 credit hours per week. On the other hand, in K13, English is taught only 3 credit hours

per week. I suggest that MOEC revises or reduces the basic competences since the limited time allotment.

Underlying Issues in Sequencing the Content

Sequencing goals and content is very closely related. They are interdependent because content is derived from the goals. Dealing with content principle, it has guidelines in the environment and needs analysis from the learners, teachers, and situation views. Of the learners' environment and needs, K13 helps the students in learning English as a foreign language better. In its predecessor, the content emphasizes on the expressions, grammar, and vocabularies, but not the texts. The students learn them directly and in an isolated way, but in K13 expressions, grammar, and vocabularies are taught integrated into the texts. That is why K13 also can be defined as a text-based curriculum because every basic competence begins with analyzing texts. Moreover, the sequencing of the content deals with the absenteeism because it models a spiral curriculum. For instance, in KD 3.7 and 3.8, the students learn simple past tense, but in a different context. In KD 3.7, it is based on a recount text, while KD 3.8 discusses a narrative text which also employs simple past tense.

The sequencing of the content also begins with the easiest and most familiar one to the hardest materials. For instance, it starts with the topic of introduction, congratulations, and complements, then move to the genre, like descriptive, recount, and narrative which also suits the age of the students. The tenses also begins with simple present, simple future, then simple past. From the students' lacks aspect, almost all of the contents of English in K13 have suited the proficiency level of the students because they have learned the simple tenses and some genres in the previous level (junior high school, JHS). In the VHS level, the repeated materials are deeper and more complex than in JHS. While the more complex genres like exposition and news items are new for the VHS students and are taught later in the next grade.

Nevertheless, besides being suitable to the learning goals of general English, the curriculum for VHS also has to deal with the demands of the work industry. The graduates should be ready to work. That is why the English curriculum in K13 should also cover this factor. It relates to the students necessities and situation aspect which means that an English lesson has to cover their needs and has to be useful outside the classroom. Although the goals and content in K13 have matched with the goals of language learning, the English content for grade X in K13 seems do not totally cover the students' specialty or major. It states that the materials and assessment should be authentic, but how they can be authentic if most of the materials do not relate to the real life context. For instance, it is not too relevant for them studying recount, narrative, and general descriptive text about people, place, or things. The materials taken from a K13 textbook entitled Bahasa Inggris published by MOEC (Widiati et al, 2016) show there are no materials discuss the vocational things. In KTSP, each chapter relates to the vocational aspect, for example, in the descriptive text, it discusses many kinds of job description.

Still related to the goals, the content of English in KTSP contained less genres because it was more focused on expressions dealing with work place or school. The researcher has stated that English in K13 is KTSP materials added by genres derived from general high school (SMA). That factor deals with the situation and teacher of the environment analysis. In situation aspect, the number of the lessons has to suit the school time allotment. From the table above, we can see that the government has provided the time allotment for each basic competence, but it seems impossible to apply it because each school must have its own academic calendar. In the teacher aspect from the environment analysis also shows that

teachers may comprehend the materials, but due to a number of materials and limited time, it causes them some difficulties in teaching all the contents.

Furthermore, developing the authentic materials is also challenging for them as authentic means it derives from real life context and can be used in real life related to the students' specialty. Whereas K13 adopts the cognitivism theory, it means the teachers or curriculum designers should explore the students' schemata or background knowlege. For VHS students, the teachers can take an advantage of their specialty knowledge to involve with the materials. For example, students of mechanical engineering have already schemata about what a welder or mechanic does, so it will be easier for the teachers to teach new information (e.g. descriptive text) by involving their schemata, but in K13, that chance seems to be eliminated. It may be one of the reasons the level of accpetability and usefulness is not too high. It also deals with the authenticity issue whereas K13 emphasizes authentic materials and assessment, but how it can be authentic if the content is far from the VHS world.

Other issues were found in KD 3.3 and 3.12. In KD 3.3, the content is about intention which usually employs simple future tense. It might be unnatural since the students would learn simple present tense in the following KD; 3.4. Usually, it starts with simple present tense, simple past tense, and simple future tense. KD 3.3 then could be merged with KD 3.9 about memo, menu, and schedule which often use expression of intention. The second issue was in KD 3.12 which talked about simple routine tasks. Daily activity employs simple present tense which is discussed in KD 3.4. It would be better if KD 3.12 moved into KD 3.4. Simple routine tasks could also be a topic for descriptive text which is more related to VHS context, like job description of a mechanic.

CONCLUSIONS AND SUGGESTIONS
Conclusions
In this study, the researcher examines the principle of goals, content, and sequencing in K13 for VHS. This principle is very crucial since the goals and content in an English course play a great role for the next principles; format and presentation, and monitoring and assessment. Sequencing the goals will directly influence the sequence of content since content is developed based on the learning goals. K13 as the latest curriculum applied in Indonesia brings a concept of integrated skills both in English and students' domains. In the previous curriculum, it did not emphasize on integration of language skills, instead it made English being taught more in isolated skills. For instance, pronunciation, grammar, and vocabulary were taught independently without a context. In K13, those aspects are integrated in a text. As a result, K13 is also called text-based approach since in every basic competences, they begin with comprehending the text and analyzing it in terms of grammar, vocabulary, pronunciation, and so on. A text-based approach in K13 is also in line with the language system, macro-skills, and micro-skills, not to mention the nature of language; communivative and meaningful. Moreover, it does not only highlight cognitive domain, but also affective and psychomotor to prepare the students with 21st century skills.

Based on those general goals as the umbrella, K13 breaks them down into some goals namely core competences (KI) and basic competences (KD) which are derived from KI. It has four core competences which are integrated. They impact the development of content. In consequences, the materials are constructed from the easiest to the hardest ones. K13 also employs a spiral curriculum which handles abseenteism.

The sequencing of goals and content in English for VHS in grade X is especially better than in KTSP. Despite the advantageous provided in K13 for VHS, it still has several issues related with goals and content. The issues of sequecing goals are the concept of communicative and meaningful teaching learning and time allotment. While the issue found in sequencing content is authenticity.

Suggestions

Based on the findings that have been concluded in the previous section, the researcher who is also an EFL teacher in VHS gives some suggestions which can be considered to solve the problems. The suggestions are MOEC and associated policymakers should periodically establish needs analysis to know what actually the VHS students needed. They also can make a teacher-government forum where the government will be able to know the problems during the implementation of the curriculum. The problems here such as time allotment, the number of basic competences, and the appropriateness of materials with the students' major or specialty.

Second, it is crucially needed to differ English for VHS and English for general high school (SMA). Theoretically, English for VHS is more suitable with ESP rather than GE. The writer hopes that the stakeholders explore more about the curriculum for ESP since it is also needed in the era of ASEAN Economic Community (AEC or MEA, *Masyarakat Ekonomi ASEAN*).

Third, issue in authenticity has to be highlighted due to one of K13 goals are to concern with communicative and meaningful activities which are presented in the forms of authentic materials and assessment. It will be contradictory because in one side, K13 emphasizes auhenticity, but on the other hand, the implementation of the content does not totally cover authenticity due topics or text types which are not too meaningful and authentic in VHS.

Fourth, to avoid the mismatch between the requirements of the curriculum and the implementation by the teachers, government should conduct controllable in-service trainings on periodical basis and also sustained supervisory programs. Teachers should realize that they are also learners, they have to adapt with the change. Changing the skeptical mindset is needed to support the new curriculum reaching its goals.

Fifth, MGMP (teacher forum in a city or regency) should discuss the order of materials which are going to teach in a semester. It is better rather than only complaining to government without providing solutions.

REFERENCES

Ahmad, Djuwairiah. (2014). Understanding the 2013 curriculum of English teaching through the teachers" and policymakers" perspectives. *International Journal of Enhanced Research in Educational Development (IJERED),* ISSN: 2320-8708 Vol. 2, Issue 4, July-August, pp: (6-15).

Cunningsworth, Allan. (1984). Evaluating and selecting EFL teaching materials. London: Heinemann.

Dubin, F., & Olshtain, E. (1986). Course design: developing programs and materials for language learning. Cambridge: Cambridge University Press.

Hasan, Said Hamid. (2013). History education in curriculum 2013: a new approach to teaching history. *International Journal of History Education,* Vol. XIV, No. 2.

Kusni. (2013). Reformulating English for Specific Purposes (ESP) in Indonesia: current issues and future prospects. SELT 2013 Proceeding, ISBN: 978-602-17017-1-3 36.

Nation, I. S. P. & John Macalister (2009). Language curriculum design. New York & London: Routledge.

Tantra, D.K. (2015). Teaching English as a foreign language in Indonesia: a literature review. *Lingual: Journal Of Language And Culture, 4*(1). doi:10.24843/LJLC.2015.v04.i01.p01

Widiati, Utami, Zuliati Rohmah, and Furaidah. (2016). Bahasa Inggris untuk SMA/MA/SMK/MAK. Jakarta: Puskurbuk, Balitbang, Kemdikbud.

Zaim, M. (2017). Implementing scientific approach to teach English at senior high school in Indonesia. *Asian Social Science*; Vol. 13, No. 2, ISSN 1911-2017 E-ISSN 1911-2025. DOI: 10.5539/ass.v13n2p33.

Zamanian, Mustafa, Sara Mohammadi Kashkouli, and Sorour Seddighi. (2015). Book review: designing language and teaching curriculum: Based on Nation and Macalister's (2010) *International Journal of Educational Investigations* (ISSN: 2410-3446) Vol.2, No.2: 147-161, (February).

Zapata, M. (2005, Enero). Sequencing of contents and learning objects – part II. RED. *Revista de Educación a Distancia,* número 14. Available: http://www.um.es/ead/red/14/

Government Regulation

Decree of General Director of Basic and Secondary Education (Dirjen Dikdasmen) No. 130/D/KEP/KR/201 Date : 10 February 2017 about structure of curriculum in vocational secondary education.